

The students are:

*The most important people on our campuses,
Without them there would
be no need for us.*

*Not a cold enrollment
statistic but flesh
and blood human
beings with
emotions and
needs for guidance*

*Not individuals
to be tolerated as
we go about our
business...they are our business.*

*Not totally dependent on us – but our jobs
are totally dependent on them.*

*Not an interruption of our
work, but rather
the purpose of it.*

Table of Contents

Forward.	3
Philosophy	4
The Faculty Role.	5-7
Attitudinal Barriers	8
Questions Frequently Asked.	9-11
Test Accommodation	12-16
Emergency Procedures	17
Services for Students with a Disability	18-20
Deaf or Hearing-Impaired	21-23
Physically Disabled	24-29
Learning Disabled.	30-33
Visually Impaired	34
Psychologically Disabled	35-36
Adaptive Technology	37
Legislation	38
Glossary	39-41
Forms	Appendix



Forward

In accordance with current federal and state legislation, each student with a disability at Riverside Community College is afforded the same rights and privileges as any other student, to enter the mainstream of the college's programs, activities and classes.

By offering these opportunities to individuals with a disability in the community, the college recognizes its responsibility to the faculty and staff to provide support in the form of informational materials, workshops, and an open invitation to consult with the Disabled Student Programs & Services staff regarding students with a disability in the classroom environment.

This guide, which describes the educational implications of the various disabilities and provides a listing of the support services available through the office of Disabled Student Programs & Services, is just one way in which we assist in your efforts to assure reasonable accommodations to students with disabilities.

Located within the Appendix section, are copies of forms that are referred to throughout this Faculty Handbook.



PHILOSOPHY

Riverside Community College's Office of Disabled Student Programs & Services is dedicated to providing equal access and accommodation for all educational and programmatic opportunities at the college. We do this, not only because it is the law, but because of our conviction that the fullest possible development of each individual's abilities is essential to the welfare of the community, the state, and the nation.

Riverside Community College is dedicated to the nurture of the free and rational mind - the mind free from unthinking conformity, bias and prejudice, the mind free to create and innovate, to move from mental adolescence to intellectual maturity.

This dedication commits the College to offer opportunities to every student to develop his unique potential and to explore his abilities and talents. It commits the college to promote the idea that students pursue education beyond the curriculum, to widening horizons, throughout their lifetime; thus, it commits the College to evaluate continuously the quality of its offerings, the standard of achievement, the effectiveness of its instruction, and the relevance of its programs.

The coordinator, counselors and staff in the Office of Disabled Student Programs & Services are trained and eager to assist students with special needs. Our campus is noted as being one of the most accessible community college campuses in the state.

If we can be of further assistance, please give us a call.

Disabled Student Programs & Services

Riverside Campus:	222-8060
Moreno Valley Campus	571-6138
Norco Campus	372-7070
Learning Disabilities	222-8641
Physical Disabilities	222-8060
Psychological Disabilities	222-8060
Acquired Brain Injury	222-8060
Hearing Impairments	Voice 222-8519 TDD 222-8061

THE FACULTY ROLE

*New Responsibilities for Program Access

P.S. Jastram

“Like Hell I will.”

“Is the lab required in the program?”

“Yes.”

“Then you have to admit him; that’s the law.”

“Even if he’s blind? How’s he going to do titrations?”

“You’ll find a way. You and the student. Together.”

“But damnit, I’m responsible for his safety—not to mention everyone else in the room. How would he know what he’s pouring—where?”

“How does he do it at home? I don’t know, but *he* knows.

Embossed labels, maybe. You’re the Doctor—you’ll think of something. But sit down and talk with him.”

The chemistry professor still wasn’t convinced:

“You’re not saying that every course has to be open to every handicapped student...?”

“Every course. And every program.”

“What if a student simply can’t do something you think is an essential part of the training?”

“What do you do, Professor, if you have to move a table that’s too heavy for you?”

“I get someone to help.”

“Yes.”

*First published in *Assuring Access for the Handicapped*, Ed. M.R. Redden, Jossey-Bass, Inc., San Francisco (1979)

*Jastram, P.S. (1979). “New responsibilities for program access” in Redden, M.R. (Ed.) *Assuring Access for the Handicapped*. San Francisco: Jossey-Bass, Inc.

*Simulated conversation between an instructor and a Disabled Student Program Services staff member.

Quick Tips for Faculty

The student with a disability is the best source of information regarding necessary accommodations. In post-secondary settings it is the student’s responsibility to request special accommodation if desired, but a faculty member can make a student comfortable by inquiring about special needs. Listed below you’ll find a few tips which you may find helpful in accommodating your students.

Tips for the Classroom, The Laboratory, Test Administration, and Field trips

CLASSROOM

- Include a statement on the class syllabus inviting the student to discuss academic needs with you. For example, “If you have a documented disability and wish to discuss academic accommodations, please contact me after class or contact The Office of Disabled Student Programs & Services (DSP&S).”

- When talking with the student, inquire about special needs in the classroom, in the lab, in fieldwork and on field trips. Work with the student and Disabled Student Programs & Services (DSP&S) to determine appropriate accommodations.
- Select course materials early and distribute syllabi, assignments, and reading lists in advance and in electronic format (e-text) to facilitate translation to audio-tape, Braille, and large print.
- Face the class when speaking. Repeat discussion questions. Write key phrases on the blackboard. Hand out assignments in writing. Provide written summaries of demonstrations in advance and use captioned films if you have a hearing impaired student in class.
- Verbally describe visual aids if there is a student with a vision impairment in class. For example, you might say, “The 3 inch long steel rod,” rather than “this.”

LABORATORY

- Discuss safety concerns with the student and Disabled Student Programs & Services. Ensure that safety equipment is adapted with Braille or large print labels, pull chains are lengthened, and visual or audio warning systems are in place.
- Assign group lab projects in which all students contribute according to their abilities.
- Arrange lab equipment so that it is easily accessed. Give oral and written lab instructions. Provide raised-line drawings and tactile models of graphic materials for students with visual impairments
- Work with student and DSP&S to identify, modify, and provide appropriate lab equipment, such as adjustable tables, ramps, talking thermometers and calculators, liquid level indicators, large print and tactile timers, and computers.

EXAMINATIONS AND FIELDWORK

- Measure knowledge rather than physical performance of a task when monitoring a student’s understanding of material.
- Allow extra time to complete exams. The Office of Disabled Student Programs & Services will assist you in providing this accommodation. (Depending on the disability, double time on a two hour test, may require giving the student half of the test on two days.)
- Ask student how s/he might be able to do specific aspects of field work. Attempt to include student in field work opportunities, rather than automatically suggesting non-field work curriculum alternatives. The Office of Disabled Student Programs and Services can provide valuable assistance
- Plan field trips in advance and arrange for accessible transport vehicles.

Accommodations for Specific Disabilities

LOW VISION

- Large print lab handouts, lab signs, and equipment labels
- TV monitor connected to microscope to enlarge images
- Computer equipped to enlarge screen characters and images
- Class assignments made available in electronic format

BLINDNESS

- Audio-taped or Brailled lecture notes, handouts, and texts
- Raised-line drawings and tactile models of graphic materials
- Braille lab signs and equipment labels
- Adaptive lab equipment (e.g. talking thermometers, calculators, light probes, and tactile timers)
- Class assignments made available in electronic format
- Computer with optical character reader, voice output, Braille screen display and printer output

HEARING IMPAIRMENT

- Interpreter, notetaker
- Face turned toward student when speaking; use of visual aids
- Written assignments, lab instructions, demonstration summaries
- Visual warning system for lab emergencies
- Use of electronic mail for class and private discussions

LEARNING DISABILITY

- Notetaker and/or audio-taped class sessions
- Extra exam time, alternative testing arrangements
- Visual, aural, and tactile demonstrations incorporated into instruction
- Computer with voice output, spellchecker, and grammar checker

MOBILITY IMPAIRMENT

- Notetaker/attendant to assist with lab work; group lab assignments
- Classrooms, labs, and field trips in accessible locations only
- Adjustable tables; lab equipment located within reach
- Class assignments made available in electronic format
- Computer equipped with special input device (e.g., voice input, Morse code, alternative keyboard)

HEALTH IMPAIRMENT

- Notetakers
- Flexible attendance requirements and extra exam time
- Assignments made available in electronic format; use of email to facilitate communication

RCC Resources

ACADEMIC ACCOMMODATIONS

Contact The Office of Disabled Student Programs & Services for assistance with:

- the provision of academic accommodations
- audio-taped and large printed class materials
- test accommodation
- classroom relocation to accessible location
- sign language interpreters
- campus maps (Access Guide for Persons With Disabilities)
- report access problems
- request an accessible desk.

ATTITUDINAL BARRIERS

What Are Attitudinal Barriers?

Prejudice	Discrimination
Ignorance	Dislike
Fear	Invisibility
Insensitivity	Insecurity
Bigotry	Discomfort
Stereotyping	Condescension
Misconception	Intolerance

The above words have been used in association with or in definitions of attitudinal barriers. For our purposes, “attitudinal barriers” will be defined as “a way of thinking or feeling resulting in behavior that limits the potential of disabled people to be independent.”

WHEN YOU INTERACT WITH A STUDENT WITH A DISABILITY...

- Offer help but wait until it is accepted before giving it. Offering assistance to someone is only polite behavior. Giving help before it is accepted is rude. It can sometimes be unsafe, as when you grab the arm of someone using a crutch and the person loses his/her balance.
- Talk directly to a disabled person, not to someone accompanying them. To ignore a person’s existence in a group is very insensitive and it is always rude for two people to discuss a third person who is also present. For example, if a deaf person is with an interpreter, talk to the deaf person, not the interpreter.
- Treat a disabled person as a healthy person. Because an individual has a functional limitation does not mean that the individual is sick. Some disabilities have no accompanying health problems.
- Keep in mind that disabled people have the same activities of daily living as you do. Many people with disabilities find it almost impossible to get a cab to stop for them or to have a clerk wait on them in stores. Remember that disabled individuals are customers and patrons, and deserve equal attention when shopping, dining, and traveling.
- In general, accommodating the student with a disability in the classroom may be more a matter of common sense and less a matter of changes in teaching style and/or curriculum than one might think. It is hoped that the instructor will look at each disabled student as an individual when considering necessary changes, and it is recognized that helping to determine successful accommodation for the classroom is the responsibility of the student as well as the faculty member.

The above information was taken largely from pamphlets distributed by RRI. If you want more information concerning citizens who are disabled, write to:

Regional Rehabilitation Research Institute

George Washington University
603 Park Lane Building
2025 Eye Street N.W.
Washington, DC 20036

FREQUENTLY ASKED QUESTIONS

Questions Frequently Asked About Academic Modifications for Students With Disabilities

What is my responsibility in accommodating the needs of students with disabilities?

Academic departments (and the individual faculty members who make up those departments) are responsible for ensuring that their programs are accessible to students with a disability. This responsibility covers physical access to the location where the activity will occur and modifications necessary in the format or delivery of information which would make it accessible to an individual with a specific disability. Each academic department should have in place a written (according to the Americans with Disabilities Act [1990] guidelines) procedural policy plan which faculty members can follow when individuals with a disability request accommodation. A faculty liaison should be designated to address certification or accreditation issues as they pertain to disability-related degree plan modifications. Help is available both in understanding what is required by law and in devising ways to make the necessary accommodations through the Equal Opportunity Office and the Office of Disabled Student Programs & Services.

How will I know if there are persons with a disability needing accommodation in my class?

Request that individuals requiring special accommodation contact you after class or during office hours. Print this information in your syllabus. In this way you give students “permission” to approach you with their needs.

How do I know that the accommodation the student has requested is appropriate and legitimate?

If the student presents to you a Special Accommodation Request Form, prepared by the Office of Disabled Student Programs & Services, you can be assured that the student has provided the College with proof of a disability under the legal definition of the word. The type of special accommodation requested on the form will be one which has legitimacy in relation to the disability listed.

A student not presenting such a form or any other type of proof of disability and whose outward appearance does not make existence of a disability apparent can be referred to the Office of Disabled Student Programs & Services to complete a request for service.

How can I be sure I am doing what is necessary to provide academic access?

The most successful way to ensure academic access is to discuss with the student what his/her needs are. No two students with disabilities are alike. Only a personal conference with the student in which you discuss both the course demands and the student’s accommodation needs is likely to provide both parties with a satisfactory outcome.

It is a good idea to put into writing what you and the student agree will be done so that there can be no confusion. If you have questions as to why the student needs a particular accommodation, to call the Office of Disabled Student Programs & Services for more information.

Suppose I don't agree to provide accommodation in the exact way the student is requesting it?

There are usually several ways that a student's special needs are met. All federal law requires is "reasonable" accommodation. If your way meets that criterion in light of the student's handicapping condition, you have complied with the law. However, if the objection stems from the student's use of an assistive device necessary to compensate for his/her disability (tape recorder, etc.), federal law may require that it be allowed. You may, however, require the student to complete an agreement which covers problems you envision with the device (such as not releasing the tape recording or transcription, allowing you to erase tapes, etc.). A model form for such an agreement is available in the Office of Disabled Student Programs & Services.

Am I being asked to compromise academic standards or give the student with a disability an advantage?

Definitely no. If the existence of the disability has been verified, the accommodation should have the purpose of providing an equal opportunity to the student, in effect starting the student on equal footing with others. To compromise standards or "water down" the requirements would not assist the student to acquire a competitive degree. The student with a disability should fulfill all the essential course-related requirements; however, altering the format, substituting an equivalent requirement, or changing the method of meeting requirements may provide the student a more equitable chance at success.

By making certain accommodations to students with disabilities, am I not discriminating against the other students who would probably prefer such things as extended time for tests, etc.?

Technically, it may appear that preferential treatment is being given to student with disabilities; however, the objective of the legal requirement is to help the student compensate for a life function which is not the same as that of other students in the class. Through the accommodation we attempt to provide the student with the same opportunity that other class members have without special measures. The law allows, and in fact requires, that special needs be met.

Where do I go for assistance in providing accommodations?

The Office of Disabled Student Programs & Services can provide information and assistance in dealing with many of the concerns you may have about accommodating students. The office has information on many creative ways to accommodate students and can provide the instructor with information about how other institutions have solved access problems.

What specific help does the Office of Disabled Student Programs and Services offer to faculty members?

The specific charge of the Office of Disabled Student Programs & Services is to assist students with disabilities to matriculate; however, the office serves as a resource/liaison for any and all concerns that may arise in relation to students with disabilities. For faculty members, the office is developing informational pamphlets describing each of the major disabilities with suggestions on making classroom material more accessible for the student. In addition, the office offers limited adaptive testing resources as a service both to the student and to the faculty member.

Exactly what does the law say in regard to academic accommodation?

“No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, ...counseling, ...physical education, ...or other postsecondary education program or activity”.

The regulations further state that students must be educated in the most integrated setting appropriate to the individual’s needs.

Part 104.44, Modification of Requirements, states that modifications must be made to academic requirements to ensure that they do not discriminate against a qualified student with a disability.

Academic requirements that can be demonstrated to be essential to the program of instruction being pursued (i.e. to the degree) or to any directly related licensing requirement are not considered discriminatory. Modifications such as changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements and adaptation of the manner in which specific course are conducted may be necessary.

The requirements further state that tape recorders, guide dogs, braille, interpreters, notetakers, or other “aids or adaptations which may be necessary to provide equality of access may not be prohibited from the classroom.” Course examinations or other evaluation must be provided by methods or in formats which will best ensure that the results of the evaluation represent the student’s achievement in the course, rather than reflecting the impairment.

Finally, the regulations state that “auxiliary aids or adaptations must be provided to ensure participation of students with impaired sensory, manual or speaking skills in classroom instruction or to ensure that such students are able to benefit from the instruction.” These may include taped textbooks, readers, interpreters, notetakers, typewritten transcripts, adapted equipment, or other effective methods of making classroom presentations accessible to the student. The institution has flexibility in choosing the methods by which the aids will be supplied and can opt to use resources already available through state vocational rehabilitation agencies, textbook taping services, etc. Within the classroom, partnering the student with a classmate for lab situations and using volunteer notetakers, etc., are legitimate methods of making accommodation. It is not necessary to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

The Americans With Disabilities Act of 1990, signed by President Bush in July, is a civil rights act enlarging the scope of Section 504. It protects individuals with disabilities from discrimination by certain employers, by providers of public services (such as housing, transportation, communication), and by States, agencies, political subdivisions of States, or boards, commissions or other instrumentalities of States and political subdivisions. It provides legal resource whenever persons with disabilities are denied equal opportunity to gain the same benefit, obtain the same result, or reach the same level of achievement as individuals who are non-disabled in the most integrated setting appropriate to the individual’s needs. Qualification standards, selection criteria, performance standards or eligibility criteria that exclude or deny services, programs, activities, benefits, job or other opportunities to an individual with a disability must have been demonstrated to be both necessary and substantially related to the ability of an individual to perform or participate or take advantage of the essential components of the particular program, activity, job or other opportunity. These standards must be detailed in writing and available to the general public for viewing (Title II, ADA, Sec. 35:106).

TEST ACCOMMODATIONS

Most teachers prefer to administer their own tests for security reasons, and it is always desirable to test in the most integrated setting possible. However, it may sometimes be impossible for you to respond to a student's request for altered testing format, locations, or extended time. When it is not possible to accommodate the student's special needs in a classroom setting and your department cannot assist you, the Office of Disabled Student Programs & Services can provide a proctored alternative site for testing.

Our staffing is limited and the space we use is borrowed from other areas. Thus, we must know in advance if you will need our services in order to arrange for an appropriate test site, a proctor, or to allow time to reproduce the test in another format. If you need our services, please give us as much advance warning as possible and complete a Test-taking Accommodation form, giving us specific instructions, as follows:

- Student name and social security number
- Class and section number
- Class meeting days and time (Tests will be administered as nearly as possible at these times; evening and Saturday tests must be arranged between 8 and 5, M-F).
- Dates for all tests during the semester for which you require our assistance (if known).
- Special instructions for administration of the test, such as permission to use calculator, tables, reference materials; complete the test, etc.
- Instruction for returning the test (Can the student return the test sealed in an envelope immediately upon its completion? [We sign and seal it.] Will the test be picked up by a staff member?)

Since staffing patterns do not allow us the time to pick up tests, they can be placed in the Coordinator's (Paula McCroskey) mail box in the Administration building. (Some professors hand carry their own tests; others send them by departmental secretary.) Once a Testing Permit Form has been filed with the test dates, however, you may wish to have the student bring over his or her own tests (sealed in an envelope) a few minutes before the exam time, if no special test preparation is required.

We want to provide as much assistance as we can both to students with disabilities and to their professors. We are limited, however, by the size of our staff and must request your cooperation in order to serve you.

TESTING ACCOMMODATIONS

Taking a test under standard conditions requires certain skills and abilities that are not a part of what is being measured by the test instrument. For some students with disabilities, the format of the test itself or the physical location in which the test is to be administered will constitute a discriminatory barrier to performance. The suggestions below (listed by disability categories) provide guidelines for adapting examinations to eliminate discrimination against students with disabilities. A discussion of changes appropriate for many students (adaptations in the test environment, extra time, proctors, etc.) is also included.

HEARING IMPAIRMENT

A hearing impairment may be caused by a physical diminution or loss of hearing ability or by a perceptual problem that causes the brain to process incorrectly what is heard. Such an impairment may cause the student not to hear or to comprehend rapidly spoken information such as procedural instructions, descriptive background, or questions posed by other students and answers given before the actual test begins.

Adaptations

- Student may be given written instructions or information ordinarily read aloud by examiner.
- Oral or sign language interpreter may translate oral instruction and information.

VISUAL IMPAIRMENT

A visual impairment may represent a physical diminution or complete loss of vision or the inability of a person to perceive what is viewed through the eye. Such an impairment may cause a student not to see or comprehend written material which may include announcement of test dates, procedural information, and content of the examination itself. In addition, visual perceptual problems (which may include inability to discriminate figure or ground, sequencing and letter reversals, and similar shaped letters) may preclude comprehension of printed test materials and/or completion of a standard answer sheet or essay exam in the usual manner.

Adaptations

- Arrange for a special edition of the exam, i.e. on tape, individually read, e-text, larger print, or braille.
- Student may use electronic optical aids, such as a Close Circuit Television (CCTV), which enlarges the print or scan and read software which changes the form of the print to be usable for people with visual impairments.
- Student may record answers by typing or taping.
- Student may dictate answers to a proctor who marks the answer sheet or writes the essay or use voice recognition computer technology (i.e., Dragon Naturally Speaking)
- Where spelling and punctuation are related to course objectives, student and instructor may determine a way for grammar to be evaluated within the parameters of the adaptation.

MOTOR IMPAIRMENT

Movement of any limb or fine motor ability. It may involve limitations in performing certain acts such as reaching and entering the exam site or sitting for long time periods of time. Motor impairment broadly describes any disability which limits functional manipulating test materials (i.e. scratch paper, pencils, calculators, etc.), and transcribing responses.

Adaptations

- Arrange for exam to be given in accessible building and classroom; arrange for a lab assistant, etc.
- Arrange for a proctor to assist manipulation of test materials, marking exams, and writing numbers and/or symbols as directed by student.
- Arrange for alternative methods of recording answers such as typing or taping.

SPEECH IMPAIRMENT

A speech impairment may cause a student to be unable to speak, to mispronounce certain words, to speak slowly or in a manner hard to understand. Such an impairment rarely restricts a student in a written examination; however, depending upon the extent of the impairment, it may have a great influence on oral recitation types of examinations.

Adaptations

- Written examinations might be substituted for oral recitation exams.
- Student may write his/her response for an oral recitation and have that presentation read by an interpreter.
- Student may use an auxiliary aid such as a word board or interpreter for classroom participation.

HIDDEN DISABILITIES

Among the vast range of disabling conditions which are not usually visible or readily detectable to the casual onlooker are seizure disorders and other problems related to brain injury or neurological dysfunction; cardiovascular diseases; musculo-skeletal problems (from arthritis to back injury); respiratory disease or dysfunction (such as asthma and chemical or environmental allergies); systemic diseases or dysfunctions (such as lupus, diabetes, cancer, etc.); and learning disabilities. Some students with hidden disabilities must cope daily with constant severe pain, a high level of fatigue, or medications which may affect classroom performance. Because needs will differ widely, adaptations should be made in close consultation with the student. Specific information follows on the most common hidden handicap, a learning disability.

LEARNING DISABILITY

A learning disability is a documented perceptual handicap which affects the ability to process information in people of average to above average intelligence. Different individuals may have difficulties in one or more areas of receiving or sending information. These may include spelling, reading, handwriting, short-term memory, attending, organizing, following directions, spatial relations, math, even translating aural cues.

Adaptations

- Arrange for alternate methods of recording answers such as taping, typing, or dictating answers to a proctor who marks the answer sheet or write the essay.
- Arrange for special edition of the exam, i.e. on tape, individually read, in large print, in essay form as opposed to short-answer or in short-answer form as opposed to essay.
- Where spelling and punctuation are related to course objectives, student and instructor may determine a way for grammar to be evaluated within the parameters of the adaptation.
- Allow student to use a dictionary and provide additional time.
- Allow use of a word processor spell-check/grammar-check capability, etc.
- Permit test to be given individually in a quiet room without distractions.

ADAPTATIONS THAT AID STUDENTS WITH VARIOUS DISABILITIES

Timing

Some adaptations to conventional test formats require that the examinee be granted additional time to complete the exam. The act of reading braille or large print takes longer than reading a standard typed page, as does use of print enlargers or even the computer screenreaders and voice recognition technology. Similarly, listening to a tape or dictating an answer takes longer than writing answers in longhand. Extended time is frequently necessary, but there are no rigid rules for determining how much additional time should be given; extended time should flexibly permit reasonable progress without dawdling. Many instructors find that allowing the student with a disability twice as long as other students to complete a test will fit most situations.

Factors to be considered in determining a reasonable time extension include:

- Type of accommodation (device? personal aide? other?)
- Exam format (short answer? multiple choice? open book? essay? paper?)
- Purpose of the course (personal development? career preparation?)

Test Environment

Ideally, students should be allowed to take an adapted test in the same classroom at the same time with the other students. However, if adaptation requires the exam to be administered in a place other than the regular exam site, efforts should be made to provide a setting which is equally conducive to concentration. Considerations include:

- Free from interruptions and distractions whenever possible
- Adequate privacy for working with a reader, screenreader or voice recognition software, scribe or such devices as a talking calculator.
- Sensible and sensitive proctoring

A student should not be expected to cope with taking the exam in the hallway, library main reading room, or department office if phone, visits, or other distractions will be allowed.

EXAM PROCTORS AND ADMINISTRATORS

Objective test administration may best be assured by arranging for a proctor other than the student's instructor, reader, or interpreter. Having one's instructor administer the exam individually can be an intimidating experience for some students and could put the student at a disadvantage as compared to the relative anonymity of group administration of a test in large classes. It may be difficult to ascertain that a reader or interpreter for a student with a visual impairment has maintained objectivity. Proctors who will administer exams adapted for various functional limitations may need:

- Orientation in ways to read aloud
- Practice in writing exactly what is dictated
- Discussion of methods of maintaining integrity and ethics of the test situation.

TEACHING APPROACHES

The following teaching approaches facilitate learning on the part of all students:

- Provide a course syllabus or other clear structure for course materials and assignments, preferable with due dates.
- Present material in more than one mode (e.g., visual as well as aural).
- Monitor the class to see how well students understand the concepts being presented, providing opportunities for students to clarify unclear points.
- Delineate for students an appropriate learning methodology for your discipline.

CONFIDENTIALITY

Information that a student does or does not have a disability for which special accommodation must be made is not a part of public information and must be treated as confidential. Every effort must be made to preserve the privacy of the student who needs special accommodation and to treat the individual with the same dignity and courtesy accorded to all other students in the classroom. Confidentiality requirements are dictated by federal and state law. Questions regarding confidentiality may be directed to the Dean of Student Services.

EMERGENCY PROCEDURES

Consult the student involved for information on emergency medical procedures if a high likelihood exists that a medical emergency may occur in class. The student will be the best guide for what to do. In any medical emergency, remain calm. If you need medical assistance, send a student to the nearest telephone and contact the Office of Disabled Student Programs & Services, Health Services or Campus Police.

IN THE EVENT OF AN EMERGENCY SITUATION REQUIRING EVACUATION

- The safe exit of every individual from the building will naturally be a priority for all college personnel. Students in wheelchairs and others with mobility disabilities should move toward the nearest marked exit. As a first choice, the wheelchair occupant or other person with a disability may attempt to use the elevator, although in a fire, elevators will be inoperable.
- The person with a disability may request help from others. If this is the case, ask the individual for instructions on lifting or moving (Must the individual be moved in the wheelchair or with other support? If so, where can the chair be safely grasped for lifting, i.e. handlebars, wheel rims, etc.?).
- If a power wheelchair must be moved downstairs, remove batteries before attempting to transport it. Make sure the foot rests and arm rests are locked. If a seatbelt is available, secure the person in the chair. A relay team arrangement may be needed. If it is not possible to carry the individual downstairs, the wheelchair occupant or other person with a disability should stay in the exit corridor on the landing in the stairwell.
- Exit corridors and stairwells are marked with exit signs and are protected with self-closing, fire-rated doors. These are the safest during an emergency. Rescue personnel (Fire and Police) are trained procedurally to check first all exit corridors and exit stairwells for any trapped persons.

SERVICES FOR STUDENTS WITH A DISABILITY

A primary goal of the Disabled Student Programs & Services (DSP&S) is to assure an equal educational opportunity for the disabled. The services listed below have been designed to ameliorate the architectural, sensory, language, or social barriers that may infringe upon that opportunity.

ACADEMIC ADVISING

DSP&S has trained, certificated, and classified personnel who are available to assist disabled students in individual academic advisement on an on-going basis including the writing of individual education plans.

ADAPTIVE P.E. CLASS

A special class in Adaptive Physical Education for the Physically Disabled is taught by a trained instructor at Riverside Community College.

ADAPTIVE TECHNOLOGY:

Adaptive computer technology is available for use by students. Talking calculators, CCTVs, screenreaders, screen enlargement software, and voice recognition software is available for eligible students. Other adaptive technology, including adjustable tables, adjustable chairs, alternative keyboards and mice, are available.

CAMPUS ORIENTATION

Part of the standard intake procedure for new students is to acquaint them with the campus.

COUNSELING

Personal and disability-related counseling for non-academic situations is available with the counselor/ coordinator of DSP&S. If in-depth counseling appears to be indicated, the student will be directed to the Director of Health Services for referral.

DEPARTMENT OF REHABILITATION LIAISON

DSP&S staff works closely with student's rehabilitation counselor in order to provide effective service coordination.

ELEVATORS

There are elevators on each campus available for disabled students' use. Maps with elevator locations are available in the DSP&S office at each campus.

JOB PLACEMENT

Students receive assistance with job placement from the Job Placement and Student Financial Services offices and the Workability III program through DSP&S.

MOBILITY ASSISTANCE

Visually impaired students are given an orientation to the campus by the DSP&S office staff. There is also wheelchair loan available on an emergency basis.

NOTETAKERS

Hearing impaired, learning disabled, visually impaired or severely physically disabled students are provided notetakers, if requested. Notetakers are students enrolled in the same class. If a volunteer notetaker cannot be found, this service is paid for by DSP&S.

ORAL INTERPRETERS FOR THE DEAF

At the request of the student, oral interpreters will be provided to facilitate communication. This service is for the hearing-impaired students who rely on lipreading to communicate.

PHYSICAL ACCESS

In the event a disabled student is unable to attend a class or college event because the location is inaccessible, the appropriate office will be notified and arrangements made to relocate the class or event whenever possible or provide other accommodations.

PRIORITY REGISTRATION

Generally after individual advisement appointments, orientation, and class selection, the student is eligible to take part in priority registration. These priority registrations are only available to those students who have a verification of disability on file with the DSP&S office and have formally requested services.

READERS

Visually impaired, learning disabled, and severely physically disabled students have the option of requesting an individual reader for their course work (textbooks, supplemental materials, handouts, etc.). The Department of Rehabilitation provides readers for visually impaired clients/non-clients who are college students.

REAL-TIME CAPTIONING

This service is very similar to “court reporting” and involves a hearing person who listens to spoken words while typing on a laptop with special software to create a written verbatim transcript of what is being spoken (e.g., by the instructor). Simultaneous to the spoken word, this written transcript usually appears either on a large screen that can be read on the classroom wall or on a computer monitor that sits on the Deaf student’s desk. The captionist then prepares a hardcopy written transcript which is more accurate than the text that appeared on the screen simultaneous to the spoken word. This hardcopy text may substitute for the handwritten notes that students who are Deaf are frequently unable to take themselves during the instructor’s lecture. Unlike hearing students, students who are Deaf must keep their eyes fixed on the steno-interpreting screen (or sign language interpreter) and cannot look down at their desks to write notes, whereas non-disabled students can write while still hearing the instructor’s voice.

SIGN LANGUAGE/ORAL INTERPRETERS FOR THE DEAF

DSP&S offers classroom interpreting services for hearing-impaired students. Interpreters are scheduled at the beginning of each semester or enrollment period. Students are encouraged to enroll in sections of classes with other deaf students rather than attempt to take classes alone. Research has shown there is a higher rate of retention with this procedure. Because interpreting services are expensive, this permits the Program to serve more students well. We must pay the interpreter for the scheduled class time even when a student does not show up for that class. For this reason, the interpreter will not be sent to that class a third time. The student may meet with the DSP&S counselor to request that this service may be reinstated.

NOTE: Some hearing impaired students do not request interpreter services. They may have not learned sign language, or they may feel they are not impaired enough to need the services. If, in the instructor's opinion, this student is not understanding sufficient information to successfully complete the class, the instructor should approach the student with his/her concerns and then contact DSP&S for assistance. The staff will be happy to meet with the student and/or the instructor to resolve any concerns.

SPECIAL PARKING

Only those vehicles with a current DMV plaque or Disabled Veteran plate will be allowed to use handicapped parking. Temporary handicapped plaques are available through the DMV. You must have a doctor's verification of disabilities to obtain placards.

TEST ACCOMMODATION

The Office of Disabled Student Programs & Services will provide assistance for the disabled student who has difficulty taking examinations in the regularly administered fashion.

TRANSPORTATION

The College does not provide transportation for the disabled. Students who have a disability are encouraged to use the minibus operated by the City Parks and Recreation Department. Senior citizens and handicapped people needing such transportation should make these arrangements at least one day in advance.

TUTORING

Disabled students have complete access to regular college tutoring services. Hearing impaired students are provided with both tutors and interpreters to facilitate communication. Tutoring, above and beyond that which is normally provided by the college, must be approved by the DSP&S Coordinator. The need for this service will be determined on an individual basis.

DEAF OR HEARING-IMPAIRED STUDENTS

DEAFNESS

A deaf person is one who, even with a hearing aid, cannot understand the spoken language. Deafness can occur before or after birth by malformation or severe damage to the auditory nerve, Rubella, high fevers, or industrial accidents.

HARD-OF-HEARING

A hard-of-hearing individual is one who, with amplification, can understand most spoken communication. The causes include the onset of old age or those named above with less extreme damage.

HEARING AIDS

Most hard-of-hearing, and many deaf students, use hearing aids. These are usually set either behind the ear and/or are connected to an earmold that fits directly in the ear. These devices can add up to 25db to a person's hearing, thereby contributing substantially to voice reception, but, unfortunately, also amplifying distortions. It is, therefore, beneficial to use a normal tone of voice when communicating with a hearing-impaired student. Keep in mind that there will still be spoken sounds which are not heard.

LIP READING

Most hearing-impaired people lipread to some extent. However, due to the structure of articulated speech, approximately fifty percent of the sounds either don't show at all on the lips or are identical to other sounds. For example, words such as "bats" and "mad" look the same to the deaf person. It is, therefore, important to articulate clearly without distraction and at a normal pace. Any exaggeration distorts the patterns the deaf person has learned. It is also helpful to check and see if you are understood by asking the person to repeat an instruction back or asking the student if he/she understands. The deaf read facial and body expressions very clearly.

Educational Implications

- A hearing impairment is a major communication disorder. A deaf person's language is frequently substantially below that of a hearing person of the same age and experience.
- Speech is an accomplishment gained after years of difficult study. Certain speech sounds (such as the "s") are very difficult to make for the hearing impaired. The rhythm of a deaf person's speech may not be "natural". Because the student has spent a great deal of his life learning how to speak, he/she is most appreciative of those who will take the time to listen.
- Most hearing-impaired students will be assisted in the classroom on an appointment situation by an interpreter. This individual will translate with factual and emotional accuracy the content of all communication into sign language. He will also interpret whatever the deaf person says into English.
- The student will also normally require the services of a notetaker.

CLASSROOM TIPS

- It is important to have the student's attention before speaking. The deaf student cannot hear the usual call to attention. He may need a tap on the shoulder, or wave, or other signals to catch his eye.
- Speak slowly and clearly, enunciating each word, but without exaggerating or over pronouncing. Although it is necessary to speak slowly and clearly, exaggeration and overemphasis distorts lip movements, making lipreading more difficult. Try to enunciate each word, but without force or tension. Short sentences are easier to understand than long sentences.
- Look directly at the student while speaking. Even a slight turn of the head can obscure the student's vision, making lipreading more difficult. Avoid holding hands and books where they hide your face.
- Try to maintain eye contact with the student. Deaf students, like most students, prefer the feeling of direct communication. Eye contact establishes this feeling. Even in the presence of an interpreter, try to communicate to him. The student can then turn to the interpreter as he feels the need.
- Try to rephrase a thought rather than repeating the same words. Sometimes particular combinations of lip movements are very difficult for a student to lipread. If he is not understanding you, try to rephrase the sentence.
- The student should be seated to his best advantage. Generally this is up to the student. It is very helpful if the instructor will assist the student to select an appropriate seat if he fails to do so.
- Try to avoid standing with your back to a window or other light sources. Looking at someone standing in front of a light source practically blinds the deaf student. Lip reading is difficult, if not impossible, since the speaker's face is left in shadow.
- Notify the interpreter in advance when you plan to use materials that require special lighting. Since it is impossible to lipread in the dark, the interpreter must have advance notice so necessary lighting can be provided.
- A brief outline would aid the interpreter and the student to follow the lecture. It is very helpful to a deaf student to know in advance what will be studied next. He will then have a chance to read ahead and study vocabulary. After the lecture, he can better organize his notes.
- Try to present new vocabulary in advance. If this is impossible, try to write new vocabulary on the chalkboard or overhead projector since it is difficult, if not impossible, to lipread or fingerspell the unfamiliar.
- Visual aids are a tremendous help to deaf students. Since vision is a deaf person's primary channel to receive information, a teaching aid that he can see may help him assimilate this information. Make full use of chalkboards, overhead projectors, films, diagrams, charts, etc.
- Try to avoid unnecessary pacing and speaking while writing on the chalkboard. It is difficult to lipread a person in motion and impossible to read from behind. It is preferable to write or draw on the chalkboard, then face the class and explain the work. The overhead projector adapts readily to this type of situation.

- Slowing the pace of communication often helps to facilitate comprehension. Speakers tend to quicken their pace when familiar with the material. In addition, there is an unavoidable time lag in the presentation when an interpreter is involved. Try to allow a little extra time for the student to ask or answer questions since he has less time to assimilate the material and to respond.
- When vital information is presented, try to make sure the deaf student isn't left out. Write on the chalkboard any changes in class time, examination dates, special assignments, additional instructions, etc. In lab or studio situations, allow extra time when pointing out the location of materials, referring to manuals or texts, etc., since the deaf student must look, then return his attention for further instruction.
- In the absence of an interpreter/captionist, questions or statements from the back of the room should be repeated. Deaf students are cut off from whatever happens that is not in their visual area. Since it is often necessary to know the question in order to fully understand the answer, questions or statements from the back of the room should be repeated. If the student is clearly having difficulty in following the class and you feel an interpreter is necessary, contact Disabled Student Programs & Services.

STUDENTS WITH PHYSICAL DISABILITIES

The following are brief descriptions of some of the more common handicapping conditions. They are intended solely as a general overview. The functional abilities of individual students will be greatly influenced by the extent of involvement. If you desire additional information about a disability for a particular student, please contact the Disabled Student Programs & Services.

CEREBRAL PALSY

CP is a neuromuscular condition caused by brain damage before, during, or after birth. The damage may be a result of birth trauma, lack of oxygen, tumor, or other brain injury. CP affects coordination of muscle control, with the type and severity of the problem dependent on the location and extent of the brain damage. It is not a progressive disorder.

Educational Implications:

- A student with CP may have some degree of difficulty when speaking. If you are not sure what a student has said, repeat it back to the student for confirmation.
- Sensory, perceptual and motor deficits may sometime affect CP individuals and add to learning problems.
- Some students with CP may write slowly and lack precision in movements. They need to tape record lectures or use notetakers, and require assistance in taking exams.

EPILEPSY

This is not a specific disease. Rather, it is symptomatic of some abnormality of the brain. Seizures are characterized by convulsions of the body's muscles, partial or total loss of consciousness, mental confusion or disturbances of bodily functions which are usually controlled automatically by the brain and nervous system.

Types of Seizures

- **Grand Mal:** This type of seizure is usually preceded by an "aura" such as an odor, nausea, or a non-directed fear. This may serve as a warning to the epileptic that a seizure is about to occur. He/she will lose consciousness, and usually fall to the ground with general convulsive movements of most or all of the body. Regular respirations decrease and the epileptic may become cyanotic (a blue-blush discoloration of the skin). Normal respiration will resume at the end of the seizure which may last as long as five minutes. Afterwards he/she will be generally confused or drowsy and may sleep for several hours.
- **Petit Mal:** This type of seizure usually lasts from five to twenty seconds and may occur many times an hour. It may be accompanied by staring or twitching of the eyelids and a momentary lapse of consciousness. The individual is seldom aware he has had a seizure.
- **Psychomotor:** These seizures have the most complex patterns of behavior, including such activities as: chewing and lip-smacking, staring and confusion, abdominal pains and headaches, changes in color perception, spots before the eyes, buzzing and ringing in the ears, dizziness, fear, rage, anger, and following the seizure, sleep. The seizure may last from a minute to several hours.

Educational Implications:

- Remain calm. The other students in the class will assume the same emotional reaction as that shown by the instructor.
- Be sure the person having a convulsion is in a safe place.
- Loosen tight clothing and turn him on his side.
- **Do not** force hard objects between his teeth or give him anything to drink.
- Stay with the person experiencing the seizure until he has fully recovered from the confusion that sometimes follows a convulsion.
- Epileptics subject to grand mal seizures usually take medications. Drowsiness or lack of concentration is often a side effect.

TRAUMATIC SPINAL CORD INJURY

SCI may result from traumatic incidents such as auto accidents, sports injuries, falls, and birth injuries. Fracture or dislocation of the vertebrae may cause irreparable damage to the cord which relays messages from the brain to all parts of the body.

Educational Implications:

- The student may have paralysis and loss of sensation below the point of injury.
- Absence from school may result from urinary tract infections, respiratory problems and tissue breakdown (“bed sores”) caused by constant pressure and poor circulation.
- The physical abilities of a person with a spinal cord injury depends on the location and extent of the break in the spinal cord.

RHEUMATOID ARTHRITIS

This inflammation of the joints is now believed to be caused by an immunological attack against normal body materials. When there is pain in moving a limb because of joint inflammation, the arthritic will keep this involved joint in a fixed position. He may lose his range of motion and eventually be unable to straighten the joint.

Educational Implications

- Some students must endure periodic pain, stiffness, and fever and tend to be depressed, introverted and/or moody.
- Students who take large dosages of aspirin for pain relief may have a high tone hearing loss. This hearing loss disappears when the aspirin treatment is reduced.
- Students may be bedridden for short periods as a result of arthritic “flare-up”.

MULTIPLE SCLEROSIS

Little is known about the cause of this disorder. The disease attacks the myelin sheath surrounding the nerve fibers of the spinal cord and brain tissues. While MS is a progressive disease, it will often be characterized by periods of recovery. The symptoms include tremors of the limbs, particularly when the person tries to control his movements, slow and deliberate speech, and ocular abnormalities (nystagmus or involuntary eye movements).

Educational Implications

- The student's physical condition may vary greatly.
- The student may require the services of notetakers, readers and/or examination assistance.
- Vision may be impaired.
- The student should avoid overwork and fatigue.

MUSCULAR DYSTROPHY

There are several different types of muscular dystrophy. However, all are characterized by a gradual degeneration of muscles. In the later stages, there is a replacement of muscle tissue with fatty tissue. The most common form of MD (Duchene) is caused by a sex-linked recessive trait. Death usually occurs in late teens or early twenties as a result of heart or respiratory failure.

Educational Implications

- The student will have difficulty in grasping heavy objects. Writing will probably be slow and laborious.
- The student may require the services of notetakers.
- Motivation is quite often a problem with older MD students.

POST-POLIO

Polio is an acute viral disease of the nervous system. The virus causes inflammation of the central nervous system. The primary area of attack is the spinal cord, nerve bundles attached to the cord, and areas of the brain surrounding the cord's upper end. The individual is left essentially paraplegic, but without the sensory involvements that occur in most cases of spinal cord injury.

Educational Implications

- The student may have paralysis or non-functional use of his limbs.
- Absence from school may result from respiratory or urinary tract infections.
- Physical capabilities of the student will depend upon the extent of the damage caused by the virus.

ACQUIRED BRAIN INJURY

The fastest growing disability of this decade is acquired brain injury (ABI), which is also called traumatic brain injury (TBI). In the past, people who died from car and motorcycle accidents, falls, blows to the head, gunshot wounds, strokes, and brain tumors, are now being saved by advanced medical technology.

The long-term, residual effects of traumatic brain injury may affect any combination of body systems. Some of these effects are short attention spans, comprehension and memory difficulties, trouble with abstract reasoning, and inability to generalize concepts from one situation to the next. In academics, students with brain injuries may demonstrate significant delays in reading, math and language. Students may also acquire new information at a very slow pace. In the social domain, these individuals typically have less flexible socialization patterns and frequently exhibit inappropriate behavior.

Instructors should employ a number of strategies in order to help students maximize their potential. Some of these can include:

- Present information in a concrete and straightforward manner.
- Use direct statements.
- Be specific.
- Have the person repeat the information.
- Provide directions in a consistent manner.
- Have the students demonstrate their understanding of the directions.
- Print information instead of using cursive.
- Have exams proctored through Disabled Student Programs & Services.

These students need to have immediate feedback when learning new concepts and whether or not they are doing the task correctly.

Educational Implications

- Paralysis or weakness may be present on one or both sides of the body. Fine and/or gross motor functioning may also be involved.
- Perception, memory, thinking and reasoning may become confused.
- Speech may be faltering, slow and deliberate.
- Irritability, emotional liability (rapid mood shifts), or a decrease in inhibitory controls may be present.

OTHER DISABILITIES

Students may have other types of disabilities which require special services or accommodations, most of these disabilities are referred to as “hidden” because they are not obvious. The types of problems that these individuals may have relate primarily to their physical limitations. Some examples are heart conditions, digestive disorders, cancer, lupus, renal disease requiring dialysis, asthma, sickle cell anemia, hemophilia, epilepsy, allergies, leukemia, diabetes, and acquired immune deficiency syndrome (AIDS).

DISABILITIES REQUIRING USE OF A WHEELCHAIR

Access is one of the major concerns of the student who uses a wheelchair. The student must learn routes to and from classes and across campus that do not present barriers. A barrier may be a stair, a curb, a narrow walkway, a heavy door, an elevator door that has no delay mechanism or one

that is too fast, a vehicle blocking a curb cut or ramp, a sign in the middle of what would otherwise be a wide enough walkway, etc.

Standards: The following standards are appropriate for laboratory stations:

- Under-counter knee clearance at least thirty-two inches in width and a height of 27 1/2 inches, working counter top height not to exceed thirty inches, and no sink wells.
- Facet handles (blade type), gas jets, and spouts, etc. should be beyond an eighteen inch horizontal working reach from the counter edge.
- Doorways should be at least thirty-six inches high, and ramps should have a gradient no steeper than 1:12.

Theater type classrooms may present difficulties unless there is a large enough flat floor space in the front or rear of the room for a wheelchair to park (there must also be an entrance to and from that level). Classrooms with tables (provided there is an under-table clearance of at least 27 1/2 inches) are more accessible to students in wheelchairs than rooms with standard classroom desks. It is better if the tables and chairs are movable rather than stationary.

It is difficult to make generalizations about the classroom needs of students who use wheelchairs because some students may be able to stand for short periods of time while others will not be able to stand at all. Some will have full use of their hands and arms while others will have minimal or no use of them. There are, however, some general considerations that will apply to most, if not all, students who use wheelchairs:

- If a classroom or faculty office is inaccessible, it will be necessary to find an accessible location or alternate class section that is held in an accessible location. The campus department that handles room scheduling can assist the professor and student as necessary.
- If breaks between classes are short (ten minutes or less), the student who uses a wheelchair may frequently be a few minutes late. Usually, the student must wait for an elevator, take a circuitous (but accessible) route, wait for assistance in opening doors (unless electric doors are available) and maneuver along crowded paths and corridors. If a student who uses a wheelchair is frequently late, it is, of course, appropriate to discuss the situation with the student and seek solutions. Most students will be aware of time restrictions and will schedule their classes accordingly. However, it is not always possible to leave enough time between classes. Early classes and attendants' schedules can pose particular difficulties.
- If a class involves field work or field trips, ask the student to participate in the selection of sites and modes of transportation. If the college or university provides transportation for field trips, it is required to provide accessible transportation for students who use wheelchairs.
- Classes in physical education and recreation can always be modified so that the student in a wheelchair can participate. Classmates are usually more than willing to assist, if necessary. Most students who use wheelchairs do not get enough physical exercise in daily activity, so it is particularly important that they be encouraged, as well as provided the opportunity, to participate.
- Classes taught in laboratory settings (science, wood and metal workshops, home economics, language labs, kitchenettes, art studios, etc.) will usually require some modification of the work station. Considerations include under-counter knee clearance, working counter top height, horizontal working reach and aisle widths. Working directly with the student may be the best way to provide modifications to the work station. However, if a station is modified in

accordance with established accessibility standards, the station will be usable by most students in wheelchairs.

- For those students who may not be able to participate in a laboratory class without the assistance of an aide, the student should be allowed to benefit from the actual lab work to the fullest extent. The student can give all instructions to an aide - from what chemical to add to what type of test tube to use to where to dispose of used chemicals. The student will learn everything except the physical manipulation of the chemicals.
- Students who are not “confined” to wheelchairs often transfer to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers. Using a wheelchair some of the time does not mean an individual is “faking” a disability. It may be a means to conserve energy or move about more quickly.
- Most students who use wheelchairs will ask for assistance if they need it. Don’t assume automatically that assistance is required. Offer assistance if you wish, but do not insist, and accept a “no, thank you” graciously.
- When talking to a student in a wheelchair, if the conversation continues for more than a few minutes, sit down, kneel, or squat if convenient.
- A wheelchair is part of the person’s body space. Don’t automatically hand or lean on the chair - it’s similar to hanging or leaning on the person. It’s fine, if you are friends, but inappropriate otherwise.
- Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, many people are inclined to reach out and pat the person in a wheelchair on the head. Such a gesture is very demeaning and patronizing.
- Students who are physically disabled may miss classes due to medical problems. It is important for instructors to be aware of this possibility and work with the students to accommodate these situations.
- Some students who use a wheelchair, are now using dogs to help them with their daily living skills. These dogs are specifically trained to perform tasks such as carrying books, fetching and delivering items, and opening and closing doors. These dogs also accompany their owners to and from classes.

Students use wheelchairs as a result of a variety of disabilities including spinal cord injury, cerebral palsy, post-polio, multiple sclerosis, severe arthritis, quadriplegia, paraplegia, amputation, muscular dystrophy, and so on. Wheelchairs come in a variety of styles and sizes, with many types of optional attachments available. Wheelchairs are either manual or powered (electric). Most students who are unable to manually propel the chair themselves will use an electric powered wheelchair. Some students are assisted by an aide who pushes the chair, but this creates a dependency on another person that most students prefer to avoid.

Some of the standard accessories that college students may add to their wheelchairs are special seat cushions (to prevent pressure sores which result from long periods of sitting), tote bags that attach to the chair back or arms, and trays that fit over the arms of the chair to serve as a desk. Some wheelchairs are designed with desk arms that are lower in front so that the chair will fit under a desk or table. Most students use this type of chair. There are also wheelchairs that are modified for athletic competition.

STUDENTS WITH LEARNING DISABILITIES

The California Assessment System for Adults with Learning Disabilities consists of step-by-step procedures describing the assessment components, procedures, and criteria from the initial referral to the final eligibility decision. Increased consistency in eligibility procedures and a more equitable delivery of learning disabilities program services are the outcomes which result from standardizing the minimum eligibility criteria.

LEARNING DISABILITIES DEFINITION

Learning disabilities, as defined by Title V in California Community College adults, is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. The dysfunction continues despite instruction in standard classroom situations. Adults with learning disabilities, a heterogeneous group, have these common attributes:

- Average to above average intellectual ability.
- Severe processing deficit (subtest cluster analysis of the intelligence test reveals extreme highs and lows which “average out”. This is essentially what makes an LD student of average intelligence different from a non-LD student of average intelligence.
- Severe aptitude-achievement discrepancy (one of the basic skills is below the student’s own intelligence level).
- Measured achievement in an instructional or employment setting (one of the basic skills is at least average).

Learning Disabilities Eligibility Process

To apply this definition to a particular community college student, the following six assessment components must be considered in determining a learning disability. Each component relates to a facet of the learning disabilities definition. Figure 1 describes each eligibility component and illustrates the successive steps to be followed in the LD identification process. The process begins with the initial referral and intake screening, progresses through the six LD eligibility assessment components, and culminates with a determination of eligibility for LD programs and services and recommendations for educational intervention.

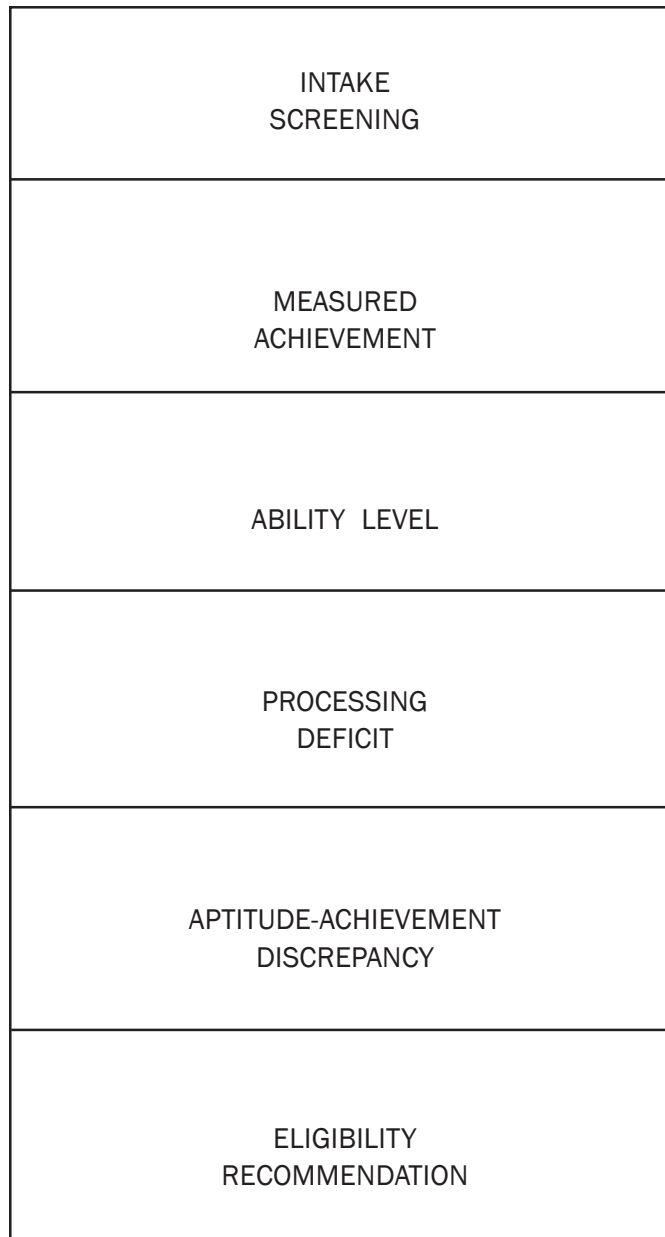


Figure 1: Components of Learning Disability Eligibility Process

COMMON MISCONCEPTIONS ABOUT LEARNING DISABILITIES

Learning disabilities are the result of...

- Mental retardation or low IQ's 7 *No. People with learning disabilities can range in intellectual ability from below average through average to above average. A learning disability is not mental retardation.*
- Emotional problems 7 *Emotional problems can affect anyone at some time in life; but they have nothing to do with learning disabilities.*
- Laziness or lack of initiative 7 *Quite the opposite! A student with a learning disability has to be more motivated and to work harder especially in postsecondary education.*
- Poor educational backgrounds . . . 7 *Educational backgrounds may vary but do not cause learning disabilities.*

Also, learning disabilities are not...

- Immediately obvious 7 *People with learning disabilities look just like everyone else. It is hidden disability.*
- All the same 7 *Learning disabilities affect different people in different ways. For example, not every person with a learning disability is dyslexic. Some only have difficulty with math (dyscalcula) or writing (dysgraphia)*
- Curable 7 *A learning disability is a lifelong condition. It does not go away and cannot be cured.*

Increase Your Retention Rates By:

- Re-directing inappropriately placed students before first census.
 - Supporting appropriately placed students.

Learning With Determination

L.D. SERVICES:

- Assessment
- Priority registration
- Counseling, academic & disability related
- Support services
- Use of NCR paper (carbonless paper) for notetaking
- Readers for special test administration and taping textbooks
- Help with applying for Recording for the Blind and Dyslexic and Braille Institute equipment
- Check out of tape recorders and 4-track players for RFB tapes
- Liaison with students' instructors
- Special test administration for regular classes (extended time, distraction free)
- **Guidance 85 A&B** - Learning to Learn, Multisensory Reading and Written Composition – Special class for reading, writing, spelling and language
- Adaptive computer equipment, scanners, Naturally Speaking (dictation software)
- **Guidance 86 Learning Management** – Special class for study skills –
- Referral with introduction on referral sheet, to other campus services: Counseling, Financial Aid, Peer Tutoring, Job Placement, Career Center, Re-Entry Club, Workshops, etc.
- Community referrals: Dept. of Rehabilitation, literacy programs, disability support groups, Adult Education classes

VISUALLY IMPAIRED STUDENTS

LEGALLY BLIND/PARTIALLY SIGHTED

A person is legally blind if their visual acuity is 20/200 or worse in the better eye with the best possible correction or a field of vision no larger than an arc of twenty. A student may be classified as legally blind and still have some residual vision.

CAUSE OF VISION LOSS

Visual impairments may result from both pre and post-natal causes. Poisonings, heredity, tumors, infections diseases, and injuries are just a few of the major causes. The student's vision may fluctuate dramatically on an individual basis. It should also be pointed out that few legally blind individuals are totally incapable of vision. Most "blind" people have light/dark discrimination and some residual vision.

Educational Implications

- Preferential seating and adequate illumination are definitely of assistance to the visually impaired.
- The student will probably use a tape recorder or slate and stylus during class.
- Students may, in some cases, have their textbooks and other written course materials recorded by Disabled Student Programs & Services.
- The stability of the physical layout of the classroom is essential for the blind student. It is important that he become familiar with the classroom environment, the location of his seat, and any materials he may need.
- Some students may use a guide dog as a mobility aid on campus. The dog will not guide the student to his destination, but will assist him in avoiding immediate obstacles or dangers. When in the classroom, the dog will sit on the floor adjacent to the student. It is recommended that individuals do not pet the dog without prior permission from the owner.
- Do not hesitate to ask a student about the degree of his vision loss.

SPECIAL TEST TAKING CONSIDERATIONS

Many blind students need a sighted person to read and record test items for them. Readers are paid employees of the college and conduct reading sessions in a professional, businesslike manner. Some faculty members prefer to appoint a person of their choice to administer exams or serve as a proctor during the administration of an exam by a reader.

PSYCHOLOGICALLY DISABLED

A psychological disability is an invisible disability. The experience is unique to each person. Limitations are not usually intellectual in nature, although age of onset often results in disrupted learning and forgotten academic and vocational goals. Research indicates that the presence of symptoms doesn't necessarily interfere with learning.

People who have experienced psychoses or "breakdowns" remember themselves as they were before the "break." Low self-esteem and the fear that another break will occur are common, especially during times of increased external pressure. If supports are not in place, such as the presence of a person who can step in and solve concrete problems without delay, efforts to solve problems may not be effective, and the fear may increase. This may lead to a downward spiral in the person's ability to perform functions of daily living. The bottom of such a spiral may be loss of home, friends, income, family support, school classes, career, and so forth.

MYTHS

Many myths about disabilities are founded in superstition, such as the belief that the disability is contagious. Other myths result from misinformation: mental disability or mental illness is the same thing as mental retardation; it is incurable or can be "cured" by pulling oneself up by the bootstraps; one can "tell" if a person is mentally ill; schizophrenics have multiple personalities; people with psychological disabilities are homeless and jobless; lack will power, and use bad judgment when they don't take prescribed medications. It is equally a myth that most people with psychological disabilities are dangerous.

Myths that may exist on college campuses are that students with psychological disabilities aren't already on campuses, that students with psychological disabilities always need more services than other students with disabilities, that they are especially disruptive, and that serving students with psychological disabilities may lead to lower academic standards.

FUNCTIONAL LIMITATIONS

Limitations differ from person to person. They are frequently affected by the environment in which they occur. Some limitations are psychosocial and some interfere with the absorption of information. Limitations that are cognitive, perceptual, or behavioral may combine to distract the student from acquiring and/or applying skills (such as writing, researching, studying, taking notes or exams), or from generalizing skills from one environment to another. Limitations may include:

- **Thinking:** judgment, reasoning, extreme self-absorption, deficits in abstract thinking, memory, concentration/focus, belief in delusions, interfering self-talk (about fears of failure or panic, low self-esteem).
- **Behavior:** talking, pacing, hyperactivity, laughing, repetitive motion, agitation, listlessness, numbness, impulsiveness, fluctuating energy levels.
- **Perception:** auditory and visual perception deficits.

Psychosocial skill deficits (such as those needed to get help from faculty or to make friends with peers) are likely to result from lack of affect, from speech that is rambling, halting, weak, or pressured, or from feelings of fear, anxiety, and sadness, often combines with a lack of social skills.

Educational Implications

- Due to the age of onset of the disability, academic achievement may not be appropriate to the person's age group and intellectual ability.
- Some limitations may be attributable to the side effects of medications, which may include restlessness, drowsiness, fatigue, blurred vision, memory lapses, thirst, agitation, or involuntary movement of hands, feet, or facial muscles. Any or all of these may cause the student to leave the classroom for frequent breaks or to need assistance with lecture notes and reading.
- The student may have difficulty with taking exams and studying, being flexible, staying focused on an essay topic.
- Attending class regularly and/or on time, making and keeping appointments, and/or meeting deadlines.
- The student may have difficulty in planning, asking for help, problem solving in new situations, dealing with social situations (such as crowds or lines), dealing with forms or parking lots, and being aware of and managing vulnerability to stress.

Each of the most common limitations - coping with stress, the effects of a spotty academic history, and low self-esteem - are consistent with many other students who have disabilities.

ADAPTIVE TECHNOLOGY

Adaptive Technology can be found in locations on all three campuses. For training and access information, contact the Office of Disabled Student Programs & Services at 222-8549. To accommodate the variety of educational limitations experienced by the students who are served by DSP&S, RCC provides adaptive technology which includes:

- Scan and Read programs to convert print media into audiovisual media for students with learning disabilities and visual impairment
- Voice recognition software as an alternative to keyboard entry for students with learning disabilities and mobility impairments
- CCTV's for text magnification for students with visual impairments
- Screen magnification software for students with visual impairments
- Alternative keyboards for students with mobility and communication impairments
- Screen reading software to allow computer access to blind and/or visually impaired students
- Talking dictionaries
- Large monitors for visually impaired students
- Visual idea mapping software for students with acquired brain injury or learning disabilities
- Math CAD software
- Math tutorial software.

In order to obtain access to the High Tech Center the student must do the following:

- Complete a Needs Assessment with the Adaptive Technology Specialist or qualified staff member
- Receive training on the equipment needed. (Training will be arranged upon completion of the needs assessment)
- Student registers in a qualified lab class. (Guidance 95, 96 or 97)

A complete list of adaptive computer technologies is available upon request from DSP&S.

LEGISLATION

SECTION 504 OF THE REHABILITATION ACT OF 1973 (PL93-112)

Section 504 is a civil rights statute that prohibits discrimination on the basis of disability. It obligates colleges and universities to make certain adjustments and accommodations, and offers to students with disabilities the opportunity to participate fully in the educational process. A description of specific adaptations are included in this handbook.

Section 504 of the Rehabilitation Act of 1973 (PL 93-112), as amended PL 935-161, states that *“no qualified handicapped person shall, on the basis of handicap, be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.”*

Riverside Community College does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any its programs and activities, as specified by federal laws and regulations. The designated coordinator for compliance with section 504 of the Rehabilitation Act of 1973, as amended, is the Vice President, Student Services.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) was signed into law by President George Bush on July 26, 1990. The act guarantees disabled people access to employment, public accommodations, transportation, public services and telecommunications. The prototype for the ADA is the Civil Rights Act of 1964 which prohibits discrimination based on race, color, sex, religion or national origin.

The Americans with Disabilities Act of 1990 is comprehensive legislation intent on ending discrimination against individuals with disabilities. It is a national mandate to fully integrate individuals with disabilities into the mainstream.

GLOSSARY

ADAPTIVE PHYSICAL EDUCATION

Modified physical and sport activities which allow disabled persons to participate in a Physical Education Program.

APHASIA

A language disorder that may be receptive, making it difficult for the person to understand spoken language; or productive, making it difficult for the person to produce coherent language.

BARRIERS

Some common standards that eliminate barriers are: **Walks:** 4' minimum width, **Doors:** 32" minimum *clear* opening, **Toilet Stalls:** minimum 3' wide, 5' deep, 2'8" out swing door, **Telephones:** dial, handset, and coin slot not over 48" from the floor, **Elevator:** controls no higher than 48" from the floor.

BRAILLER

The Perkins Braille is an all-purpose braille writer. Operated by six keys, one for each dot in the braille cell.

CLOSED CIRCUIT TV MAGNIFIER

Consists of a television camera which views the printed page or other materials and a television monitor which displays the image in enlarged form.

COGNITIVE RETRAINING

Therapeutic intervention aimed at facilitating the recovery of mental skills disrupted as a result of brain injury.

COMMUNICATION DISABILITY

Communication disability means a limitation in the process of speech, language, or hearing.

CURB CUT

Also called a curb ramp, it is a depression built into the curb of a sidewalk to permit passage by a wheelchair. The incline should not exceed a gradient of 1:12 and the flat surface width should be no less than 3' wide.

DEVELOPMENTAL DISABILITY

A developmentally disabled person is one who has a disability which originated before the individual attained age 18, continues or can be expected to continue indefinitely, and constitutes a substantial handicap for the individual. This term includes mental retardation, cerebral palsy, epilepsy, autism, and handicapping conditions found to be closely related to mental retardation or to require treatment similar to that required for mentally retarded individuals. A term used for conditions due to congenital abnormality, trauma, deprivation, or diseases that interrupt, or delay the sequence and rate of normal growth, development, and maturation. This term is used synonymously with mental retardation.

PERSONS WITH A DISABILITY

This term refers to any person who: (1) has a physical or mental impairment that substantially limits one or more major life activity, e.g., caring for one's self, performing manual tasks, waking, seeing, hearing, speaking, breathing, and learning; (2) has a record of physical impairment that substantially limits one or more life activity; or (3) is regarded as having such an impairment.

STUDENTS WITH A DISABILITY

Persons with exceptional needs who, because of a professionally verified physical, communication, developmental or learning disability, cannot benefit from the from the regular education classes, activities, and services provided by the college without specific additional support services and programs.

DOG GUIDE

Undergoes extensive specialized training to assist blind persons. Dog guides are legally permitted to accompany their owner into all places of public accommodation. To refuse entry to any of these places is a violation of the law. There are also dog "guides" that assist a physically disabled person and alert deaf or hearing impaired persons.

DYSCALCULA

Inability to do mathematical calculations or processes.

DYSGRAPHIA

Inability to produce written language (not caused by physical impairment).

DYSLEXIA

Reading disorder (which may also manifest itself in writing) which is characterized by letter reversals (confusing the words *dad* and *dab*), letter inversions (confusing the words *was* and *saw*), and/or letter scrambles (confusing the words *who* and *how*).

INTERPRETER

A qualified person who communicates with the deaf using sign language.

LARGE PRINT BOOKS

A number of sources produce large print books for the individual with low vision. Most ordinary print is six to ten “points” in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (about 3/16 to 1/4 of an inch) and sometimes larger (usually 8 ½ by 11 inches).

LEARNING DISABILITY

Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situation. Learning disabled adults, a heterogeneous group, have these common attributes: a) average to above average intellectual ability; b) severe processing deficit; c) severe aptitude-achievement discrepancy(ies); d) measured achievement in an instructional or employment setting; and e) measured appropriate adaptive behavior in an instructional or employment setting.

MENTAL RETARDATION

Below normal intellectual functioning that has its cause or onset during the developmental period and usually in the first years after birth. There is impaired learning, social adjustment, and maturation. The causes may be genetic. Rubella in the first trimester of pregnancy may be associated with mental retardation. Intrauterine trauma or infection may also cause this condition. The degree of intellectual impairment is classed on the basis of the Wechsler I.Q. scale as follows: Mild, I.Q. 69-55. Moderate, I.Q. 54-44. Severe, I.Q. 39-25. Profound, I.Q. below 25.

PHYSICAL DISABILITY

A disability attributable to vision, orthopedic, or other health impairments.

RAMP

A ramp should be at least 4' in width and have a gradient no greater than 1:12.

READER

A volunteer or employee of the blind or partially sighted student who reads printed material.

TALKING CALCULATORS

Various models of hand held or desk type calculators that “speak” and come with an assortment of basic functions from independent memory to accumulating memory.

TELECOMMUNICATION DEVICES FOR THE DEAF

TDD's are instruments such as the teletypewriter (TTY) that allows persons who are deaf to communicate over the telephone.

RIVERSIDE COMMUNITY COLLEGE

Disabled Student Programs & Services

To: _____

From: Disabled Student Programs & Services

Subject: Tape Recording Agreement

The student named on this form has been determined eligible for classroom academic support accommodation/s (tape-recording lectures) under section 56026 of Title V, ADA, and The Rehabilitation Act of 1973, section 504, and has signed the agreement below. If you have any questions please contact DSP&S at Riverside 222-8060.

DSP&S Staff Approval: _____ Date: _____

TAPE-RECORDING AGREEMENT

I _____ understand that, as a student enrolled at Riverside Community College, who has a disability affecting my ability to take or read notes, I have the right to tape record my class lectures for use in my personal studies only. I realize that lectures taped for this reason may not be shared with other people without the written consent of the lecturer. I also understand that tape-recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are taped as part of the class activity.

I am aware that the information contained in the tape recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I tape while enrolled as a student at Riverside Community College.

Signature of Student

Date

Signature of Witness

Date

Title of Witness

A photocopy of this form is as valid as the original

RIVERSIDE COMMUNITY COLLEGE
Instructional Media Center 222-8511
Disabled Student Programs & Services 222-8060

REQUEST FOR VIDEO CAPTIONING
Insure Accessibility For Students With Hearing Impairments

This form is designed for use by faculty members to request captioning of video tapes being shown in classes where there is/are students who have a hearing impairment. PLEASE ALLOW A MIN. OF TWO WEEKS PER TAPE.

Submit this form to DSP&S

Date Submitted: _____	Submitted To: _____
Date Needed: _____ (two week minimum advance notice required per tape)	Instructor: _____
Department: _____	Phone #: _____

Title of Video: (Immediate need/present semester)	
1) _____	Call # _____
2) _____	Call # _____
3) _____	Call # _____
4) _____	Call # _____
Comments: _____	

Title of Video: (future need/next semester)	
1) _____	Call # _____
2) _____	Call # _____
3) _____	Call # _____
4) _____	Call # _____
Comments: _____	

Estimated Time of Completion (Date): _____

Date Received: _____	Date Completed: _____	Date Returned: _____
Staff Signature: _____		

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Disabled Student Programs & Services

Hearing Impaired • Physically Disabled • Learning Disabled • Visually Impaired • ABI • DDL • Psych • Other Disabilities

Test Accommodation Request Form

Student Name: _____ ID #: _____ Today's Date: _____

Campus: **Riv** Adm 121 ☐ **Nor** SSV 123 ☐ **M.V.** SCI 150 ☐ **LD** Lib 110 ☐
909/222-8060 909/372-7070 909/571-6138 909/222-8642, 222-8643, 222-8639

The student named above has been determined eligible for test taking assistance under section 5602 of Title V regulations and is requesting this accommodation. Our offices provide **supervised** test proctoring for students who are eligible. The integrity of your test is assured. Testing materials are kept in a secure location before and after the test until they are returned to you in a sealed envelope. For questions please contact DSP&S at any of our offices.

Disabled Student Programs & Services will make every effort to proctor exams on the day and time requested. However, due to staff availability, it may be necessary to reschedule exams. The instructor will be notified if such changes are necessitated. **All tests NOT administered by the end of the semester will be shredded.**

Instructor: _____ Class Name: _____

Date class will take exam: _____ Total time given to class for exam: _____

Students may be eligible for double the length of time.

Date and time test is to be given to the above named student: Date: _____ Time: _____

DSP&S Approval: _____ Date: _____

DELIVERY OF EXAM: Please 3 one: ☐ I will send the exam to DSP&S/LD via campus mail
☐ I will personally deliver the exam
☐ Other (please specify) _____

TEST INSTRUCTIONS: Please 3 all that apply: ☐ Closed Book ☐ Open Book
☐ Notes ☐ Calculator
☐ Write Directly on Test ☐ Computer/Adaptive Technology
☐ Dictionary/Thesaurus ☐ Electronic Dictionary
☐ Other: _____

RETURN OF EXAM: Please 3 One: ☐ Exam is to be returned to instructor via campus mail
☐ I will personally pick up the exam from DSP&S/LD office
☐ Please return to room: _____

Instructor's Signature

Extension

Date

Office Use Only

Exam set up by: _____ Time: _____ Location: _____

3 If used: ☐ Scribe ☐ Adaptive Computer ☐ Reader ☐ Other _____

Exam collected by: _____ Exam Completed: Y ☐ N ☐ Time: _____

Completed exam returned: ☐ Campus mail Staff initial: _____ Date/Time: _____

☐ Delivered to room # _____ Staff initial: _____ Date/Time: _____

☐ Instructor pick up Instructor initial: _____ Date/Time: _____