

## Disability Support Services

# FACULTY AND STUDENT RESOURCE GUIDE

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## Disability Support Services

Student Success Center 1270,  
Box 1611 (618) 650-3726

Office Hours:

Monday - Friday: 8:00 a.m. - 4:30 p.m.

### **Introduction**

The purpose of this guide is to provide SIUE faculty and students with disabilities with practical information and suggestions to help meet the needs of students. As we attempt to eliminate barriers, we come to realize how critical the understanding and support of faculty and staff are in this process. This guide combines material from many sources and is designed to assist faculty and staff in working effectively with students with disabilities. The Guide contains facts about services and resources.

Each student with a disability will have a different level of functioning even within the same disability category. Also, accommodations will vary widely from one student to another. The information presented in this guide should be seen as a general guide to instruction and is not meant as a substitute for interaction between faculty and students; it is intended to facilitate such interaction. Finally, each student with a disability is the "expert" regarding his/her needs and can often suggest a solution.

We welcome comments and suggestions for changes or additions to this guide. We recognize that many unique situations and problems may develop in attempting to provide reasonable accommodations for people with disabilities. The office of Disability Support Services is always available to faculty and staff to advise, assist, or refer persons to other resources. Faculty, staff, and students sometimes suggest ideas for accommodations that greatly enhance a student's ability to benefit from SIUE. We hope that you will share your ideas with us.

### **Mission Statement**

Disability Support Services

- Believes that all persons are entitled to quality learning opportunities, regardless of a disability.
- Provides resources, advocacy, collaborative services, and education and outreach within the University community.
- Builds and maintains partnerships with students, faculty, staff, administrators, and the larger community.

- Helps eliminate barriers so that a person's academic and career goals may be achieved.

## **LEGAL MANDATES**

### **Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act of 1973 is a Federal civil rights law which protects the rights of persons with disabilities in any program or activity receiving federal funds. Section 504 states, "No otherwise qualified individual in the United States, as defined in Section 7 (6), shall solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance."

Section 504 further states that, "A recipient (federal funds) shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee, unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program." The term "otherwise qualified individual with a disability," with respect to post-secondary education means a person who meets the academic and technical standards requisite for admission or participation in the educational program or activity, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers, or the provision of auxiliary aids and services.

These regulations cover all aspects of University services. Therefore, all faculty, staff, and students of the University are covered, and the law applies to instruction, non-instruction and employment practices.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) of 1990 is additional comprehensive legislation designed to end discrimination against individuals with disabilities. It provides civil rights protection for persons with disabilities that parallel those that have been established by Title VII for women and ethnic minorities in the work place, and serves as a national mandate to integrate fully individuals with disabilities into mainstream society.

The ADA expands and clarifies the prohibitions against discrimination established by Section 504. The five titles of the ADA are comprehensive in scope, covering public and private sector employment, public accommodations (including education), transportation, and telecommunications. Title II of the ADA applies to state and local government agencies, and, therefore, addresses the rights of students with disabilities on this campus and the responsibilities of the University as a public entity. University programs, services, and activities must be readily accessible and usable by persons with disabilities, and the University must have program access regardless of whether the specific facilities are physically accessible.

In summary, relative to its relationship to students with disabilities, the University:

- Cannot exclude individuals on the basis of disability.
- Will strive to ensure participation in integrated settings.
- Will make reasonable modifications in policies, practices, and procedures when necessary to avoid discrimination on the basis of disability.
- May not discriminate against an individual with a disability in the offering of examinations or courses relating to licensing or certification for educational or professional purposes.

In order to ensure that students with disabilities have equal access to University programs and services, the University is required to make available certain auxiliary aids and services, such as qualified interpreters, notetakers, headset amplifiers, telecommunications devices for people who are deaf (TDDs), readers, Braille, and or large-print materials. These and other reasonable accommodations related to specific types of disabilities are explained in greater detail later in this guide.

### **Reasonable Accommodations**

"Reasonable accommodations" is the legal standard applied to both employment and academically related accommodations for students. Generally, documentation of a student's disability is provided by an off-campus licensed professional. After obtaining a student's disability documentation, Disability Support Services has responsibility for making recommendations for reasonable accommodations. The nature of its definition and what constitutes reasonable accommodation may vary widely, given a student's disability and functional limitations. Reasonable accommodations should be determined on an individual basis and should be tailored to each person's unique needs.

The standard of reasonable accommodation is intended to ensure non-discrimination by providing "equally effective" aids, benefits or services. "Equally effective" need not produce an identical outcome, but must provide equal opportunity to obtain the same result. All the Disability Support Services accommodations are offered with the intention of providing equal access and opportunity to students with disabilities as required by Section 504 and the Americans with Disabilities Act. These services and accommodations are consistent with those provided by other campuses and determined by following current standard practices in the field.

## **FACULTY AND STUDENT RESPONSIBILITY**

### **Students' Rights and Responsibilities**

Individuals with disabilities who are officially enrolled students at SIUE are extended the rights to any student pursuant to Southern Illinois University Edwardsville policies. Students with disabilities, however, may deal with issues that are not relevant to other members of the student population. For this reason it is important to address student rights which are more germane to persons with disabilities.

#### **Program Accessibility**

The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens.

This does not imply that all existing classrooms and laboratories have to be physically accessible for a person with a disability. Individuals with disabilities shall have access to each program, service, or activity so that, when viewed in its entirety, it is readily accessible to and usable. This requirement does not mean that each facility, or every part of each facility must be accessible. Accessibility may be achieved through redesign of equipment, reassignment of classes and other services to accessible buildings, or assignment of aides.

All new facilities constructed by, on behalf of, and for the use of the University shall be designed and constructed so that the facilities are readily accessible to and usable by individuals with disabilities. The SIUE Americans with Disabilities Act Advisory Committee includes faculty, staff and students with disabilities, and monitors new facility construction.

### **Confidentiality**

Since students with disabilities often are coping with issues that can be very sensitive, the Disability Support Services staff shares information with those who have a "legitimate educational interest" or with those for whom students have given written consent. It is standard practice for the Disability Support Services staff to obtain this formal written consent from students when a student initially makes a request for assistance. The consent allows the Disability Support Services staff to obtain, provide, and/or discuss relevant information with appropriate professionals.

On occasion, a well-intentioned faculty or staff member may make inquiries regarding students with disabilities, with the intention of providing some sort of assistance. Though the intent is appreciated, the DSS staff is prohibited from discussing certain matters regarding a student's disability without the student's consent. Students often choose to openly discuss their disability with faculty. But this is an individual choice and is not something students are required to do.

### **Responsibilities of Students with Disabilities**

Students with disabilities are subject to University rules governing all students. Students with disabilities are not exempt from University policies regarding admissions, conduct, discipline, and academic performance.

To ensure that appropriate accommodations are arranged for students with disabilities, it is essential that students work closely with the Disability Support Services staff. The Director needs documents of students' disabilities, including the nature of students' functional limitations, their needs, in general, related to their functional limitations, as well as specific information regarding the requirements of courses in which they intend to enroll. For this reason, students need to actively participate in the accommodation request process and, therefore, assume certain responsibilities.

### **Student Responsibilities Regarding Examination Accommodations**

Students who request examination accommodations must present documentation of their disability to the Disability Support Services and the documentation must specify functional limitations which support their request. Receiving "out of class" accommodations from a faculty member requires that student assume specific responsibilities. These are listed on the Test Release Forms which students present to faculty when requesting accommodations for examinations. (See the DSS Test Release Form later in this section for the complete text of this statement.)

### **Faculty/Departmental Responsibilities**

Providing academic accommodations to students with disabilities is a shared responsibility of the campus. The Disability Support Services has responsibility for providing certain unique accommodations; for example, sign language interpreters, readers, adaptive computer technology, and accommodations for test proctoring are provided in the Disability Support

Services office. The Disability Support Services office also refers students to other campus units for tutoring services as an accommodation. Faculty are asked to assume certain responsibilities identified on the ID CARD for each student with a disability requesting out of class accommodations. Typically the accommodation requested is an examination accommodation; most commonly, it is for extended time.

A faculty member who has a question or concern about the specified accommodation should talk directly to the student involved and may also consult with the Disability Support Services Director at extension 3782. A faculty member who has questions or concerns about compliance obligations should call the Office of Institutional Compliance at extension 2333.

Students with disabilities who request accommodations are required to fulfill their responsibilities, as specified in the previous section. If they fail to do so, then the institution needs only to respond if it is still "reasonable" to do so. If faced with this type of circumstance, faculty is encouraged to consult with the Disability Support Services Director concerning what constitutes "reasonable" under federal laws.

### **Computer Equipment and Adaptive Software**

The office of Disability Support Services is equipped with a fully functional computer laboratory, which consists of six computers, a scanner and a laser printer. These systems are equipped with Microsoft Office and have full networking capability. In addition to the Microsoft Office software, the computers are also equipped with adaptive software that enables students with various disabilities to use the systems. This software includes a voice recognition program, a visual enhancement program, and a screen reading program for students with visual impairments as well as students with learning disabilities. The computer laboratory in the Disability Support Services office is maintained by Academic Computer and assistance with various applications is provided.

## **DISABILITY INFORMATION**

### **Introduction to Disabilities**

The Disability Support Services office provides services to students with a wide variety of disabilities that have been grouped into general categories based on the nature of disability, the functional limitations and appropriate academic accommodations associated with each.

In using this information it is important to remember: (1) The lists of academic accommodations for each disability group are not exhaustive, but represent those academic accommodations that are generally deemed to be the most appropriate and common for the particular disability group. On the other hand, not every accommodation on a list is necessarily recommended for each student. (2) Each student who is served by the Disability Support Services office is unique. There may be any number of students with disabilities who have similar clinical diagnoses; however, due to a number of factors, each student may have entirely different needs. A disability may manifest differently in each person, and often a person may be dealing with more than one disabling condition. Each student presents a unique set of functional limitations, and in determining appropriate accommodations it is important to focus on the student's functional limitations rather than simply on the clinical diagnosis. As a consequence, the recommended academic accommodations may be quite different for each student.

### **A Word on Hidden Disabilities**

Many of the students served by the Disability Support Services office have hidden disabilities. Unless otherwise notified, a faculty member has no way of knowing that these students have disabilities. There are many disabilities that are considered “hidden disabilities,” which have symptoms that are not easily identifiable. Students with diabetes, bi-polar disorder, Attention Deficit Hyperactivity Disorder, or some chronic conditions may deal with their disability every day, but exhibit no symptoms during class. Learning disabilities are another common example of hidden disabilities, and are often misunderstood.

Students have the right to keep their disability confidential. In fact, some students will seek assistance from the Disability Support Services only when they receive assurances that facts regarding their disability will remain confidential. Some students will feel comfortable in discussing their disability and functional limitations with faculty; this is a personal choice that is made by each student. The Disability Support Services office makes every effort to maintain confidentiality and will only discuss students’ disabilities when authorized to do so by the students. You may want to discuss any questions about how a disability may affect students’ academic needs or performance directly with the students. Also, please do not hesitate to contact the staff at Disability Support Services for information we may be able to provide.

## **SPECIFIC LEARNING DISABILITIES**

### **Definition of a Learning Disability**

The National Joint Committee on Learning Disabilities defines the term learning disabilities as: “A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other disabling conditions (e.g. sensory impairment, serious emotional disturbance) or with extrinsic influences such as cultural differences, insufficient or inappropriate instruction, they are not the result of these conditions or influences.” (National Joint Committee on Learning Disabilities. (1988). Collective perspectives on issues affecting learning disabilities: Position papers and statements. Austin, TX: PRO-ED.)

Usually students with learning disabilities have average-to-superior ability yet will experience marked difficulty in one or more academic areas as a result of a significant information processing disorder. To be considered a disability, there must be substantial interference with the student’s equitable participation in the educational process. Accommodating a student with a learning disability entails the complex task of distinguishing between thinking and learning processes that are affected by a learning disability that must be accommodated, and thinking and learning process that are essential to an academic course or program of study. Learning disabilities have been recognized and accepted in the medical and educational communities since the 1960’s.

### **Diagnostic Process for Learning Disabilities**

A diagnosis of a learning disability is made after a comprehensive evaluation process that first rules out other more commonly occurring interfering factors to academic success such as under preparation, poor study skills, social/emotional problems, medical problems/illness, culture differences, and others. Following this ruling-out process, an individual’s educational, medical and family histories are reviewed for possible risk factors for LD. The student is then given a

battery of standardized tests to evaluate the student's ability and achievement to confirm or rule out the presence of a learning disability.

Although students with Learning Disabilities usually arrive at SIUE having previously been diagnosed, some students have no prior diagnosis but may come to suspect that they have a Learning Disability. Students enrolled at SIUE who believe they have a Learning Disability can be assessed by the Learning Disabilities Specialist in the DSS office free of charge. Assessment for possible Learning Disability will include the use of the following tests: Wechsler Adult Intelligence Scale- Third Edition, Wechsler Individual Achievement Test-Second Edition, Wechsler Memory Scales-Third Edition, and Jordan Dyslexia Assessment. (Further evaluation may be necessary.) If ADHD is suspected, the Conners' Adult ADHD Rating Scale—Self-Report: Long Version and the Conners' Continuous Performance Test –Second Edition will be administered.

### **The Possibility of Misdiagnosis**

Misdiagnoses or false positives can occur as with other non-visible disabilities or medical conditions. However, each student requesting services or accommodations must present current documentation (within 3 years) to the Disability Support Services office to receive services. If a student's documentation is outdated, incomplete or inappropriate, the student is required to provide additional information or obtain new documentation.

### **Increased Numbers of Students with Learning Disabilities on this Campus**

The phenomenon of increased numbers of enrolled students with learning disabilities is not unique to SIUE. Postsecondary institutions nation-wide are experiencing an increase in the enrollment of students with learning disabilities. This experience is primarily due to federal legislation: Public Law 94-142, passed in 1975 and implemented in 1978, required public schools to identify and serve students with disabilities, including learning disabilities. Some typical examples of accommodations for students with learning disabilities include, but are not limited to, the following:

- Extended time on examinations
- Adaptive equipment
- Reduced course load
- Access to tutoring
- Library assistance
- Assistance with reading and writing
- Volunteer note takers
- Allowing students to record lectures

### **Mobility Impairments**

Mobility related impairments include disabling conditions, which manifest in a serious limitation in locomotion or motor function. These disabilities can be permanent or temporary. Common types of mobility related impairments include, spinal cord injury (including paraplegia and quadriplegia), multiple sclerosis (M.S.), cerebral palsy (C.P.), muscular dystrophy (M.D.), post poliomyelitis, amputations, and juvenile rheumatoid arthritis.

Mobility related impairments can be congenital, or can affect an individual anytime throughout his or her lifetime. Many of these mobility related impairments are the result of an injury due to some of type of trauma. Individuals with mobility impairments may have partial or no use of all or some of their limbs. Some require wheelchairs (which can be of a manual or motorized

nature); some utilize other assistive devices such as crutches, canes, walkers, or electric carts. Certain students with mobility impairments are able to ambulate without assistance, but at a slow rate, often with a great deal of effort and difficulty, and sometimes only over short distances on flat, smooth, unobstructed surfaces. Typically, it is difficult or impossible for students with mobility impairments to use stairs, and, consequently, they rely on elevators to access locations in buildings above or below ground level. Students with mobility impairments have difficulty traveling significant distances on campus in a timely manner. Certain disabilities included as mobility related impairments manifest in motor control or coordination difficulties; therefore, note taking, typing, and taking exams without assistance is difficult or impossible.

Disability Support Services often advertises for personal attendants. Although personal attendant care is not a service provided by the University, the staff works with students to meet their attendant care needs in both campus residences and community housing.

The types of accommodations utilized by persons with mobility impairments may include, but are not necessarily limited to, the following:

- Extended time on examinations
- Allowing student to record lectures
- Tabletop desk and lapboards
- Volunteer note takers
- Laboratory assistants
- Library assistants
- Mobility assistance
- Adaptive computers
- Assistance in page turning, reading/writing

### **Visual Impairments**

Students with visual impairments may have total (blind) or partial (low vision) loss of sight. The condition may be permanent or temporary, and/or stable or progressive. The disability may be congenital or have come about as the result of injury or disease. Consequently, students with visual disabilities present with a wide range of abilities and functional limitations. Factors such as the extent of vision loss and the length of time individuals have had to adjust to the disability will, to a large degree, influence their abilities and resulting functional limitations. Some students with low vision with the use of corrective lenses, may be able to function as well as an individual without a visual impairment. Some may have difficulty reading conventional printed material and may not be able to see notes or diagrams placed on a board or screen by a faculty member during a class session. Both students who are blind and students with low vision may have significant difficulty moving about the campus, over both short and long distances. They may have difficulty locating buildings and classrooms and in using certain types of equipment.

The following are either types of or terms referring to visually-related impairments: blind, low vision, legally blind, amblyopia, visual impairment, limited vision, difficulty seeing, macular degeneration, loss of eye, glaucoma, cataracts, and retinitis pigmentosa (R.P.).

There are a wide variety of academic accommodations that may be appropriate for a student with a visual impairment. Again, the nature of the accommodation would depend on the degree of vision loss and the student's individual functional limitations. Typical accommodations may include, but are not necessarily limited to:

- Assistance in reading/writing handouts
- Extended time on exams

- Enlarged print test and handouts
- Permitting student to record lectures
- Volunteer notetakers
- Lab assistants
- Library assistants
- Talking calculators
- Adaptive computers

### **Hearing Impairments**

People with hearing impairments communicate in a variety of ways. It depends on several factors: the age at which deafness began, the type of deafness, the amount of residual hearing, speechreading skills, speech abilities, personality, family environment, language skills, educational background, and personal preference.

Students with hearing impairments will use a combination of modes of communication that may include, sign language only, sign language and speech, speech only, writing, body language and facial expression. Faculty may communicate with the students in several ways. The important thing is to find out which combination of techniques works best with each person. It is the responsibility of the student with a hearing impairment/deafness to inform you of his or her particular communication needs.

In order to facilitate communication, students with hearing impairments at SIUE may be using one or more of the following accommodations: volunteer notetaker, sign language or oral interpreter, real-time stenocaptioner and/or an FM listening device. These accommodations will ensure that students with hearing impairments have equal access to University programs and services.

Examples of typical accommodations for students with hearing impairments include:

- Interpreters
- Sound amplification systems
- Notetakers and real-time stenocaptioning
- Electronic mail for faculty-student meetings and class discussions
- Front row seating

### **Disabilities Related to Mental Disorders**

Specific criteria for various mental disorders are contained in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR Fourth Edition Text Revision) of the American Psychiatric Association. Mental disorders may manifest themselves in observable behaviors associated with distress, irrationality, and inflexibility, and in other instances, as less apparent thought, perceptual, or associative disturbances. In some cases mental disorders constitute a transitional or chronic disabling condition.

Psychologists or psychiatrists, according to the criteria set forth in the DSM-IV-TR, typically make diagnoses of mental disorders. In some instances, primary care physicians make the diagnoses. Many psychological disorders can be effectively managed with psychotherapy, medication, or a combination of the two. With appropriate care, many persons with psychological disorders can live happy, normal, and productive lives.

A mental disorder constitutes a disability when there is a significant impact in a major life area – which includes learning. That is, the functional limitations of the disorder are such that a person would require academic accommodations in order to participate effectively in a learning environment. Typical functional limitations may include a severe limitation in being able to effectively control one’s attention, extreme difficulty managing stressful situations, and marked inability to participate effectively in social situations.

A mental disorder that has received increasing recognition is Attention Deficit Hyperactivity Disorder (AD/HD). In some cases AD/HD can be medically managed. In other situations, the debilitating effects persist. AD/HD is characterized by marked deficiencies in attention span, very low stress tolerance, and extreme difficulty with organizational tasks. AD/HD is not a Specific Learning Disability, which would be characterized by impairment in defined areas of cognitive functioning, but rather a pervasive disorder whose deleterious effects may be observed across the entire spectrum of behavior.

Requests for academic accommodations by students with disabilities related to mental disorders are reviewed by the Director at the Disability Support Services office working in conjunction with the student’s medical doctor. The major elements of that process are:

1. Ensuring that adequate documentation by a qualified professional is on file with the DSS office.
2. Determining that the documented mental disorder constitutes a disabling condition.
3. Ensuring that the requested accommodation is both disability-based and reasonable.

As with all accommodations, it is the individual with the disability who is being accommodated, not the disability. As such, all requests for accommodation are determined on a case-by-case basis and include data gathered in the course of a clinical interview with the student. It is important for faculty and staff to remember that students with mental disabilities may have limited control over their behavior. They may, at times, appear lethargic and distracted or, by contrast, react strongly to seemingly minor events. If you feel that a student’s behavior is inappropriate, or if it is disruptive, attempt to discuss the matter privately and directly with the student. You may also want to refer the student to the SIUE Counseling Center. Students with mental disorders are not exempt from the Student Code of Conduct and may be subject to disciplinary actions as determined by the Office of Vice Chancellor for Student Affairs.

Examples of typical accommodations for students with mental disabilities include:

- Extended time on examinations
- Occasional absences due to medication issues or episodes related to the mental disorder
- Volunteer notetaker
- Permitting student to record lectures

### **Other Functional Impairments**

Functional impairments include a wide variety of physical and psychological impairments and medical conditions not classified in the other disability categories. These impairments may be of a temporary or permanent nature; some are visible and others are not.

Other functional impairments include disabilities such as acquired brain injury (ABI), post-concussive syndrome, allergies/asthma, arthritis, non-paralyzing spinal injuries or disease, carpal tunnel syndrome, chronic fatigue syndrome, chronic pain, diabetes, environmental illness, epilepsy, Grave’s Disease, AIDS, heart/lung conditions, kidney disease, lupus, leukemia and

other blood disorders, viral meningitis, and other temporary disabling conditions (e.g. broken arm).

The types of disabilities included in the Other Functional Impairments category are many and varied, and consequently, so too are the various associated functional limitations and appropriate academic accommodations. It is important to note that many of the disabilities categorized as other functional impairments, depending on type and severity, may have resulting visual, hearing, and mobility-related functional limitations.

In determining appropriate accommodations, it is important to focus on functional limitations. It is important, therefore, to evaluate each student on an individual basis and to arrange for accommodations based on his/her personal functional limitations and needs, rather than simply focusing on the disability.

Typical accommodations may include, but not necessarily be limited to:

- Extended time on examinations
- A quiet testing environment free from distractions
- Allowing student to record lectures
- Volunteer notetakers
- Access to tutoring
- Lab assistants
- Library assistants
- Mobility assistance

### **Acquired Brain Injury (ABI)**

Individuals with acquired brain injuries usually have a verified deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor psychosocial, and/or sensory-perceptual abilities.

Strokes and cerebral trauma are two chief causes of brain impairment. Cerebral Vascular Accident, commonly referred to as “stroke,” is a sudden onset of weakness or other neurological symptom as a result of injury to a blood vessel in the brain. Traumatic brain injury can occur anywhere in the brain, but the effects and results on an individual are similar to those from a stroke. The functional limitations associated with acquired brain injuries depend on the extent of impairment and the area of the brain affected. Students with Acquired Brain Injury often exhibit one or more of the following symptoms along with associated functional limitations: short-term memory problems, auditory dysfunction, attention deficits, cognitive deficits, behavior problems, problems of judgment, anxiety, and depression.

Appropriate reasonable academic accommodations for student with acquired brain injuries include:

- Extended time on examinations
- A quiet testing environment free from distractions
- Allowing student to record lectures
- Volunteer notetakers
- Access to tutoring
- Lab assistants
- Library assistants
- Mobility assistance

Many individuals with acquired brain injuries, with proper treatment, therapy, and appropriate services can regain a significant level of cognitive functioning.

### **Etiquette Tips for Interacting for People with Disabilities**

When you interact with people with disabilities, treat them just as you would any other person – with respect and dignity. Look the student in the eye and speak directly to him/her, not to his or her companion, interpreter, or attendant. People with disabilities are generally used to coping with their disability but appreciate your help if needed. If students have trouble seeing or hearing or moving easily, remember that it is their eyes or ears or muscles that do not work as well as yours – beyond that, they have the same needs, wants, hopes, and desires as you do.

#### **General Etiquette Tips**

When interacting with people who have disabilities:

- See the person who has a disability as a person – like anyone else.
- Understand that, although a disease may cause a disability, the disability is not the disease itself and cannot be contagious.
- Appreciate what the person can do. Remember that difficulties may stem more from society's attitudes and environmental barriers than from the disability.
- Be neither patronizing nor reverential. Understand that the life of a person who has a disability can be interesting and fulfilling.
- Ask persons with visible disabilities if they need assistance before you help them, and have them explain what you can do to assist. Consider that your help may not be needed or wanted.
- Treat adults as adults. Call the person by his or her first name only when extending that familiarity to all others present. Speak directly to the person, not his or her companion, interpreter or attendant.
- Be considerate of the extra time it might take for a person with a disability to get things said or done.

#### **Persons Who Use Wheelchairs**

Persons who use wheelchairs, crutches, canes, and walkers may have a disability caused by a disease, an accident, or another condition. Use of the chair may be temporary or a life-long necessity. Using a wheelchair is a means of freedom that allows the user to move about independently. Please keep these tips in mind:

- Do not hang or lean on a person's wheelchair. It's part of his/her personal body space.
- Do not demean or patronize the person by patting on the head.
- If the conversation lasts more than a few minutes, sit down or kneel to get face to face.
- Give clear directions, including any physical obstacles and alternative routes to someone using a chair.
- Do not discourage children from asking questions about the wheelchair. Open communication helps dispel myths and misconceptions.
- Be aware of the wheelchair user's capabilities. Some users can walk with assistance but use a chair to save energy and time.
- Do not pet assist dogs in harnesses. These dogs are working and distractions confuse them.

#### **Persons with Hearing Impairments**

Hearing losses can range from mild to severe and can influence the way a person communicates or responds to sounds and to the speech of others.

- If necessary, get the person's attention with a wave of the hand, a tap on the shoulder, or another visual signal.
- Speak clearly and slowly but without exaggeration. Do not shout or over-pronounce. Use pantomime, body language and facial expressions to help communicate.
- Be flexible in your language. Change the words around or rephrase your statements if you aren't being understood. Short sentences are easier to understand.
- Allow for a clear view of your face – the person may be speechreading. Do not speak directly into the ear.
- Avoid standing in front of light source, such as a window or bright light. The glare and shadows created on the face make it difficult for the person to speechread.
- Try to maintain eye contact. If an interpreter is present, continue talking directly to the student; she/he will turn to the interpreter as needed.
- Do not be embarrassed about communicating via paper and pen/pencil. Getting the message across is more important than the medium used.
- Provide new vocabulary in advance. It is difficult, if not impossible, to speechread and read the finger spelling of unfamiliar vocabulary. If new vocabulary cannot be presented in advance, write the terms on paper, chalkboard, or an overhead projector.
- Many people with hearing impairments learned English as a second language and may have some English-language challenges.
- If you plan on showing films or videos, please inquire as to the availability of a captioned or close captioned version from SIUE Campus Services.
- The student is the best resource on his/her particular needs. Ask the student if you have questions or need information.

### **Persons with Visual Impairments**

Losses of vision vary in degree. Persons with visual impairment cannot all be identified by the use of a white cane, sunglasses, or seeing eye dog.

- When greeting a person with severe loss of vision, always identify yourself and any others who may be with you. Say, for example, "On my right is John Jones." There is no need to raise your voice when speaking.
- Use the person's name when starting a conversation as a clue to whom you are talking. Let the person know when you need to leave.
- When offering a handshake, say, "Shall we shake hands?" If the person extends a hand first, be sure to take it or to explain why you can't.
- Ask the person if he/she wants help in getting about. When providing assistance, allow the person to take your arm, bent at the elbow. Do not take their arm.
- When offering seating, place the person's hand on the back or arm of the seat.
- In handling money, or other papers, identify each piece as you place it in the person's hand.
- Do not pet or distract a working seeing eye dog.

### **Persons with Speech or Language Impairments**

Speech difficulties can range from having trouble correctly producing sounds, putting thoughts into words, or understanding complete sentences. They can be the result of a head injury, stroke, cerebral palsy, or learning disabilities.

- Give whole, unhurried attention to the person who has difficulty speaking.
- Keep your manner of encouraging rather than correcting.
- Rather than speaking for the person, allow extra time and give help when needed.
- When necessary, ask questions that require short answers or a nod or shake of the head.

- If you have difficulty understanding, don't pretend. Repeat as much as you do understand; the person's reactions will guide you.
- Look for a communication aid such as a picture or symbol chart or a voice synthesizer that a person may have. Allow him/her to show how to use the device.

**Persons with Disabilities related to Mental Disorders**

For many students, medication often causes thought-processing difficulty, and their processing may be slower than usual. Sensitivity about in-class assignments, particularly oral presentations, is important.

SAMPLE

**DSS STUDENTS MUST PRESENT DSS ID CARD TO PROFESSOR FOR TEST PROCTORING ACCOMMODATIONS**

**TEST RELEASE FORM**  
**Disability Support Services**  
**Office of Vice Chancellor for Student Affairs**  
**Jane A. Floyd-Hendey, Director**  
**Rendleman Hall 1218 (Box 1611)**  
**Phone: 650-3726 or 650-3782**

PLEASE PRINT

**STUDENT:**

Student's Name: \_\_\_\_\_ SS# \_\_\_\_\_

Class & Section #: \_\_\_\_\_ Professor's Name: \_\_\_\_\_

Date of Test: \_\_\_\_\_ Time of Test: \_\_\_\_\_

*Student's Signature:* \_\_\_\_\_

**PROFESSOR ONLY:**

*Professor's Signature:* \_\_\_\_\_

METHOD OF EXAM RETURN: (**Choose one, please**)

\_\_\_\_\_ Professor picks up test (Ext. \_\_\_\_\_)

\_\_\_\_\_ DSS returns test to: Building: \_\_\_\_\_ Room # \_\_\_\_\_ Phone# \_\_\_\_\_

**OR** *Your Department Secretary* at Room # \_\_\_\_\_ Phone# \_\_\_\_\_

CHECK ALL ITEMS THAT APPLY:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> No notes      | <input type="checkbox"/> Notes allowed      | <input type="checkbox"/> No computer         |
| <input type="checkbox"/> Closed book   | <input type="checkbox"/> Open book          | <input type="checkbox"/> Computer allowed    |
| <input type="checkbox"/> No calculator | <input type="checkbox"/> Calculator allowed | <input type="checkbox"/> Scrap paper allowed |
| <input type="checkbox"/> No dictionary | <input type="checkbox"/> Dictionary allowed | (must be returned with test)                 |

Special Testing Instructions \_\_\_\_\_

PLEASE NOTE:

1. Students are expected to follow the testing instructions as you indicated above and to adhere to the time schedule listed on this form; if they do not, they may not be allowed to take examinations at the Disability Support Services office.
2. Only materials indicated for use by the professor may be brought into the testing room; no food or drink is allowed unless required for health reasons.
3. Any changes in the time or the condition indicated on this form will have to be approved by the professor; the Disability Support Services staff does not have the authority to approve such changes.
4. If you wish to FAX this completed form and the student's test, you may do so by sending to FAX 5691 OR you may email this form and the student's test to us at: disabilitysupport@siue.edu.

Please return this form and exam materials to the **DSS Office (RH 1218) at least 24 hours prior** to test time. Your cooperation is appreciated! If you have any questions, please call the DSS office at Ext. 3726 or 3782. Thank you.

\*\*\*\*\*For DSS Office Use Only\*\*\*\*\*

Date test was given: \_\_\_\_\_ Time: \_\_\_\_\_ Proctor: \_\_\_\_\_

Person responsible for returning test: \_\_\_\_\_ Date & time returned: \_\_\_\_\_

**Test was returned to: X** \_\_\_\_\_