



Resource Guide for Faculty and Staff

Student Disability Resources
& Services

Rebecca Tuerk

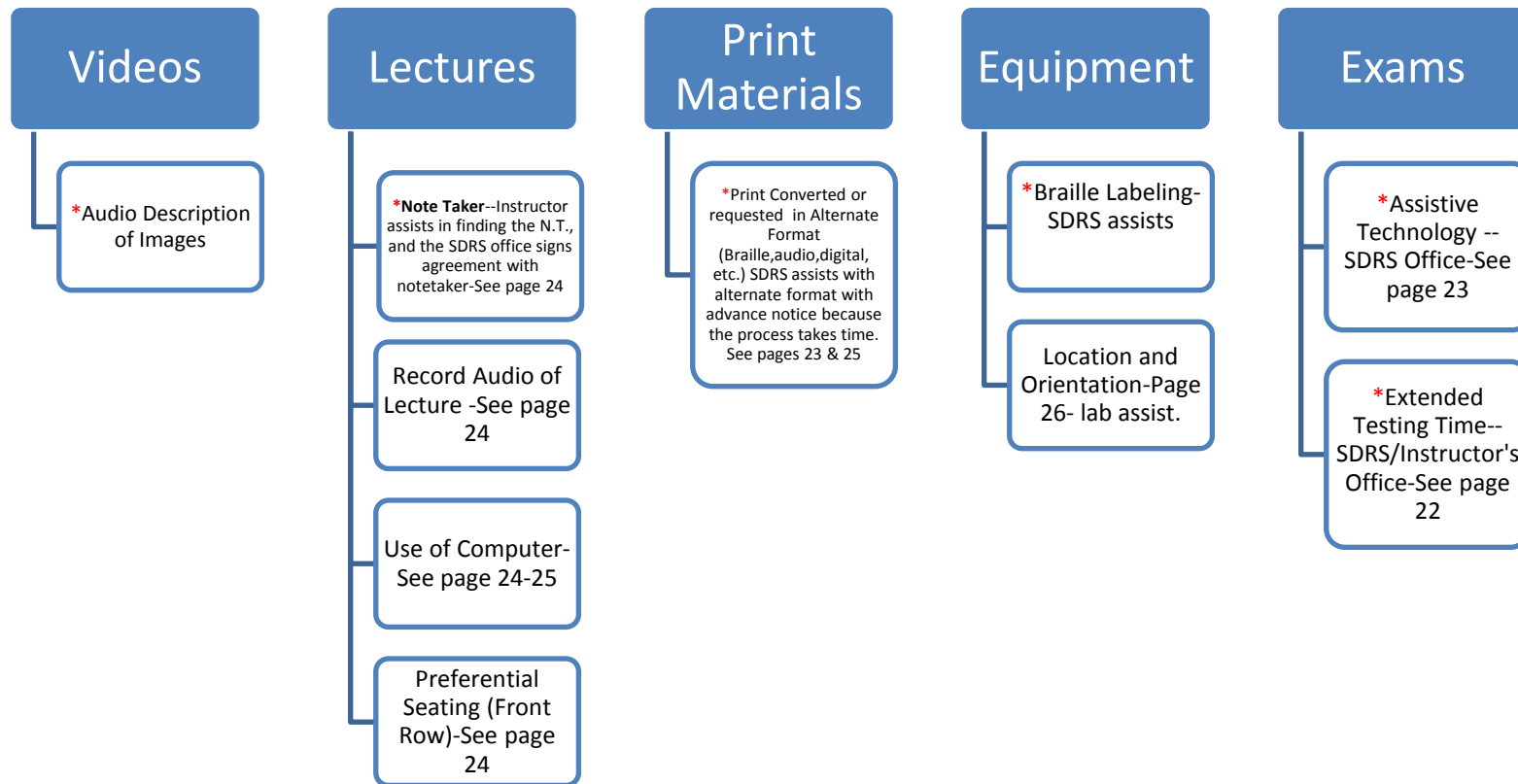
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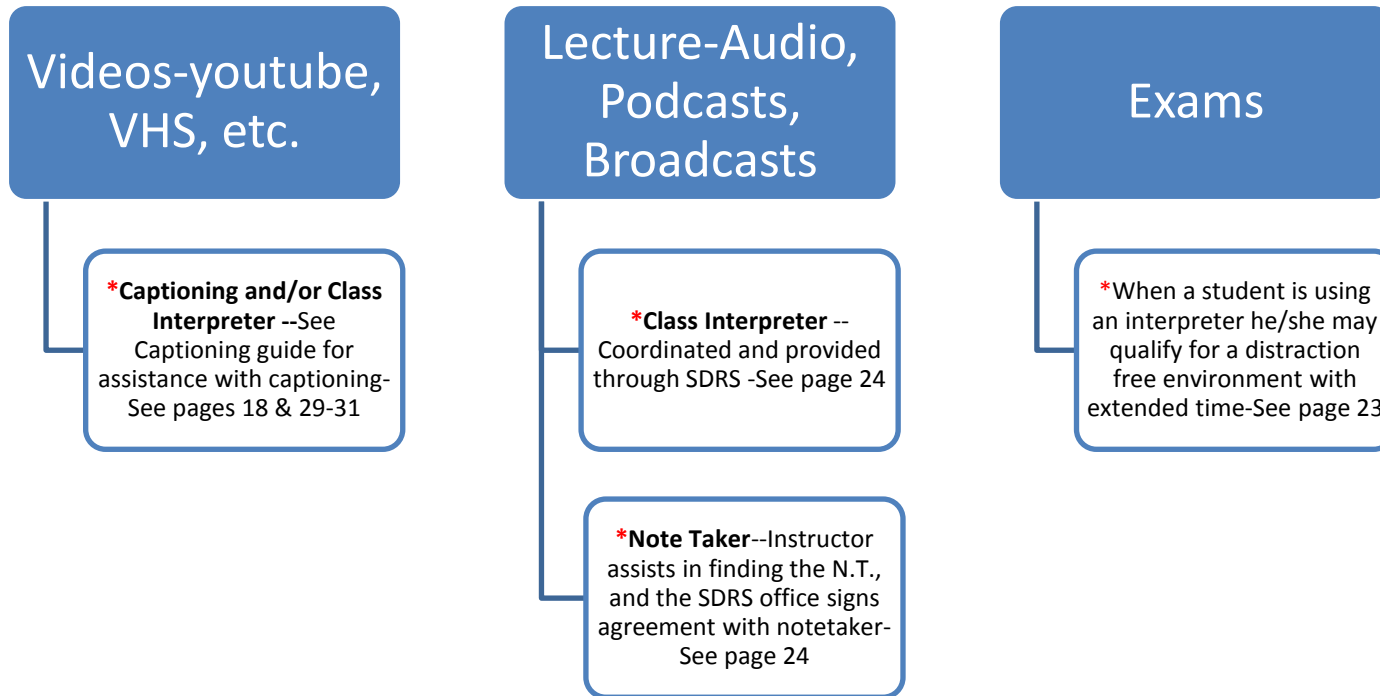
Quick Reference Accommodations Guide for Disabled Students in Face-to-Face Classes

Blind or Visually Impaired Students



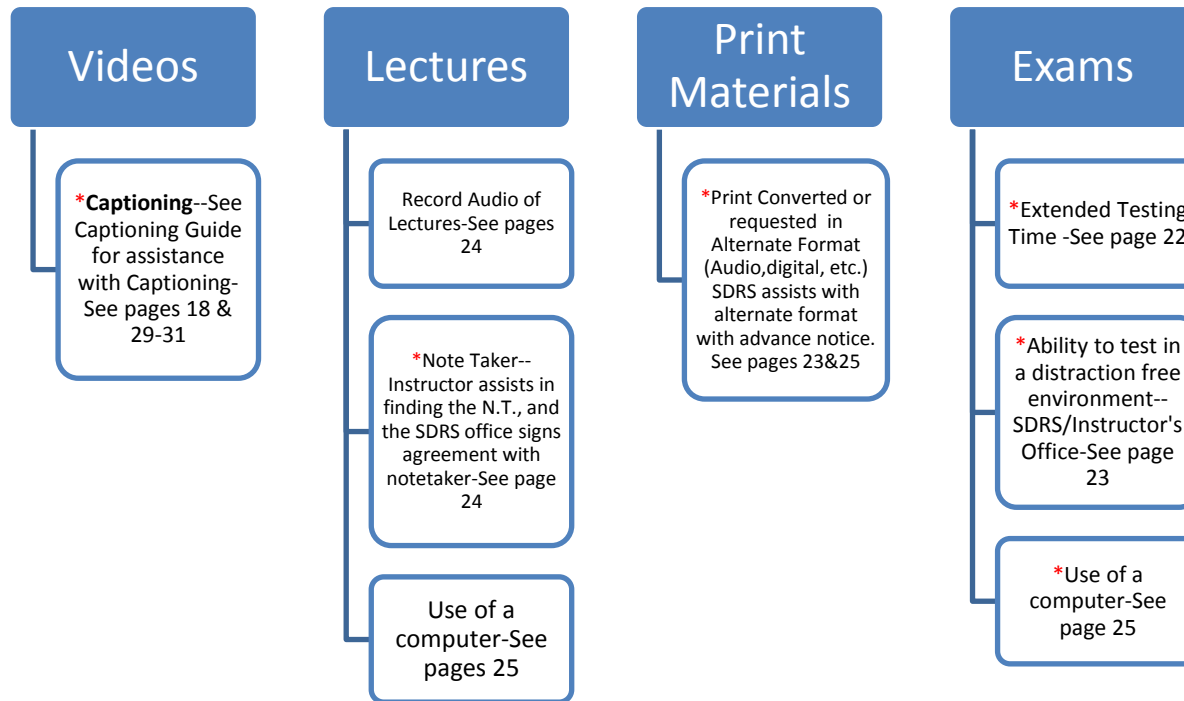
*Indicates that Student Disability Resources and Services will assist with providing the listed accommodation.

Deaf or Hearing Impaired Students



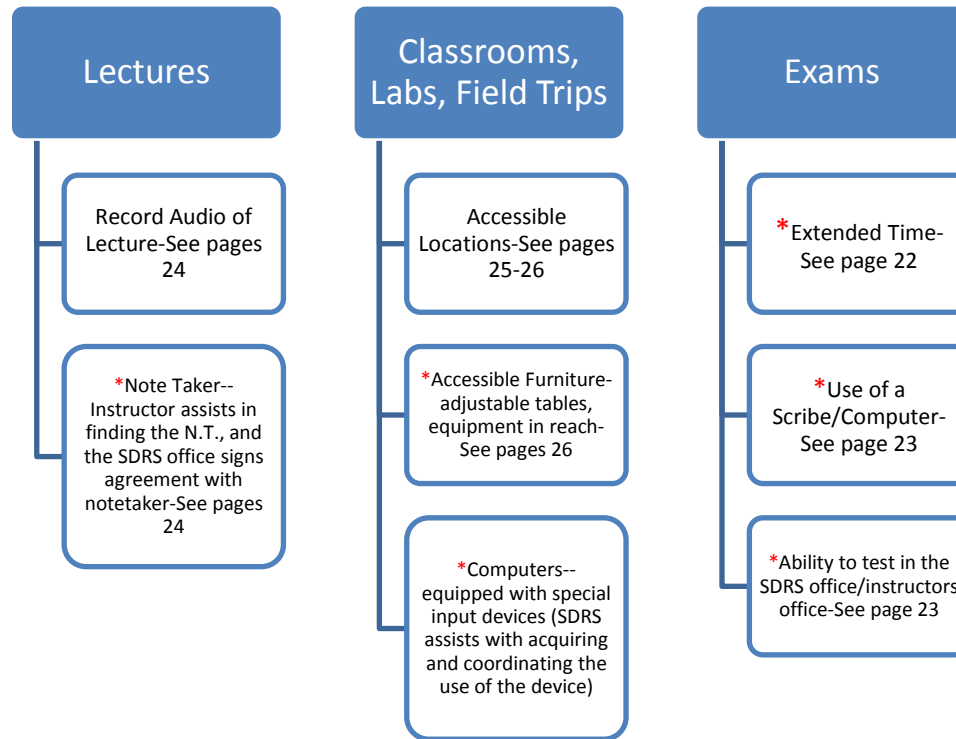
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Learning Disabilities, ADD, ADHD, and other Disorders



*Indicates that Student Disability Resources and Services will assist with providing the listed accommodation.

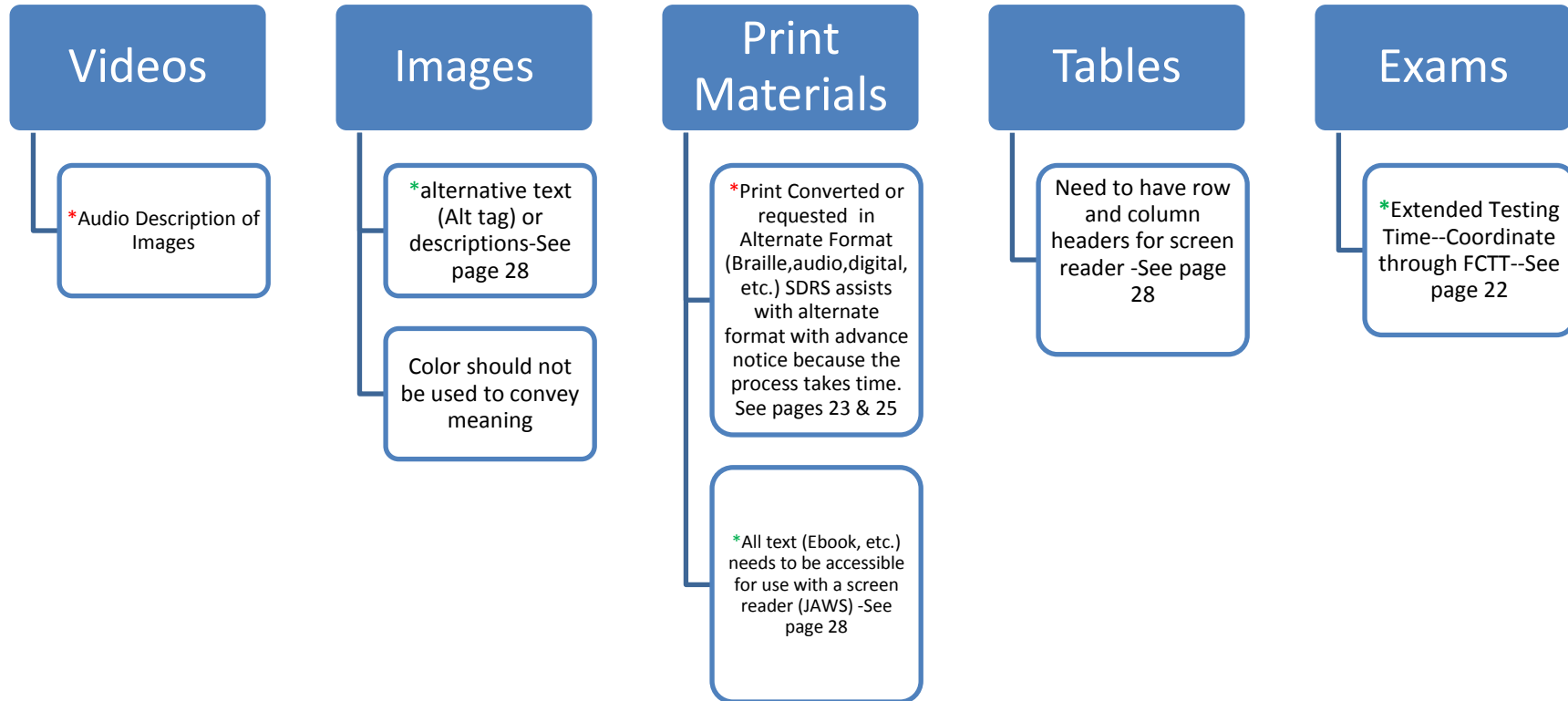
Mobility Impairments



*Indicates that Student Disability Resources and Services will assist with providing the listed accommodation.

Quick Reference Accessibility Guide for Online Classes

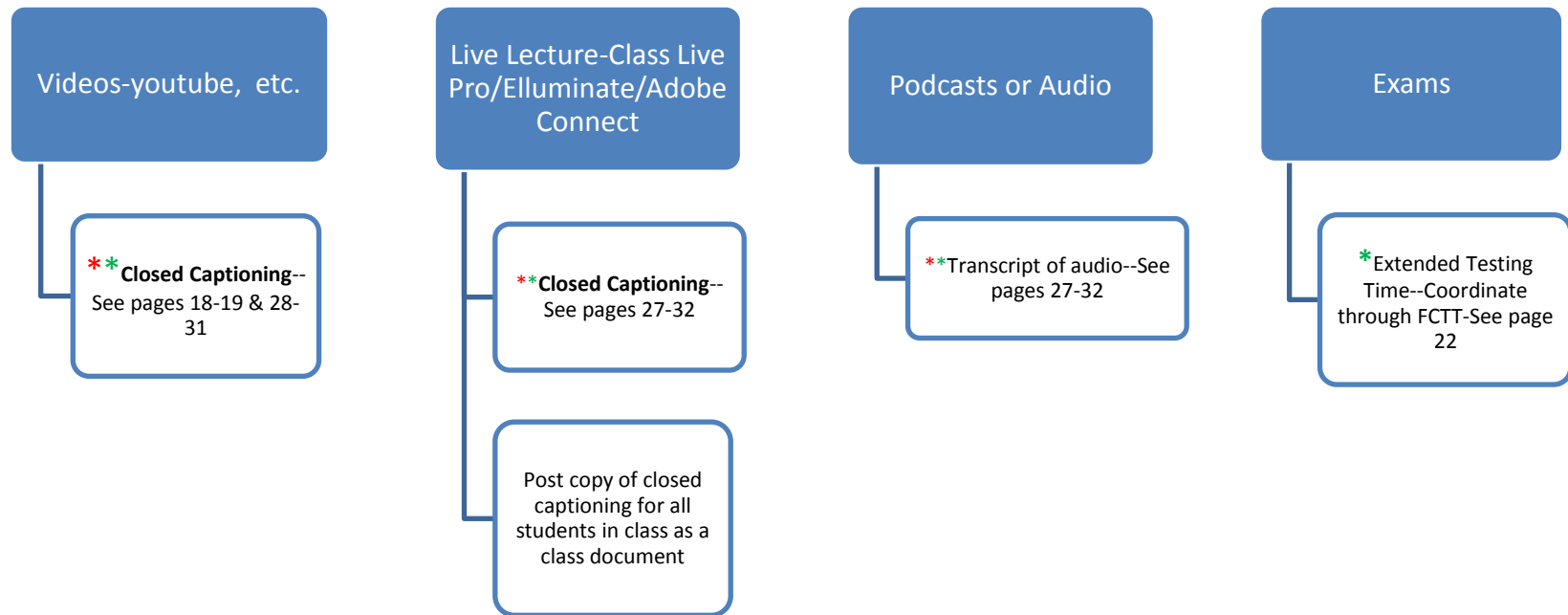
Blind or Visually Impaired Students-Online



*Indicates that Faculty Center for Teaching with Technology (FCTT) will assist with this accommodation or accessibility feature.

*Indicates that Student Disability Resources and Services will assist with providing this accommodation or accessibility feature.

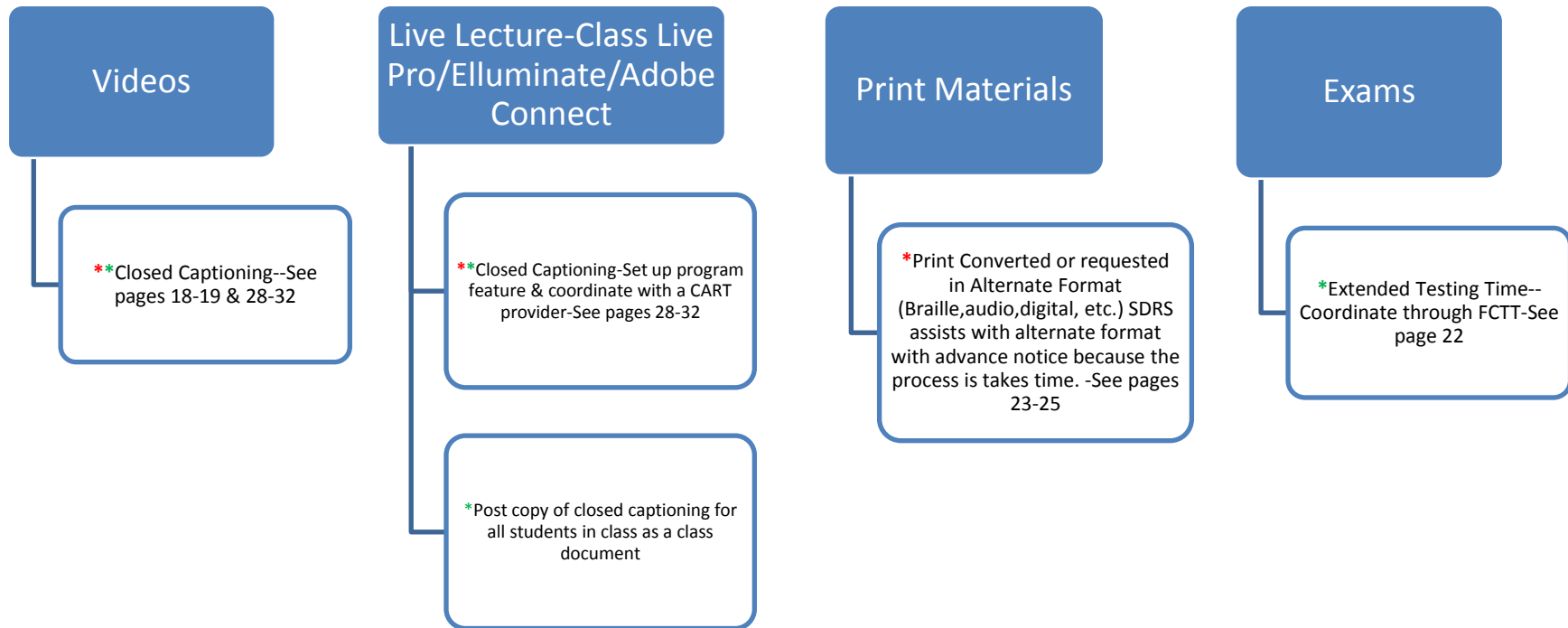
Deaf or Hearing Impaired Students-Online



*Indicates that Faculty Center for Teaching with Technology (FCTT) will assist with this accommodation or accessibility feature.

**Indicates that Student Disability Resources and Services will assist with providing this accommodation or accessibility feature.

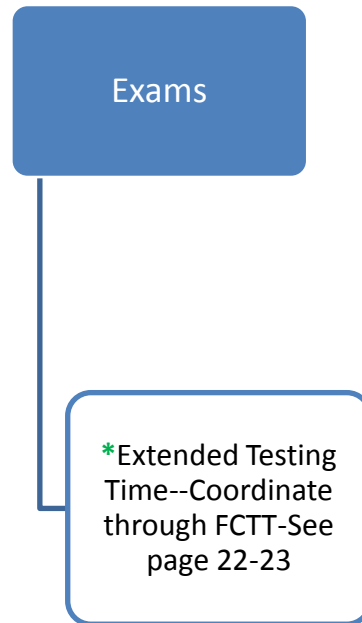
Learning Disabilities, ADD, ADHD, and other Disorders-Online



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Mobility Impairments-Online



- *Indicates that Faculty Center for Teaching with Technology (FCTT) will assist with this accommodation or accessibility feature.
- *Indicates that Student Disability Resources and Services will assist with providing this accommodation or accessibility feature.

Resource Guide for Faculty and Staff

Introduction

This resource guide is designed to assist faculty and staff in teaching and working with students with disabilities. Federal legislation mandates that, as an institution receiving federal funds, Texas A&M University-Commerce (A&M-Commerce) must provide reasonable accommodations that afford equal educational opportunity for all students.

Achieving reasonable accommodations for students with disabilities involves shared responsibility between the students, faculty and staff. A&M-Commerce has appointed Student Disability Resources & Services (SDRS) to oversee the compliance of the federal mandates. SDRS, (903)-886-5835 provides services for students with documented disabilities such as Specific Learning Disabilities, Attention Deficit Disorder, Visual Impairments, Hearing Impairments, Chronic Illnesses, Psychiatric Disorders and Physical Disabilities...

It is important to note that disabilities range in levels of functioning and that each student with the same disability may require different compensations and/or accommodations. These may also change or vary over time. Consequently, while the information provided in this resource can be used as a general guide, specific knowledge of a student's accommodation needs should be presented to the instructor by the student through a letter prepared by SDRS.

It is hoped that this Resource Guide will serve as a quick reference for information, accommodation, and legal requirements in providing equal access for students with disabilities.

General Overview

The Law

[Section 504](#) of the Rehabilitation ACT of 1973 states that: "No otherwise qualified person with a disability in the United States... shall, solely by reason of ...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A person with a disability includes... "any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment." (Office of Civil Rights: Protecting Students with Disabilities, 2011)

A "qualified person with a disability" is defined as one... "who meets the academic and technical standards requisite to admission or participation in the education program or activity." (Office of Civil Rights: Protecting Students with Disabilities, 2011)

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

- Attention Deficit Hyperactivity Disorder
- Blindness/visual impairment
- Chronic Illnesses, such as: AIDS, Arthritis, Cancer, Cardiac Disease, Diabetes, Multiple Sclerosis, Muscular Dystrophy
- Deafness/hearing impairments
- Specific learning disabilities/Speech language disorders
- Emotional/Psychological Impairments
- Medical Issues
- Orthopedic/mobility impairments
- Traumatic Brain Injury

Under the provisions of Section 504... universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disabilities, and requested reasonable accommodations are entitled to receive appropriate academic adjustments or auxiliary aids that enable them to participate in and benefit from all educational programs and activities. (Office of Civil Rights: Protecting Students with Disabilities, 2011)

Section 504 also specifies that universities may not... limit the number of students with disabilities admitted, make pre-admission inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measures the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities. (Office of Civil Rights: Protecting Students with Disabilities, 2011)

Title II of the [Americans with Disabilities Act](#) of 1990, (ADA) 42 U.S.C. . 12131 et seq., prohibits state and local governments from discriminating on the basis of disability. The Department enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are generally incorporated in the general non-discrimination provisions of the Title II regulation (see 28 C.F.R. Part 35).

Modifications and accommodations for students with disabilities include, but are not limited to:

- Moving classroom assignments due to architectural barriers
- Providing services, such as readers for students with visual impairments or learning disabilities or qualified interpreters and note-takers for students with deafness or hearing impairments
- Allowing additional time and/or a quiet room to complete exams
- Permitting exams to be individually proctored/monitored, dictated, or typed
- Permitting the use of computer software programs or other assistive technological devices to assist in test-taking and study skills

- Obtaining textbooks in alternate formats for students with visual impairments or learning disabilities

Section 504 of the Rehabilitation Act contains more specific information about compliance issues in post-secondary education than the Americans with Disabilities Act (ADA). The ADA did extend the law to cover private institutions of higher education as well as those receiving federal funding.

Shared Responsibilities

Student

A student with disabilities has three primary responsibilities, which must be completed in order to receive accommodations at A&M-Commerce. First, the student must identify him/herself as a person with a disability through the SDRS. While the student may approach you as the instructor, it is important he/she registers with SDRS. Secondly, the student must provide SDRS an application and current documentation or supporting evidence that the disability substantially limits the ability to function in a major life activity. SDRS will process the information and determine with the student the accommodations that are appropriate for that student based on the documentation submitted. Lastly, the student must, in a timely manner, request accommodations needed for each class every semester, particularly since faculty are not required to anticipate special needs.

Inherently, requesting accommodations also implies certain responsibilities. It is the student's responsibility to provide instructors with a SDRS accommodation letter each semester. It is also the student's task to meet with instructors every semester to discuss the particulars of each accommodation request. How the accommodations are provided is determined by agreement between SDRS, instructors, and the student.

Faculty

If a student identifies him/herself as having a disability by presenting his/her accommodation letter and requests accommodations, it is your responsibility to ensure the learning environment is accessible and the accommodations are provided. It is strongly recommended that you have available office hours in order to meet privately with students who have identified and requested accommodations. The particulars of each student's needs should be discussed so that both of you understand and agree upon what arrangements must be made. At a minimum, you should request a letter of accommodation from the student and meet with the student to agree upon the terms of the accommodation request.

While you are not required to anticipate the special needs of students in your class, please keep in mind the possibility of special needs when planning and making special class arrangements, such as field trips. Be cognizant of adjustments which may be required in these situations. For example: is transportation handicapped accessible or how will a visually impaired student participate? The goal is to make the activity accessible and valuable to all of the students in your class.

Ideally, students are encouraged to meet with you and, through open dialog, create an educational partnership in which both of you take part in assuring successful access to education. With agreement on the essentials of the accommodations, the burden of providing them is removed from both you and the student.

Student Disability Resources and Services (SDRS)

SDRS, as a partner, assists students with disabilities in requesting and receiving appropriate accommodations. Staff members help these students advocate for themselves. SDRS can also act on their behalf to resolve issues concerning academic or other accommodations.

Disability services at the university level are really all about students' access of coursework and programs. Accommodations at the post-secondary level are strictly to assure equal access and avoid discrimination - not give students with disabilities undue advantage over their classmates.

Supporting All Students with Disabilities

A student with disabilities must meet the same admittance requirements to A&M-Commerce as any other student. For students applying for admission as freshmen, the university admissions office will look at high school grades and coursework, as well as scores on college entrance exams such as the SAT or ACT. For students applying as transfer, previous college coursework will be factored. However, the University cannot ask for or request information regarding disabilities. When a student with a disability enrolls in your class, you can be assured that the student meets all other qualifying requirements. However, there are some ways you can support all students with disabilities in your courses regardless of the individual accommodations requested.

Syllabus Statement

All syllabi (online and face-to-face) are required by law to have a disability statement to inform students regarding the proper procedure for acquiring accommodations. Below, I have included the required syllabus statement. Please make sure that it is included on your course syllabi.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce**

Gee Library Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Confidentiality: Disability information must remain confidential. **The entire class should never be informed there is a student with a disability enrolled, except at the request of the individual student.** Any information a student with a disability provides you is to be used solely and specifically for arranging reasonable accommodations for the course of study. SDRS recommends that students with disabilities bring their accommodation letters to you during office hours or by special appointment, and not to hand them to you just before or after a class session. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

Textbooks, Course Packs, Syllabi, and Videos: When selecting textbooks, please consider texts that have alternate formats available. Many publishers now offer electronic or digital versions for students with visual impairments or specific learning disabilities, however, a service provider, such as SDRS, must request the materials. When a digital or electronic version is not available, SDRS often scans the book and converts it to digital format or Braille. This process often takes several weeks, which can hinder a student's ability to study and prepare appropriately for your class.

As you gather various journal articles and portions of books into course packs, please use the original copies or copies that are as clean and clear as possible. For students needing to have the materials scanned into electronic format, enlarged, or Brailed, clear copies are essential. Recognition software cannot generate images from blurred or poor quality copies.

Whenever possible, post any course materials on your course Web site. This allows students with disabilities prompt access in order to maximize their learning. For the visually impaired students, assistive technology, such as screen readers, can provide auditory versions of your materials, such as syllabi, PowerPoint presentations and lecture outlines. Other students with disabilities can download and print out before class any materials needed in preparation for daily lectures.

If you tend to use videos as a method of instruction, it is important that those videos are captioned or have a transcript. Having the content in written form for students with hearing impairments allows for better participation in activities associated with the video. SDRS does not currently caption or transcribe videos. If you have questions or concerns regarding the captioning or transcribing of videos, please contact SDRS and/or refer to pages 18, 28, 30 & 31 in this guide.

Disabilities

Attention Deficit/Hyperactivity Disorder

Attention Deficit/Hyperactivity Disorder, also known as ADD or ADHD, is a neurological-based medical problem that affects learning and behavior, and is characterized by inattention, impulsivity and sometimes hyperactivity.

Manifestations of ADHD may occur with Traditional and Non-traditional Students.

Freshman students with ADHD may demonstrate increased levels of anxiety related to higher expectations for colleges and universities.

The significant maturational lag (of up to three years) found in students with ADHD may compromise their transition to the college environment and adjustment (Fact Sheet: Attention Deficit Hyperactivity Disorder (ADHD) Topics , 2010).

Some students with ADHD, after years of “special” education, may wish to leave their disability behind by denying a need for continued support. (Fact Sheet: Attention Deficit Hyperactivity Disorder (ADHD) Topics , 2010)

Students with ADHD may externalize frustration, blaming problems on faculty or advisors. Others may take it out on themselves in a manner that results in feelings of anger and/or depression.

Students, who have not gained insight about the symptoms of their disability, may struggle with unrecognized transition issues by finding fault and reacting with anger to every situation that poses challenges.

Students who were either “bright enough,” or had “good enough” social skills to compensate for their difficulties at the elementary and secondary levels, and did not misbehave or fall two-three years below grade level have frequently gone unidentified until they “hit the wall” of academics or adjustments at college.

Students with ADHD may also have been diagnosed with learning disabilities.

Blindness/Visual Impairments

Visual impairments include disorders that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision). Tumors, infections, injuries, retrolental fibroplasias, cataracts, glaucoma, diabetes, vascular impairments, or myopia may cause legal blindness. Visual disabilities vary widely. Some students may use guide dogs, others white canes, while others may not require mobility assistance. Some students may use Braille and others do not. Students with some vision use a variety of accommodations,

equipment and compensatory strategies. These may include enlarged print and/or magnifiers, speech input/output software programs, tape recorders and test readers. Also, review pages 23, 25, 26, 27, and 28 for more information about possible accommodations or accessibility information.

Suggestions:

A student with no light perception or no functional vision may rely on a white cane, a guide dog, or a sighted guide for mobility purposes. Guide dogs should not be petted. If you serve as a guide, allow the student to take your arm just above the elbow.

A lower noise level in the classroom is important for hearing, as the student will not receive the visual cues available to sighted people. A student with visual impairment may require a reader for exams and may use a note-taking device, such as a Braille Writer or Alpha Smart, in class to take notes.

Approximately 80% of all legally blind individuals have some usable vision. Students with visual impairments benefit from seating at the front of the class. Lighting is very important and should be discussed with you. Glare may be especially troublesome. Poor quality print or copies and written material on colored paper may reduce legibility for all students, but can create major problems for the visually impaired.

When lecturing, be aware of using specific language to describe visual information. Adverbial and adjectival pronouns (this, that, there, etc.) should be replaced with specific nouns and verbs.

Post course materials to a class Web site. The student with visual impairments can then access the materials in a timely manner, but also utilize the specific type of assistive technology appropriate for him/her. The student could enlarge the text or have it read aloud by voice production software such as JAWS.

Chronic Illnesses

Chronic Illness describes a group of health conditions that last long periods of time. Basically, they are conditions or problems that limit what a person can do and may never go away. This does not mean the person with a chronic illness will always be sick. In some instances, the illness may be cyclical, such as Cohn's Disease, which presents with flare-ups and periods relatively free of symptoms. Other chronic illnesses may be completely controlled with medications. Some illnesses that are categorized as chronic are: AIDS, Chronic Fatigue Syndrome, Arthritis, Migraines, Cancer, Irritable Bowel Syndrome, Parkinson's Disease, Diabetes, most Respiratory ailments (asthma, etc.), and cardiac problems. This list is not exhaustive, but used to illustrate the variety of illnesses considered to be chronic.

Chronic Illness may affect a person's ability to function in an academic setting. The student may just need to discuss with you, as the instructor, possible options if he/she experiences a flare-up. Sometimes a student may need to have permission to stand up or change positions while sitting in class. Other times, the student may have the accommodation of possible absenteeism in which

a student may need to be absent from class due to his/her disability. With the accommodation of possible absenteeism, the student will be instructed to speak to you about attendance policies and how to notify you of absences. If you have any questions or concerns about this accommodation, please contact SDRS. .

Regardless of the diagnosis, the student with chronic illness should still initiate services through SDRS. SDRS will provide an accommodation letter to the student, which clearly indicates the type of accommodations needed for this particular student.

Deafness/Hearing Impairments

More individuals in the United States have hearing impairments than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system that interferes with sound reaching the cochlea; or a mixed impairment involving both sensorineural and conductive. Hearing loss is measured in decibels, and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use hearing aids and rely on lip reading, while others may require an interpreter.

There are two types of interpreters: oral and manual. An oral interpreter mouths the words to the person with hearing impairments to facilitate accurate lip reading. This process is used in large lecture halls or seminars or for the person who does not use sign language. Manual interpretation, sign language, is hand movements and finger spelling. If an interpreter is in your class, be aware of the slight lag time between your speech and the rate of interpretation. You may wish to discuss this with the student and interpreter prior to class. Always address the student, not the interpreter, when conversing. And, even though sign language interpretation can be a distraction for you and your class, the initial curiosity will fade.

For students with partial hearing loss, you may be asked to wear a microphone, used in conjunction with an amplifier worn by the student. This specialized system (known as an FM system) is designed to have your speech transmitted directly to the student's aided ear. Extraneous sounds are reduced, making the lecture audible to the student.

Many deaf students can and do speak, although the speech may be difficult to understand at first. As you and the other students in class become used to the speech, understanding improves. Allow the student with hearing loss the opportunity to orally participate in your class. It is appropriate to ask the student to repeat any statement not clearly understood. However, if an interpreter is available, you could ask the interpreter to assist with communication. Summarizing the message helps the student check for accuracy of understanding.

In accordance with ADA and accessibility standards, it is recommended that captioned versions of films, videos and other visual aids are utilized. If captioned versions are not available, sometimes transcripts are appropriate. Printed copies of the dialog will, at least, allow the student to read through the information. Movies with characters and lots of dialog are not always suitable for sign language interpretation. **SDRS does not have the capability to caption**

or transcribe films and other visual media, but SDRS can provide information about how to obtain such services. Also, see pages 28-30 for more information about captioning and transcribing services.

When a student has the assistance of a sign language interpreter, he/she will not be able to take notes on the lecture. Copies of your lecture outline and/or materials should be made available to the student. The student could also use your assistance in finding a classmate who would be willing to take/share notes. Currently, SDRS will pay a stipend to an in-class note taker, assist with making copies of notes, and help deliver the notes to the disabled student.

For online courses with a “live” lecture component, SDRS coordinates with the Faculty Center for Teaching with Technology (FCTT), and the instructor to obtain and provide Computer Aided Realtime Translation (CART). Elluminate Live (Class Live Pro) and Adobe Connect have a captioning feature built into the software that is user friendly and effective. Also, see page 28 for more information about captioning for a “live” online class.

Emotional/Psychological Disorders

Emotional/Psychological disorders cover a wide range of disorders such as neuroses, psychoses, and personality disorders. The majority of psychological disorders are controlled using a combination of medications and psychotherapy. Some conditions are cyclical in nature yet do not follow regular patterns. It is difficult to predict when symptoms will reoccur and functioning will worsen.

Some specific psychiatric disorders include:

- **Depression-** a major disorder characterized by depressed mood, a lack of pleasure in most activities and feelings of worthlessness and guilt.
- **Bipolar Disorder-** periods of mania and depression, manifested by disruptive sleep patterns, increased or decreased self-esteem, and periods of lethargy or euphoria
- **Anxiety Disorders-** disruptions in ability to concentrate and may cause hyperventilation, dizziness, chest pains and fear.
- **Schizophrenia-** possible experiences of delusions and hallucinations
- **Posttraumatic Stress Disorder (PTSD)-** type of anxiety disorder that can occur after you've seen or experienced a traumatic event that involved the threat of injury or death

Psychological disabilities are generally not apparent and cannot be generalized as to the types of accommodations needed. If a student initiates services with SDRS, as with other students with disabilities, we will provide a letter of accommodations, which specifically states the appropriate academic adjustments for that particular student.

Learning/Language Disorders

A Learning Disability (LD) is a permanent neurological disorder that affects the manner information is received, organized, remembered, and then retrieved or expressed. Students with a LD possess average to above average intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of the basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning. Keep in mind that each student with a LD has his/her own set of characteristics and that he/she may not be affected in all areas. In fact, often a person with a LD may be gifted in some areas or subjects while experiencing the disability in other areas or subjects.

Common Learning Disabilities:

- Dyslexia – inability to read fluently. Often characterized by transposition of letters and words or skipping words and phrases altogether. Causes slow reading and takes tremendous energy to focus on comprehension.
- Dyscalculia – inability to do mathematics. Inability to grasp and remember math concepts, rules, formulas, sequence (order of operations), and basic addition, subtraction, multiplication and division facts. Poor long term memory (retention & retrieval) of concept mastery.
- Dysgraphia – inability to write words with appropriate syntax. Written work appears careless and childlike, often illegible. Writing is inconsistent in spelling (even the same word spelled differently every time it is used), mixtures of cursive and manuscript, and upper/lower case misuse.
- Dysphasia – inability to speak fluently or sometimes to understand others. The student may be unable to distinguish between sounds, understand lengthy sentences, or complex sentence structure. He/she may have difficulty in thinking of correct words, forming grammatically correct sentences, or make clear explanations.
- Figure-Ground Perception – inability to see an object from a background of other objects.
- Visual Discrimination – inability to see differences in objects
- Auditory Figure Group Perception – inability to hear one sound among others
- Auditory Sequencing – inability to hear sounds in the right order.
- Auditory Processing Disorder (APD) – is a neurological defect that affects how the brain processes spoken language. This makes it difficult for the person to process verbal instructions or even to filter out background noise in the classroom.

Adaptive Technology: Students with Learning Disabilities often use a variety of adaptive technologies to aid their learning. A student with a written expression disability may use a voice input software program (similar to a dictating machine) on his/her computer for writing papers. A student with a reading comprehension disability may use audio books or digital books to hear the text while following the words in print. Some students with LD may use talking calculators and spellers. It is always recommended to discuss adaptive technology uses with the student with LD. When appropriate, allow the student the use of adaptive technology in the classroom. There may be times when you are teaching concepts that must be learned without the benefit of adaptive technology. **If the concept is fundamental to your course and essential to the**

learning process, you may disallow adaptive technology use for that specific concept. For example, if spelling a specific body part in an anatomy class is fundamental to the course, you may request the student not use a spelling device for a spelling test of words. However, the adaptive technology must be allowed in any other instance where spelling is not the goal of the assignment or activity.

Mobility/Medical Disorders

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), Cerebral Palsy, Spina Bifida, amputation, Muscular Dystrophy, cardiac/respiratory conditions, paralysis, asthma, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations will also vary greatly and can best be determined on a case-by-case basis.

Students who use wheelchairs fall in the category of mobility impairments, but not all mobility issues concern walking. Barriers to access for mobility impairments include steps, curbs, narrow walkways, heavy doors, elevator doors with no delay mechanisms, hills, ramps, and even lengthy writing tasks.

Specific Conditions within mobility impairments:

- Pain, spasticity, or lack of coordination
- Dizziness, disorientation and difficulty breathing
- Flare-ups of intensity of symptoms
- Periods of remission with little or no visible symptoms
- Inability to walk without crutches, braces, canes, or walkers
- Ability to stand or walk, but may use wheelchair for complete mobility
- Limited lower body use but full use of arms and hands
- Limited lower body use and limited use of arms and hands
- Impairment of speech or hearing
- Limited head and neck movement
- Decreased physical stamina and endurance
- Decreased eye-hand coordination

Temporary Disabilities

Students present any number of temporary disabilities that require accommodations, but only for short periods of time. The most common of these disabilities is broken bones. Whether the break involves arms, legs, hands or feet, a cast and rehabilitation therapy can cause problems for students. When a break occurs on the dominant arm or hand, writing becomes an issue. You and the student must find other means for the student to function in your class. Usually, a temporary service of scribing tests or tape recording lectures is sufficient. When the injury

involves the legs and feet, the accommodations may include providing a table and chair rather than an armed desk. Other types of temporary disabilities include sudden illness, surgeries and hospitalization.

Students with temporary injuries and disabilities should be encouraged to contact SDRS and provide documentation addressing the length of recovery so that appropriate accommodations may be determined.

Traumatic Brain Injury (TBI)

Head injury is one of the fastest growing types of disabilities, especially for people from 15 to 28 years old. Damage to the brain may be caused by bruising and bleeding, tearing, and swelling. The injury may be either an open head injury or a closed head injury. Closed head injuries are often considered the more profound. There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include: memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, sleep, and physical abilities.

A number of factors affect learning for a person with TBI. Short term memory may have been affected. Learning requires energy and brain injury increases fatigue. Social skills may have been affected as speech, mobility, and fine and gross motor control may be limited. The thinking process is often slowed as the person searches for the right words before speaking. Concentration can be a major problem for students with TBI. To focus on a task takes extreme effort, so study, reading, test-taking and other attention tasks become difficult.

Specific Accommodations and Academic Adjustments

Testing

Accommodations for testing are primarily used to afford the student with disabilities enough time to read, process, and answer the questions. Sometimes, time is not a factor, but the distractions within the classroom present barriers too difficult to overcome. The student is expected to meet with you to discuss these accommodations and agree to arrangements. Please keep students with disabilities in mind when scheduling tests. Last minute changes are very hard on these students, especially when readers or scribes are involved. The following are specific testing accommodations.

- Extended time – The time given for a test is extended, most of the time it is for time and a half. For example, final exams are scheduled for two hours; the student requesting extended time would be allowed three hours to complete the final. If you need assistance

with extending time for an eCollege course please email online@tamu-commerce.edu a request for extended time along with a copy of the student's accommodation letter.

- Quiet testing environment – The student is requesting a distraction-free environment in which to take the test. The room may be an empty classroom, a room within the department (such as the conference room), or the SDRS testing center, as long as the room does not have working telephones and can be restricted to prevent people from walking in on the student. When SDRS provides this accommodation, we always provide the student the accommodation of testing in the SDRS office. If a student chooses to utilize the SDRS office, the student registers with our office, and we notify the instructor of the request. SDRS coordinates with the instructor and provides an instructor testing checklist so the instructor can communicate the specifics regarding the test. See Appendix for a copy of Instructor Testing Checklist.
- Test Reader – Someone who will read the test to a student with disabilities. You may arrange for someone from your department to read the test or the student with disabilities will make the arrangements through SDRS. The reader is only that; he/she will not interpret questions or guide the student to a correct answer in any way. Please be aware that needing to have someone read the test aloud may increase the time needed to complete the test.
- Test Scribe – Someone to write the answers provided by the student with disabilities. As with a test reader, you may prefer to use someone from your department to scribe your tests. The student with disabilities may make arrangements through SDRS. A scribe will only write the answers provided, whether it is filling in the scantron bubbles or writing short answers. If your tests tend to be essay, please discuss the possibility of allowing the scribe to use a word processor. Please be aware that needing to have someone scribe the test may increase the time needed to complete the test.
- Alternate Format – Sometimes the normal test (paper, font, etc.) must be changed in some manner. Providing an enlarged copy may satisfy some students with visual impairments. Consult with the student to determine the font size and style. 18-22 is often the preferred size and a standard style such as Arial or Times New Roman would be more appropriate. A student who is blind may wish to have the test converted to Braille or a digital format for use with a screen reader. SDRS has a Braille embosser, but there will be a few days' turn-over. Some students with visual impairments are able to use a video magnifier, which allows the printed page to be magnified or even reversed to a negative image. SDRS has a magnifier for student use.
- Limited number of tests per day – Students with extreme fatigue issues may need to have tests and exams on different days. This is especially true during finals when anxiety and extra study add to the stress levels. Those students who need to make these arrangements for tests will discuss alternate times with you. Usually finals need to be limited to two per day with sufficient time for rest/naps between tests. During the regular semester, there may be occasions when two or more classes have tests on the same day, in which case the student will work with you to find suitable alternative times. Exams may be scheduled with SDRS, although they do not have to be, following the same procedures as for extended time and/or quiet room.

Classroom

Accommodations for the classroom take many forms, but may not necessarily affect your teaching. However, these accommodations do pose specific needs for the student and may impact the dynamics of the classroom:

- Preferential Seating – A student with disabilities may need to sit in a specific area of the room because of visual, hearing or physical impairments. A hearing impaired student may need to sit front and center in order to have a clear line of sight to read your lips during lecture. A student with physical and/or mobility issues may need to sit on the edge of the seating area in order to stand up and move or lean against a wall. Some students with ADD may need to sit opposite the windows or noisy heating/cooling vents. In every case, the student is expected to discuss the accommodation with you, especially if you have specific seating arrangements.
- Sign language interpreter- If an interpreter is in your class, please be aware of the slight lag time between your speech and the rate of interpretation. You may wish to discuss this with the student and interpreter prior to class. Always address the student, not the interpreter, when conversing. The sign language interpreter is coordinated by the SDRS office.
- Note taker- If a student has the accommodation of a note taker, the student may request your assistance in finding a classmate who would be willing to take/share notes. When requesting a volunteer from the class to be a note taker, it is crucial that the student in need of a note taker is not singled out or identified in front of the class. The specific script to use would be, *“There is a student who is attending this class that is in need of a volunteer note taker. If you are interested in volunteering (1) take good notes, and (2) attend class consistently, please meet with the student and I after this class. There will be a monetary stipend provided at the end of the semester for volunteering.”*
- Copies of lecture materials, if available – Some students with disabilities may be unable to copy or see overhead transparencies and PowerPoint slides while trying to pay attention to your lecture. If they are available, the student needs to have the material **prior** to class. Posting the materials to a course Web site is the easiest way of complying with this accommodation. The student with visual impairments, ADD, and/or LD is able to download the information into an accessible format. The material can then be viewed and/or heard on the computer or the student may print the material in preparation for the class. If you do not use visual aids, an outline of the key points of the lecture would accommodate those students with auditory processing disabilities.
- Permission to record – Sometimes a student with disabilities is unable to take notes or is limited in his/her ability to write. As a courtesy, a student with a disability will request permission to record the audio of your lectures for his/her personal study, although as an approved accommodation, permission is not required. Tape recording is not intended to be in lieu of attendance, nor as an excuse to not take notes. Taped lectures may not be shared with other people without your consent nor may they be used against you. Information contained in a tape-recorded lecture is protected under federal copyright laws

and may not be published or quoted without your express consent or without giving proper identity and credit.

- Permission to use a word processor for in-class writing and/or essays – When written expression is a disability or the student is unable to write due to surgery, arthritis, and other mobility issues, the student may be able to function with a word processor. The written word is legible, the student has use of a spell check and it is produced in a timely manner. For in-class writing, especially when the papers must be submitted at the end of class, the writing can be turned in on disk or attached to an email and sent to you immediately. When taking tests in class, the use of a word processor can speed up the writing for a student with writing impairments and could possibly eliminate the need of a test scribe.
- Permission to use a word processor for note-taking – As with any in-class writing, note-taking is particularly arduous for students with dysgraphia and other disabilities. For some students with disabilities, lap-top computers, Braille writers and other electronic devices are necessary to be able to access lecture information for study purposes. It is understood that students will not be using these devices for purposes other than coursework while in class.
- Leniency for in-class writing – This accommodation is requested when a student has a written expression learning disability. Spelling and writing mechanics are compromised when a student must write without extra time for editing. If you must have something turned in immediately, consider the content of the writing, rather than the mechanics. What the student is saying in these situations is more indicative of his/her knowledge than the ability to write a cohesive paragraph.
- Possible absenteeism – The student may need to be absent from class due to his/her disability. The student has been instructed to speak to you about attendance policies and how to notify you of absences. The student has also been instructed to speak to you about your policy for make-up work. This accommodation is granted at the discretion of the instructor.
- Alternate Format – Course materials such as syllabi, course packs, and handouts in other formats may need to be made available to students with disabilities. Students with visual impairments and some learning disabilities may need auditory versions, enlarged print, or Braille. SDRS does assist with these conversions, but please remember it may take several days to complete the conversion.
- FM Amplification System – In some instances, a student with hearing impairments may request that you wear an FM microphone. The student wears a specialized receiver which directs your amplified voice directly to his/her hearing aid. This increases the student's ability to hear undistorted speech.
- Video - Students who are Deaf/hearing impaired will need any in class video to have closed-captioning. Many videos/VHS are already captioned and will only need the feature activated when viewing. Media services can assist with this set-up. Some of the older media items in Media Services may not have the feature of closed captioning. If there is a particular video that you use routinely, you should check with Media Services to verify whether the video has closed captioning. If the video does not have the closed captioning feature, a newer version should be ordered with the closed captioning feature or the video may need to be sent out to be captioned.

Services

These accommodations will not necessarily affect your teaching, but may impact the classroom. Whether the request is for specific furniture or how the student arrives to class, you may be interested in the variety of requests received.

- Classroom change – If a room is not accessible for a student with disabilities, SDRS will work with the building coordinator, room scheduler, and you to find suitable alternative rooms. Although there will be times when the room you use is preferred, the student with disabilities cannot be denied taking a course because the room cannot be accessed.
- Table/chair – Some students may have difficulty in sitting in the pallet desks that often furnish classrooms. SDRS will work with the building coordinator to place a separate table and chair in the classroom. Please do not allow anyone other than the student with a disability to use this furniture or move it to another room. Students with spinal, bone, or posture disabilities need the flexibility of a movable chair and students with obesity issues may not fit comfortably into a fixed desk. You are encouraged to discuss with any student you notice having difficulty sitting in your classroom the possibility of a disability and need to contact SDRS.
- Textbooks in alternate format – Students with disabilities may need to have their textbooks in an alternate format. Proof of purchase is required to satisfy copyright laws. Whenever possible, SDRS first contacts the publisher of the book to verify whether the book is available in electronic format. If the book is not available, SDRS can scan books and convert them to digital format for use with voice output software. Scanning and converting is a timely process that can take several weeks to complete. When you are considering a new textbook, check the availability of electronic versions and/or auxiliary materials.
- Course substitution – A course substitution can be a requested accommodation. A&M-Commerce has a specific course substitution policy for students with disabilities. Please review policy 13.01.99.RO.02. Link to policy- <http://web.tamu-commerce.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/13.01.99.R0.02CourseSubstitutionProcessForStudentsWithDisabilities.pdf>
- Residence Halls – Students with some disabilities may need specific housing requirements. Single room, private bathroom, wheelchair accessibility, and roommate cooperation are often requested. Again, the student with disabilities must provide appropriate documentation which warrants exceptions to standard residence hall procedures.
- Lab assistance – While A&M-Commerce does not have to provide personal attendants for a student with disabilities, lab assistance may be needed. If a student uses a wheelchair, some chemical, biological, or other labs may not be accessible. The lab materials may be out of reach or the equipment used in some experiments may be difficult for students with physical disabilities to manipulate. Students with visual impairments may need an assistant to explain procedures or other activities.

Recommendations for All Courses

- Please include the required statement on your syllabus encouraging students with disabilities to register with SDRS. (Refer to page 5)
- Posting information about your course on-line will allow students, especially those with disabilities, access. Your syllabus, course activity schedule, lecture materials such as PowerPoint slide presentations, notes or outlines, and handouts can be posted prior to class to facilitate class preparation.
- Give assignments both orally and in writing to avoid confusion.
- It takes an average of four weeks to get a textbook in electronic format. Please order your textbooks well in advance of the beginning of a semester.
- All students, especially those with disabilities, will benefit from brief summarizing of what has been previously covered and how that material relates to the new. Providing an overview of key points to be covered in that day's session will also allow all students to better prepare for note-taking and anticipate possible questions.
- Make an announcement during the first class session or two that you will be reading what is on any presentation slides. This will allow students with visual impairments to access the visual materials but also aid those students with learning disabilities. Be sure to expound on the information for clarification and understanding. Some information is not always self-explanatory.

Accessibility of Online Courses

Online courses and course materials provide both opportunities and challenges for students with disabilities. While students appreciate the anytime and anyplace ability to obtain web-based materials, the format of the materials often makes them inaccessible to students with vision, hearing, and motor limitations. Most faculty are aware of their legal obligation through the [Americans with Disabilities Act](#) to provide students with accessible course materials, but do not know how to develop web-based content that is accessible. The following resources will guide you in creating online courses with accessibility in mind.

[Section 504](#), states that “No otherwise qualified individual with a disability in the United States... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

[Section 508](#), an amendment to the Rehabilitation Act of 1973, requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

As you are designing and creating your courses, the following items need to be evaluated for accessibility:

- videos with audio need to be captioned. Refer to page 28-32 for guidance.
- audio files need to have text transcripts. Refer to page 28-32 for guidance.

- images need alternative text, alt tags, or descriptions of the images Refer to page 28 for guidance.
- color should not be used to convey meaning.
- tables should include row and column headers.
- “live” classes require closed captioning. (Elluminate Live/Class Live Pro, Adobe Connect have closed captioning capabilities) Please refer to page 28 for guidance.

Please note-The Quick Reference Guide for Online Accessibility on pages 7-10 may also be helpful to review.

[WebAIM](#) provides a [checklist](#) for compliance of your online content.

Also online course syllabi, **are required by law to have a disability statement** to inform students regarding the proper procedure for acquiring accommodations. Please make sure that it is included on all class syllabi.

Accessible Images, Textbooks, and Tables for Online Courses

- Images- All images used as content for online courses need to have an alt tag or text description for blind/visually impaired students. The FCTT assists instructors with adding alt tags to your images for an online course.
- Tables-All tables used for online courses should have row and column headers. Row and column headers ensure that students utilizing screen reader software are able to understand what information is being presented in a table. Screen reader software reads to the student what is on the screen. Thus, if row and column headers are not labeled the content of the table is not clear to the student.
- Textbooks-Textbooks that are provided in an online format need to be accessible for use with the screen reader JAWS. Contact your textbook publisher for verification. The FCTT is available to connect faculty with the publisher as needed.

Video, Audio, and “Live” class for Online Courses

- Video & Audio-All videos for online courses need to be captioned and all audio needs to have a transcript. Under the section entitled Resources for Captioning and Transcription there is a list of vendors. The instructor/department would need to contact the vendor and make arrangements with them. For assistance with this process, please contact SDRS and/or FCTT. Also, see pages 28-32 for more information and vendors.
- “Live” Online Classes-When a student who is deaf is enrolled in an online course in which the instructor includes “live” class sessions, SDRS and FCTT will coordinate with the instructor and CART provider to assist in captioning the “live” session(s).

Immediate Needs for Captioning and Transcripts

When possible, SDRS closely monitors the schedule of students who are deaf/hard of hearing in order to make sure that instructors and FCTT are aware in advance of a student enrolling in a course. As soon as SDRS is aware of a deaf/hard of hearing student enrolling in an online course, SDRS notifies FCTT. If after investigation of the course content there is a need for transcripts or captioning, SDRS and FCTT work with the instructor to assist in assuring accessibility of the content.

Frequently Asked Questions Regarding Captioning and Transcripts:

Q: Why is it recommended to show only captioned media for class?

A: A&M-Commerce is committed to creating an educational environment that is accessible to all learners. The Americans with Disabilities Act (ADA), signed into law in 1990, protects persons with disabilities from discrimination through barriers to communication. Communications with individuals with disabilities must be as effective as communications with others. The use of captioned media breaks down these barriers and equalizes communication access.

You may find it interesting to note that research shows captions benefit all students, not just those with auditory processing disorders, or deaf and hard-of-hearing students. Captioning facilitates note taking, enhances understanding and recall and provides access to auditory content when variations of sound quality or surrounding noise creates distractions.

Q: Why isn't a transcript sufficient for video?

A: A transcript alone may not be considered *equal* communication access. You may find it interesting to note that research shows captions benefit all students, not just those with auditory processing disorders, or deaf and hard-of-hearing students. Captioning facilitates note taking, enhances understanding and recall and provides access to auditory content when variations of sound quality or surrounding noise creates distractions.

Q: Are there other ways to make media accessible besides captioning?

A: Providing a written transcript of the audio content, a sign language interpreter, or a classroom captionist as access for media offers only marginal access. For example, it is not possible to read a transcript or watch an interpreter and view a video simultaneously. This results in missing the visual information featured in the video while reading the transcript or watching the interpreter or vice versa.

Q: Which media are covered under these guidelines?

A: All media used in campus courses, online courses, and web-enhanced/blended courses.

Q: Why would the electronic media need to be captioned if **sign language interpreters** are already assigned to the class?

A: It is difficult for a student to watch an interpreter and the media at the same time. In these situations, the student misses a good deal of information by not being able to view the screen and the interpreter simultaneously. In addition, electronic media is scripted, meaning it is presented at a much faster rate of speed than normal speech. This makes it nearly impossible for an interpreter to keep up with the dialog, so information is often missed.

Resources for Captioning and Transcription

1. Aegis RapidText

(Formerly PeopleSupport RapidText)

Kathy Furlan, Account Executive

P: 1.800.234.0304 ext. 47124

111 North First Street, Suite 201, Burbank, CA 91502

E: Kathy.Furlan@AegisGlobal.com

W: www.AegisRapidText.com

Rate Information:

- Live Remote Realtime Captioning: \$62 per hour of class time
- Video Captioning (includes transcription of the video): \$3.85 per minute of content-All formats
- Transcription of recorded content: \$2 per minute of content

2. Alternative Communication Services (ACS)

T.J. DiGrazia, Operations Manager

office: 800-335-0911 | fax: 813-926-7875 | cell: 630-673-6899

P.O. Box 278, Lombard, IL 60148

Rate Information:

- Transcription Only: \$1.75 per minute (Standard Turnaround Time is 48-hours)
- Captions on Media file: (includes transcript): \$4.75 per minute (Standard Turnaround Time is 72-hours)
- Captions on DVD* (includes transcript): \$5.75*Plus \$10 shipping and handling.
- 2 weeks is standard turnaround time

3. QuickCaption, Inc

Antha A. Ward

4927 Arlington Avenue

Riverside, CA 92504

951-779-0787

951-536-0850 (after hours/emergencies)

fax: 951-779-0980

www.QuickCaption.com

Full Service Media Captioning (DVD/video)

- QuickCaption to provide captioned DVD/VHS or electronic file
- All transcribed verbiage thoroughly researched in regards to all proper nouns and subject-specific terminology
- Each media transcript proofread a minimum of three times for complete accuracy
- All work performed digitally to maintain, or even possibly increase, quality.
- Seven- to ten-day turnaround, from receipt of master, per order of five video hours or less
- Client's choice of captions:
 - One, two, three or four lines/Left or right justified/Roll-on or pop-up/Top or bottom view
 - Default is two-line, left-justified, pop-on, bottom view
 - \$7.00 per media minute, invoiced in 15-minute increments with a 30-minute minimum per order
 - Shipping (actual) plus handling (\$15.00 per order) fees apply
 - Expedited cost - \$12.00 per media minute (48-hour turnaround)
 - Discounts available for bulk/bundled orders
- Duplicate copies - \$55.00 each

Streaming Media/Podcast/YouTube

- Client to provide: http or ftp site for download of uncaptioned videos to be captioned
- QuickCaption to provide:
 - Media digital video file in choice of format: Windows Media, QuickTime, or Flash
 - Five- to seven-day turnaround, from receipt of master, per video hour
 - Files delivered via server download or via CD or DVD
 - \$7.00 per media minute, invoiced in 15-minute increments with a 30-minute minimum
 - Shipping (actual)/handling (\$15.00 per order) fees apply
 - Expedited cost - \$12.00 per media minute (48-hour turnaround)

4. Automatic Sync Technologies (AST)

Kara Stark

www.automaticsync.com/caption

Phone: 877-278-7962 x715

- AST was funded through the US Dept of Education to create a captioning system that is cheaper, faster, and easier to use than traditional captioning. Please feel free to share our information with any of your colleagues who may be interested. Our system is entirely electronic - users submit content for captioning over the web and we will return caption results electronically. We can return a variety of result types, including caption files for podcasts, web media (QuickTime, Windows Media, Real, Flash), DVD authoring (caption and subtitle files), videotape encoding, and broadcast captioning. We also offer a number of other formats to support GoogleVideo and video search functions. You can get multiple

- caption result formats at no additional cost - you can request as many formats as you like. All of our output types are listed at http://www.automaticsync.com/caption/results_faq.htm
- We make extensive use of automation technologies to get the cost low, but our transcription is done by trained stenographers; we do not use speech-recognition technology to generate the transcripts due to the high error rate that such technology suffers from. There are no monthly minimum purchases, no software to install on your end. You just pay for any submissions you make to us.
 - We charge \$2.70 per minute for transcription & captioning service

Emergency Procedures for Students with Disabilities

When a student with disabilities is enrolled in your class, it is vital that you be aware of emergency procedures. Sometimes the emergency may involve a student with disabilities, but sometimes it may be an entire room or building issue. The following are some immediate actions you may be able to take when faced with specific emergencies.

Mobility

There are, of course, several different types of mobility disabilities including, but not limited to, wheelchairs, canes, walkers, cardiac, and respiratory issues.

Trapped in an elevator- Contact UPD. Each elevator has a phone with a direct link to UPD. Assure the student that help is on the way. If possible, stay near the elevator for contact with the trapped student. If you cannot stay, ask for assistance from a classmate or building representative.

Classroom/building evacuation- Clear the exit route of obstacles and debris so that the chair can be moved easily. If the route cannot be cleared, move to the safest area within the building. Notify emergency personnel about any person still in the building, giving the location and reason for remaining in the building. If danger is imminent and the wheelchair itself cannot be evacuated, it may be necessary to carry the individual in an office chair or with carry techniques. Consult the person to determine the best carry options. Request assistance from emergency personnel, if possible.

People using canes, crutches, or walkers- Evacuate the person as if he/she were injured. If the situation requires a speedy evacuation, use an office chair with casters to push the person to safety. If a chair with casters is unavailable, use a sturdy chair for the person to sit on and drag him to safety. If possible, have another person assist by helping to lift and carry the chair and person.

Other types of mobility issues- Cardiac, respiratory, arthritis and obesity may also hinder students making rapid evacuation from a classroom or building. If necessary, follow the evacuation procedures for someone using a cane or crutches.

Non-evacuation Issues : For classroom or facility issues such as non-functioning automatic door openers, broken handrails, non-functioning elevators, and so on, contact Facilities at 903-886-5761 or Student Disability Resources and Services at 903-886-5150.

Blind/Visual Impairments

A student with visual impairments can become lost or disoriented, especially when he/she is new to campus or building. Ask the student if assistance is needed. When appropriate, offer your elbow and guide the student to familiar ground. As you walk, alert the student to landmarks (example: “We’re coming up to Binnion Hall on the left and there is a large parking lot on the left”). The student may then recognize the area and then continue on his or her own.

Classroom/building evacuation- Alert the student to the nature of the situation. Offer assistance to guide him/her to the closest emergency exit. Give verbal instructions on the safest route using directional words and estimated distances. Announce the presence of any obstacles or debris in the path. Once safety has been reached, ask if further assistance is needed and give any other instructions (e.g. stay in the area until emergency personnel give permission to leave, etc.)

Deaf/Hearing Impaired

Classroom/building evacuation- Alert the student by flashing the lights on and off, touching the student on the shoulder, or stepping in front of the student. Clearly state the emergency in writing, gestures, and speaking. Offer visual instructions to advise the safest route or direction by pointing to the exits or evacuation maps. If necessary, assign someone to escort the student to safety.

Chronic Illnesses and Medical Disabilities

Seizures- Protect the person from injury, but do NOT restrain or put anything into his/her mouth. Stay with the person until he/she has recovered. Call 911.

Diabetic coma/insulin shock- Ask “Have you eaten today?” Someone who has eaten but not taken prescribed medication may be in diabetic coma. Ask “Have you taken your medication today?” Someone who has taken medication but not eaten may be having insulin reaction/shock. Insulin shock is the true emergency and requires that you call 911. If the person is conscious, give sugar in any form – candy, fruit juice, soft drink. Monitor the person carefully until help arrives.

Other Resources

ADA Laws: [Americans with Disabilities Act](#)

U.S. Equal Opportunity Employment Commission

<http://www.eeoc.gov/policy/ada.html>

U.S. Department of Justice

<http://www.usdoj.gov/crt/ada/adahom1.htm>

U.S. Department of Labor

<http://www.dol.gov/odep/pubs/fact/ada.htm>

Department of Education - Office of Civil Rights

<http://www.ed.gov/about/offices/list/ocr/index.html>

Association for Higher Education and Disability (AHEAD) -<http://www.ahead.org/>

Social Security and Disabilities

<http://www.ssa.gov/disability/professionals/bluebook/>

National Institute on Mental Health

<http://www.nimh.nih.gov/>

Website References

A Resource Guide for Faculty & Staff- Western Michigan University College Students with Disabilities (2011) (Permission granted for free use of guide information by Western Michigan University-Disability Services for Students)

Link-<http://www.wmich.edu/disabilityservices/Resourceguide.html#SelectedRef>

[The Battle Over Access to Technology Rages On](http://www.salomeheyward.info/index.php?option=com_content&view=article&id=66:the-battle-over-access-to-technology-rages-on&catid=1)

http://www.salomeheyward.info/index.php?option=com_content&view=article&id=66:the-battle-over-access-to-technology-rages-on&catid=1

Access STEM

<http://www.washington.edu/doit/Stem/>

Specific Disability Information

http://disability.ku.edu/~disability/faculty/disability_information.shtml

Elaborating on Online Accessibility-

http://www.insidehighered.com/news/2011/05/27/education_department_elaborates_on_guidelines_against_discriminating_against_disabled_students_with_technology

Works Cited

Fact Sheet: Attention Deficit Hyperactivity Disorder (ADHD) Topics . (2010). Retrieved January 5, 2012, from Russell A. Barkley, Ph.D.: The Official Site: <http://www.russellbarkley.org/content/adhd-facts.pdf>

Office of Civil Rights: Protecting Students with Disabilities. (2011, March 3). Retrieved January 5, 2012, from U.S. Department of Education: <http://www2.ed.gov/about/offices/list/ocr/504faq.html>