

Disability Services Handbook



Mayland Community College

Adapted from Faculty/Staff Handbooks on Serving Students with Disabilities from Asheville-Buncombe Technical Community College, Rockingham Community College, Wilkes Community College and the NCCCS Disability Services Resource Guide (Revised July 12, 2018)

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INTRODUCTION

Mayland Community College is invested in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act signed into law on July 26, 1990. The college aims to ensure quality services for ALL students and encourages students with disabilities to take advantage of the many benefits the college provides. Students should contact the Counseling and Disability Services Office on Mayland's main campus for assistance.

Counseling and Disability Services
Room 113, Gwaltney Hall
828-766-1256

ddewar@mayland.edu

Web Page:

<https://www.mayland.edu/student-life/counseling-center/disability-services>

PURPOSE

Serving Students with Disabilities: Faculty and Staff Handbook is designed to be a resource for faculty and staff as they work with students with disabilities on our campus. The handbook provides: (1) information regarding various disabilities, (2) information on laws requiring provision of reasonable accommodations for students with disabilities in postsecondary education, (3) accommodations which are commonly recommended, (4) information on the location and availability of support services on campus, and (5) forms and procedures related to disability services.

More information regarding disability services at Mayland Community College can be found in the Student Development/Counseling Center link on the college's [website](http://www.mayland.edu/student-life/counseling-center) at <http://www.mayland.edu/student-life/counseling-center>.

The Board of Trustees, faculty, and staff of Mayland Community College recognize their responsibility to ensure that access, opportunities, and services for students, employers, and the public are available without regard to an individual's race, color, national origin, religion, sex, age, disability, and political belief or affiliation.

LEGAL MANDATES

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified individual with a disability in the United States, as defined in section 706(6) of this title, shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." The definition of "individual with a disability" is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The Office of Civil Rights cites the following as requirements under Section 504:

- Quotas for admission of disabled persons are prohibited.
- Admissions tests for persons with impaired sensory, manual or speaking skills must be as readily available as other admissions tests.
- Pre-admission inquiries as to whether a person is disabled are prohibited.
- Students with a disability must have the opportunity to participate in any part of the programs or activities offered by the recipient.
- All programs and activities must be offered in the most integrated setting possible.
- A recipient may not impose rules on students with a disability that have the effect of limiting participation.
- All programs and activities must be offered in the most integrated setting possible.
- Requirements must be modified, on a case-by-case basis, to provide an equal educational opportunity.
- Students with impaired sensory, manual or speaking skills must be provided with auxiliary aids.
- Students with a disability must be provided an equal opportunity to participate in intercollegiate, club, and intramural athletics.
- Placement and counseling services must be available to students with disabilities in a nondiscriminatory manner.
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The Americans with Disabilities Act (ADA), in 1990, expanded the civil rights protections in Section 504 to a wide range of entities, both public and private. It has provisions prohibiting discrimination in the following areas: (1) Title I-Employment; (2) Title II-Public Services; (3) Title III-Public Accommodations and Services Operated by Private Entities; and (4) Title IV-Telecommunications. Further information regarding Mayland Community College and the ADA is available from the campus ADA Committee. Contact the Student Development Office for more details.

STUDENT RIGHTS AND RESPONSIBILITIES

While it is the student's responsibility to request an accommodation, it is the responsibility of all instructors to inform students of their right to request an accommodation. This can be accomplished by simply reading the following statement on the first day of class: "*According to the Americans with Disabilities Act, students with documented disabilities may receive reasonable accommodations to facilitate learning. Students should first contact the Counseling Center to determine appropriate accommodations.*" All class syllabi will contain a similar statement.

Students with disabilities are responsible for informing the Director of The Counseling Center if accommodations are required in the educational process. To receive special accommodations, the student must provide documentation of his/her disability.

After providing appropriate documentation of the disabilities that require accommodation, Mayland Community College staff, with permission from the

student, will contact the appropriate faculty members regarding specific accommodations. Students are responsible for requesting accommodations in a timely manner to allow instructors and staff to plan for those accommodations. Requests for interpreter services must be made at least six (6) weeks in advance.

Students with disabilities must maintain the same responsibility for their education as other students, including maintaining the academic integrity of courses and behaving appropriately. If there are ever any questions as to recommended accommodations, please contact the Counseling Center.

PROCESS FOR RECEIVING ACCOMMODATIONS

- 1) Student completes standard admissions application.
- 2) Student notifies Admissions staff of a disability. Student may be referred to Student Development by high school officials, community agencies, parents, Mayland Community College faculty or staff, or they may self-identify.
- 3) Student must provide documentation of disability, if requesting accommodations.
- 4) Upon verification of disability, counselor meets with student and collaborates with faculty member to determine reasonable and appropriate accommodations.
- 5) The Counseling Director sends notification to appropriate faculty members each semester outlining reasonable accommodations to which the student is entitled. The standard form used is "Request for Accommodations" found in the Appendix of this handbook.
- 6) The Counseling Director is available for faculty consultation and meetings with students and faculty upon request.

DOCUMENTATION REQUIREMENTS

It is illegal for an institution to inquire about disability prior to admission. In postsecondary education, it is the responsibility of the student to identify him or herself to the Counseling Center should he/she need any kind of accommodation. Students generally will not receive accommodations until their documentation of disability is on file. However, as the law allows, students undergoing evaluation or awaiting transmittal of their documentation may also receive services and accommodations. Acceptable documentation of disability includes: medical report, physician's statement, psychological evaluation, psycho-educational evaluation, and records from Division of Services for the Blind, Services for the Deaf and Hard of Hearing, and Vocational Rehabilitation, depending on the nature of the disability. This list is not meant to be totally inclusive but establishes the tone of accepted documentation. The only exception to this requirement is what is called the "reasonable man rule." That is, if any reasonable person were to see a given student, they would concur that he was disabled.

- Faculty can be assured that when they receive a “Request for Accommodations form” from the Student Development/SOAR Office, the student’s needs have been carefully evaluated and his/her disability has been appropriately documented.

CONFIDENTIALITY

In accordance with the law and with sound ethical counseling practice, specific information regarding a student’s particular disability will not be shared with a third party, including faculty, without the student’s express permission to do so. Students must request accommodations each semester which allows the Counseling Center or SOAR Director to contact faculty regarding the student’s need for accommodations. It is the student’s right not to disclose specific information regarding their disability to their instructors. However, students are encouraged to do so when appropriate.

ACADEMIC STANDARDS

Students with disabilities are expected to meet the same level of academic standards as all other students. Accommodations are frequently required which alter the method of instruction or evaluation. The purpose of an accommodation is to minimize the impact of the disability, not to “water down” a course or requirements. To do otherwise would decrease the credibility of the institution and would also be unfair to the student. Whether to provide an accommodation or not is not negotiable because it would violate a student’s civil rights.

Students are encouraged to approach instructors and to discuss any special needs they may have in a specific setting. This philosophy promotes independence and develops the skills students will need to function successfully in the world of work.

LANGUAGE AND ITS IMPLICATIONS

As members of an educational community, it is important for us to recognize our responsibilities to demonstrate sensitivity in our use of language describing individuals with disabilities. The following information is shared towards this end:

- ❖ A disabling condition is not automatically a handicap; use of the word disability is more positive.
- ❖ Focus on the person first versus the disability. Use the phrase “person with a disability” versus “disabled person”.

The word “normal” used in contrast to those with disabilities is inappropriate. The following list contrasts non-judgmental, positive terms with language that perpetuates negative stereotypes:

Negative labeling	Positive language
wheelchair-bound	uses a wheelchair
victim	person with/person who has
afflicted with	the person has
suffers a hearing loss	person who is hearing impaired
retarded	person with an intellectual disability
cripple; lame	physically disabled
fit	seizure

INFORMATION ON SPECIFIC DISABILITIES

MOBILITY IMPAIRMENTS

Mobility impairment is a broad term referring to a partial or complete loss of body part function. Students with mobility impairments typically use some kind of aid, i.e. wheelchair, cane, crutches. They may also experience limitations in the areas of writing and other fine motor skills. Based on the specific student’s individual needs, the following may be logical interventions:

- 1) Physical barriers to classrooms should be immediately referred to the Student Development office. Classes in inaccessible locations will require immediate rescheduling of the class.
- 2) Students may require the use of a tape recorder or note taker to adequately record course material.
- 3) Students may need to take oral exams, taped exams, or use the services of a scribe.
- 4) Students who prefer to write exams for themselves may need extended time on tests.
- 5) Adaptations to equipment, i.e. labs, may be required. Consult the Counseling Center regarding these issues.
- 6) If conducting an extended conversation with someone using a wheelchair, arrange to sit at his or her level. This makes for a more respectful communication style and decreases strain on the individual’s body.
- 7) Remember that a wheelchair is part of the individual’s personal space. Do not do anything to the wheelchair that you would not do to another person’s body.
- 8) Make allowances for late arrival to class on an infrequent basis if they are using devices such as crutches, canes, walkers, etc.
- 9) TALK TO THE STUDENT. He/she is the best resource about his/her specific needs.

DEAF OR HEARING IMPAIRED

Individuals with hearing loss comprise the largest disability group in the nation. Hearing loss may range from a slight hearing loss to profound deafness. The accommodations needed by the student are determined by level of hearing and by the accommodations and auxiliary aids they typically use to communicate. Many students with hearing disorders also have speech and language impairments. It is essential that these related deficits are not seen as indicative of the student's intelligence nor of their academic potential.

The faculty or staff member engaged with students who are deaf or who have hearing loss should be aware of the following:

- 1) Hearing aids amplify sound, but the communication may not be clearer.
- 2) Students benefit from sensitivity to room acoustics. It is helpful if you do things like close the classroom door and minimize classroom chatter.
- 3) Students who use lip reading need to see what you say; therefore, facing the student when talking is most important.
- 4) Some students are assisted by the use of "Assistive Listening Devices." This system provides a small receiver and earphone for the student. This deletes all extraneous noise as the instructor's communication is instantaneously transmitted electronically to the student with excellent clarity. It is most helpful if instructors repeat questions or summarize comments of other students when this device is in use.
- 5) It is not necessary to exaggerate your words although it may be appropriate to slow your rate of speech slightly when talking with people who are hearing-impaired.
- 6) Try to augment instruction with as many visual aids as possible; write technical terms on the board when first introduced.
- 7) Clear and detailed syllabi and course materials are most helpful to students with this type of disability.
- 8) Students with hearing loss may need to sit in the front of the classroom.
- 9) Some students will require the services of a sign language interpreter. See the next section for information specific to the roles and responsibilities of interpreters in academic settings. Most importantly, individuals should talk directly to the student, not to the interpreter. Do not ask the interpreter about the student. Communicate directly with the student as you would with all other students.
- 10) Because students need to carefully watch the instructor and/or the interpreter, notetaker services are typically provided for these students. It would be impossible, for example, to watch an interpreter and take notes at the same time.
- 11) Chewing gum, smoking, or blocking the view of your mouth when talking with students with hearing loss limits their ability to understand you.
- 12) TALK TO THE STUDENT. He/she is the best resource about his/her specific disability.

INTERPRETER ROLES AND RESPONSIBILITIES

Interpreters are arranged by the Counseling Center. The following information is designed to help you fully understand the role the interpreter plays in providing services to students on our campus.

- 1) Introduce yourself to the interpreter and introduce the interpreter to the class. Allow the interpreter to briefly explain to the class his/her role.
- 2) Interpreters may need to meet with you outside of class to get clarification regarding specific vocabulary terms so they may be properly interpreted.
- 3) Interpreters adhere to an established code of ethics. For example, they keep information regarding their assignment confidential.
- 4) The interpreter will position him/herself in the class facing the student.
- 5) Although other students are sometimes distracted by the sight of someone interpreting, the novelty of the situation quickly fades, and students are able to attend in class as they normally do.
- 6) Please notify interpreters, in advance, if you plan to use videos, film, etc. They may need a small lamp so the student can "read" their sign language in diminished light. It is also most helpful if a script is available for their review.
- 7) Interpreters may not be knowledgeable about the subject matter taught in your classroom. It is their role to clearly transmit your communication in manual language to the hearing impaired student. Preparation of a content glossary is one way to assist with the communication process. The student, with the interpreter, may need to meet with the instructor for clarification of material presented in class.
- 8) Interpreters are expected to arrive on time and to stay through the duration of the class.
- 9) Please do not speak to the interpreter during the class. Feel free to talk to the hearing impaired student or to ask them questions. Speak to them directly as you would any other student. Be aware that it may take a few minutes longer for the exchange since the interpreting adds another step.
- 10) Please discuss problems with the student outside of class and with an interpreter present. Keep in mind that some students are sensitive about their hearing loss and prefer to communicate in a private setting such as your office.
- 11) It is not the role of the interpreter to supervise or discipline the student for whom they are interpreting.
- 12) Deaf and hearing-impaired students appreciate being recognized as individuals and being fully included in the course. Feel free to ask questions and take questions from these students as you would from any other student.

VISUAL IMPAIRMENTS

College courses require enormous amounts of reading and this is perhaps the single largest barrier for students who are blind or visually impaired. There is, of course, tremendous variability in the level of impairment for this group of students. Basically, there are students who are “legally blind,” which is defined as having worse than 20/200 vision after correction, and students who are totally blind. Accommodations, as always, depend on the individual student’s needs.

Students who are visually impaired may benefit from the following:

- 1) Note taker services, with notes enlarged using copier capability or transcription to large font type.
- 2) A seeing-eye dog. Be aware that these are highly trained auxiliary aids and will not disrupt your classroom. Dogs who are in harness are “working” and should not be petted or called.
- 3) Putting notes on the board and verbalizing at the same time.
- 4) The reading aloud of subtitles when using media resources.
- 5) Precise communication. For example in math, refer to the numerator and denominator by name. Saying, “this over this equals this” is obviously not helpful with these students.
- 6) Sitting in front of the room to see more clearly.
- 7) Speakers who avoid standing in glare from windows.
- 8) Films and videos shown on a large screen. Our LRC may be able to make recommendations.
- 9) Using digital textbooks from Learning Ally or pdf of textbook with publisher’s permission to be used in conjunction with read-aloud software.
- 10) Dealing with “note-taking” by tape recording the class, using a Braille N’ Speak or other device, or having an assistant.
- 10) Taking tests in an alternate format, i.e. orally, on tape, or with enlarged print materials.
- 11) Contact the Counseling Center for assistance. Reasonable notice is requested and will ensure provision of appropriate materials.
- 12) Allowing extra time to take their tests.
- 13) Speaking directly to students in a normal tone of voice.
- 14) Informing students if classroom furnishings are rearranged or if doors are to be left half open so as to avoid injuries.
- 15) TALKING TO THE STUDENT. He/she is the best resource about his/her specific needs.

LEARNING DISABILITIES

Because learning disabilities are not readily visible, there is frequent misunderstanding about what being learning disabled means. The National Joint Committee on Learning Disabilities (1990) states that *“Learning disability” is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span*”. Simply stated, learning disability is a neurological problem and is related to the “wiring” of the brain.

Learning disabilities are NOT mental retardation, nor are they the result of a poor academic background, emotional disturbance, lack of motivation, or visual or auditory acuity problems (Association of Higher Education and Disability). A person with a learning disability has average or above average intelligence. In fact, Albert Einstein, Winston Churchill, Nelson Rockefeller, Thomas Edison, Woodrow Wilson, George Patton, Walt Disney and Hans Christian Anderson are all famous individuals who are thought to have had learning disabilities.

No two individuals with a learning disability are alike. Adults with learning disabilities require careful clinical assessment to determine (1) the specific nature of their disability and (2) appropriate accommodation strategies. The following list gives examples of the impact that various learning disabilities have on academic performance.

(From: College Students with Learning Disabilities: A Student’s Perspective, Carol Wren & Laura Segal, DePaul University, Chicago, IL.)

Reading:

- ❖ Confusion of similar words, difficulty using phonics, problems reading multi-syllable words.
- ❖ Slow reading rate and/or difficulty adjusting speed to the nature of the reading task.
- ❖ Difficulty with comprehension and retention of material that is read, but not with material presented orally.

Writing:

- ❖ Difficulty with sentence structure, poor grammar, omitted words.
- ❖ Frequent spelling errors, inconsistent spelling, letter reversals.
- ❖ Difficulty copying from board or screen.
- ❖ Poorly formed letters, difficulty with spacing, capitals, and punctuation.

Oral Language:

- ❖ Difficulty attending to spoken language, inconsistent concentration.
- ❖ Difficulty expressing ideas orally which the student seems to understand.
- ❖ Problems describing events or stories in proper sequence.
- ❖ Residual problems with grammar, difficulty with inflectional or derivational endings.

Math:

- ❖ Difficulty memorizing basic facts.
- ❖ Confusion or reversal of numbers, number sequence, or operational symbols.
- ❖ Difficulty copying problems, aligning columns.
- ❖ Difficulty reading or comprehending word problems.
- ❖ Problems with reasoning and abstract concepts.

Study Skills:

- ❖ Poor organization and time management.
- ❖ Difficulty following directions.
- ❖ Poor organization of notes and other written materials.
- ❖ Need more time to complete assignments.

Social Skills:

- ❖ Difficulty “reading” facial expressions, body language.
- ❖ Problems interpreting subtle messages such as sarcasm.
- ❖ Confusion in spatial orientation, getting lost easily, difficulty following direction. Disorientation in time, difficulty telling time.

The following list of strategies are examples of strategies which would benefit individual students—no student would use all of these strategies and selection would be based on the unique needs of a given student, the objectives of the course, and required accommodations. Some of the following examples are provided courtesy of the Learning Disabilities Training Project, Western Carolina University and additional practices at other Community Colleges.

- 1) Allowing proofreaders to assist student with correcting grammar and punctuation in written assignments.
- 2) Allowing proofreaders to indicate where mistakes are made so that the student can make corrections.
- 3) Allowing proofreaders to help the student reconstruct a draft.
- 4) Allowing proofreaders to assist the student in substituting higher level vocabulary in a draft.
- 5) Allowing use of basic, four-function calculators in class.
- 6) Allowing tape recording of lectures.
- 7) Providing copies of the instructor’s lecture notes for classes actually attended.
- 8) Giving students extra time to complete tests.
- 9) Allowing test answers to be dictated to a proctor.
- 10) Allowing oral responses to essay questions.
- 11) Allowing students to take proctored exams in a separate room.

- 12) Allowing proctors to rephrase questions that are unclear.
- 13) Not penalizing students for misspellings.
- 14) Not penalizing students for incorrect punctuation.
- 15) Not penalizing students for incorrect grammar.
- 16) Giving partial credit for work shown even when the final answer is not correct.
- 17) Getting digital textbooks or a pdf from the publisher to be used in conjunction with reading software.
- 18) Counseling and advocacy training.
- 19) Isolating math problems, i.e. one per page, or using an overlay so only one problem is seen at a time.
- 20) Using spellcheckers and word processors for all graded work.
- 21) TALKING TO THE STUDENT. He/she is the best resource about his/her specific needs.

The above list is reflective of the range of accommodations which may be appropriate for any given student. See the form (in the Appendix) which is sent each semester to instructors outlining the accommodations to which a student is entitled. Remember that a learning disability does not mean the person cannot learn; it means that they learn DIFFERENTLY. Also, many teaching strategies which are helpful to students with learning disabilities benefit ALL students.

ATTENTION DEFICIT HYPERACTIVITY DISORDER

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders but can often continue through adolescence and adulthood. It is a neurological condition which leads to difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity (over-activity).

ADHD has three subtypes:

- Predominantly hyperactive-impulsive
- Predominantly inattentive
- Combined hyperactive-impulsive and inattentive

Students with inattentive type may:

- Be easily distracted, miss details, forget things, and frequently switch from one activity to another
- Have difficulty focusing on one thing
- Become bored with a task after only a few minutes, unless they are doing something enjoyable
- Have difficulty focusing attention on organizing and completing a task or learning something new
- Have trouble completing or turning in homework assignments, often losing things (e.g., pencils, toys, assignments) needed to complete tasks or activities
- Not seem to listen when spoken to

- Daydream, become easily confused, and move slowly
- Have difficulty processing information as quickly and accurately as others
- Struggle to follow instructions.

Students with hyperactivity may:

- Fidget and squirm in their seats
- Talk nonstop
- Dash around, touching or playing with anything and everything in sight
- Have trouble sitting still during dinner, school, and story time
- Be constantly in motion
- Have difficulty doing quiet tasks or activities.

Students with impulsivity may:

- Be very impatient
- Blur out inappropriate comments, show their emotions without restraint, and act without regard for consequences
- Have difficulty waiting for things they want or waiting their turns in games
- Often interrupt conversations or others' activities.

(From [National Institute of Mental Health](http://www.nimh.nih.gov/) at <http://www.nimh.nih.gov/>)

STRATEGIES FOR ACADEMIC SUCCESS:

- Allowing frequent breaks.
- Priority registration.
- Extended time on tests.
- Sitting near the instructor.
- Sitting away from the door and the windows (frequent distractions).
- Digital textbooks or pdf of textbook from the publisher to be used in conjunction with reading software.
- Taping lectures.
- Note taker services.
- Quiet space for testing.
- Breaking material into smaller and more organized units.
- Teaching mnemonic devices.
- Referrals to appropriate external medical and support resources.
- Providing student with detailed syllabus.
- Putting course expectations, assignments, due dates, grading criteria in writing.
- Giving assignments both orally and in writing.
- Beginning each lecture with a preview of material to be covered that class session and ending with a summarization of main points.
- TALKING TO THE STUDENT. He/she is the best resource about his/her specific needs.

AUTISM SPECTRUM DISORDER

Autism spectrum disorder (ASD) is characterized by problems with social communication and social interaction as well as restricted, repetitive patterns of behavior, interests, or activities. The term “spectrum” refers to the wide range of symptoms, skills, and levels of impairment or disability that children with ASD can have. Some children are mildly impaired by their symptoms, while others are severely disabled. The latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) no longer includes Asperger’s syndrome; the characteristics of Asperger’s syndrome are included within the broader category of ASD. College students with ASD usually function at the higher end of the spectrum and can often display above average to superior intellect. However, they can often be very literal and concrete in their thinking patterns and their speech may lack voice intonation. There may be particular weaknesses in nonliteral language including humor, sarcasm, irony, and teasing.

Challenges for the student with ASD include feeling sensitivity to sensory stimuli (lights, sounds, smells and temperature) and feeling overlooked for their intellectual ability and contributions to the class. They can sometimes feel resentful toward instructors or classmates if criticized for being “know-it-alls.”

Strategies that faculty can use to help students with ASD include:

- Give clear directions (orally and written) on assignments, including deadlines;
- Provide structure and organization to lectures by reviewing important concepts prior to class, previewing what will be covered that day, and then summarizing main ideas at the end of each class;
- Provide visual learning opportunities versus auditory. Touching on all types of learning styles is best.
- Try to monitor student interactions in class to prevent or redirect awkward moments.
- Be proactive. If you sense the student is getting frustrated, talk with one of the counselors at the college.

(From [National Institute of Mental Health](http://www.nimh.nih.gov/) at <http://www.nimh.nih.gov/>)

TRAUMATIC BRAIN INJURIES (TBI)

Head injury is one of the fastest growing types of disabilities, especially in the age range of 15 to 28 years (Disability Resource Guide NCCCS Disability Committee.) Brain injuries are highly individual and can affect students differently, depending on the area of the brain affected. Physical, behavioral, personality, or cognitive changes can be short term or permanent. Functions affected include: memory, concentration, spatial reasoning, understanding concepts, motor abilities and behavior. Progress may be inconsistent. One day they may understand but the next day they will not.

Strategies to help students with TBI:

- Use of tape recorder or laptop computers in class
- Copies of notes from classmate or instructor
- Extended time for tests
- Private setting to lessen distractions during tests
- Frequent breaks during test
- Use of calculator, reading or scribe during tests
- Audiobooks
- Handouts and visual aids
- Concise written and oral instructions
- Teaching using visual, auditory and hands-on approaches

PSYCHIATRIC DISORDERS

The National Institute of Mental Health says that one in five Americans has some form of diagnosable mental illness in any given six months. Students with psychiatric disabilities are increasingly enrolling in postsecondary education. There are a large number of diagnoses which comprise this category, including: Depression, Manic Depression (Bipolar Disorder), Schizophrenia, Post-Traumatic Stress Disorder, Borderline Personality Disorder, and Obsessive-Compulsive Disorder. Mayland Community College serves students from all of these classifications, as well as others.

The following list of accommodations are sometimes appropriate for students with psychiatric disorders. Again, the list is not all inclusive.

1. Assistance with application and registration.
2. Extended time on tests.
3. Extended time on major course assignments in the case of hospitalization.
4. Notetakers.
5. Use of digital recorders.
6. Withdrawal without penalty after standard drop date.
7. Supportive counseling.

IMPORTANT: Students with psychiatric disabilities must adhere to the Student Code of Conduct just as all other students are required to do so. The process for handling violations of the Student Code of Conduct by students with psychiatric disabilities is identical to the process for all other students. Consult the MCC catalog or Student Handbook for details.

CHRONIC HEALTH CONDITIONS

Chronic health conditions include conditions such as diabetes, head injuries, HIV/AIDS, cerebral palsy, muscular dystrophy, extreme allergic reactions, and environmental sensitivities. The Counseling office or SOAR counselor will communicate required accommodations to the faculty based on the specific disability of each student.

PRIORITY REGISTRATION

Students with disabilities should utilize early registration periods so that:

- Course locations can be selected for those with ambulatory difficulties.
- Classes with support labs, i.e. in developmental courses, can be selected.
- Students who require specialized transportation can receive workable schedules.
- Medication schedules can be considered.
- Sufficient lead time is provided for the hiring of student assistants, i.e. Interpreters, Note-takers/Scribes, and Tutors.
- Student learning styles may be considered in course and instructor selection.

EQUIPMENT AND AUXILIARY AIDS

A wide variety of equipment is available for use by students with disabilities, including the following:

- Computers with adapted keyboards (with Braille dots or enlarged letter overlay for visually impaired) and ergonomic keyboards for physical limitations - in student computer labs.
- Access to special software with voice used by students with visual impairments, enlargement software, and dictation software.
- Limited use of laptops installed with “read aloud” software and enlargement software.
- Handheld Franklin spellers for use by students who spell phonetically and can identify correct spelling of a word when they are given a choice. (similar to Spell- check on a computer)
- Handheld digital recorders.
- Closed Circuit television in the Learning Resource Center.
- Miscellaneous other equipment such as handheld magnifiers and more.

NOTETAKER SERVICES

Notetakers are provided for students when appropriate. This determination is made based on documentation presented by the student. Students are encouraged to register early so notetaker services can be arranged in a timely manner. Faculty members are be asked to request notetakers during the first day of class. Faculty may be asked to provide photocopies of their notes, if possible, in the event that a note taker is difficult to locate immediately. NOTE: Faculty who are willing to provide notes in their courses on a routine basis would be providing a valuable service to the student and would also save college funds.

Notetakers are expected to attend all classes unless there is an illness or emergency. They are asked to arrange for substitutes in their absence. Notes are provided for students only when the student is present in class. Exceptions are made in the event of disability-related absences.

TUTOR SERVICES

Tutor services are paid for by the college and provided to students based on their individual needs. For tutoring in Math and English, students are also encouraged to take advantage of the labs in the Arts and Sciences Department. If, for some reason, this tutoring approach does not work, or if the tutoring is required in a specific content area, the student must request individual tutoring. Every attempt is made to find an appropriately prepared tutor in a timely fashion.

SPECIAL TEST ADMINISTRATION

Testing for disabled students is the responsibility of the instructor as it is for all students. However, the Counseling Center or S. O. A. R. office is willing to proctor alternative exams for faculty. It is the responsibility of the student to call within a reasonable time prior to the testing date so time can be reserved for this activity. Tests which need to be enlarged or put in an audio format may require advanced notice.

When instructors receive an accommodations checklist indicating the student is entitled to extended time, the standard of "time and a half" shall be used unless otherwise stipulated.

TEXTBOOKS IN AUDIO FORMAT

Students needing textbooks in audio format will often utilize recorded formats that are played on specialized devices. Students are responsible for working with disability services counselors to procure the appropriate equipment and recorded texts. Students need to know the title of the text, author, copyright date, edition, and publisher name. Students may order texts from Learning Ally (www.learningally.org) for a fee. The college may also have an annual membership for Learning Ally if the number of books needed merit the cost. Other options for mp3s of textbooks may be available by special request from the publisher. The College needs advanced notice of at least 4 weeks to ensure that students get what they need.

PERSONAL CARE

The College does not provide personal care services, i.e. pushing wheelchairs, restroom assistance, or feeding assistance.

PHONE COMMUNICATION WITH DEAF INDIVIDUALS

You may call North Carolina Relay Service (1-800-735-8262) and speak your message which will be relayed via TDD by a special operator between you and the person you are calling. Deaf individuals may contact you using the same service by calling 1-800-235-2962

TIPS FOR INTERACTING WITH STUDENTS WITH DISABILITIES

- ❖ Listen to the student with the disability. Do not make assumptions about what that person can or cannot do.
- ❖ Discuss special needs/accommodations with the student. He/she is your best resource.
- ❖ When speaking with a student with a disability, talk directly to that person, not through their companion. This applies whether the student has a mobility impairment, a mental impairment, is blind or is deaf and uses an interpreter.
- ❖ Extend common courtesies to people with disabilities as you would anyone else. Shake hands or hand over business cards. If the person cannot shake your hand or grasp your card, they will tell you. Do not be embarrassed by your attempt, however.
- ❖ If a student has a speech impairment and you are having trouble understanding what he/she is saying, ask the person to repeat rather than pretend you understand. The former is respectful and leads to accurate communication; the latter is belittling and leads to embarrassment.
- ❖ Offer assistance to the student with a disability, but wait until your offer is accepted before you help.
- ❖ It is okay to feel nervous or uncomfortable around people with disabilities, and it is okay to admit that. It is human to feel that way at first. When you encounter these situations, think “person” first instead of disability; you will eventually relax.

FAMOUS PEOPLE QUIZ

The following famous personalities are learning disabled. Identify the paragraph that describes each person. Write the number of the name next to the paragraph.

- A. Thomas Edison
- B. Agatha Christie
- C. Albert Einstein
- D. Whoopi Goldberg
- E. Greg Louganis
- F. Cher
- G. Tom Cruise
- H. Walt Disney
- I. Leonardo Da Vinci

1. ___ I am currently a very popular movie star. Some of the movies I have starred in are *Risky Business*, *Top Gun*, and *Rain Man*.
2. ___ Fans remember me best for my performance in the movie *The Color Purple*, but I am also a comedian. I have struggled with a learning disability all my life.
3. ___ I was slow in school and had a hard time doing my work. I didn't do anything well until I realized a real strength of mine was drawing. I became a well-known cartoonist and famous movie producer. Some famous amusement parks have my name.
4. ___ I have always had to deal with my disability. My weakest area has always been in math. However, even though I can't balance my checkbook, I have become a movie star and won an Oscar for my lead role in *Moonstruck*. My daughter, Chastity, has learning disabilities.
5. ___ I was a gold medalist diver in the 1988 Olympics.
6. ___ I love to write mystery stories and plays. One of my favorite plays is *Mousetrap*. My learning disability is in the area of writing. My disability is so severe that I dictate my stories for others to type for me.
7. ___ I always had trouble learning. My teachers said I was "obnoxious" and had "artistic talent." During my lifetime my artistic talent was expressed through architecture, painting, sculpture, and engineering. One of my best-known paintings is the *Mona Lisa*.
8. ___ My teachers thought I was slow and a dreamer. I didn't learn to read until I was nine. I couldn't get into college until I spent an extra year in preparation. After many failed jobs, I developed the theory of relativity.
9. ___ Because my head was very large at birth, people thought I was abnormal. My mother took me out of school and taught me. As an adult I created the electric light bulb and the phonograph.

Answers to The Famous People Quiz:

- 1) G
- 2) D
- 3) H
- 4) F
- 5) E
- 6) B
- 7) I
- 8) C
- 9) A

APPENDIX

REQUEST FOR ACCOMMODATIONS FORM

Date

To:

From: Counseling Center Director (or SOAR Program counselor)

Re: Student's Name

The SOAR Program/Counseling Office has determined [Student's Name] to be eligible for the following accommodation(s) based on documentation of a disability: These accommodations are considered reasonable, in accordance with Higher Education's obligations under Section 504 and the Americans with Disabilities Act, and are meant to minimize the impact of the disability on the student's performance.

Classroom Accommodations:

- Preferential seating
- Use of digital recorder
- Written outline/instructions
- Student uses recorded text.
- Work apart from group
- Reader
- Extended time to complete tasks in class
- Peer note-taker
- Allow word processor
- Student dictates assignments to a scribe
- Other: _____

Testing Accommodations:

- Testing in a separate room
- Extended time
- Break test into several sessions
- Reader or Scribe for test
- Student marks on test rather than on bubble sheet
- Other: _____

Behavior Accommodations:

- Use self-monitoring strategies
- Cue to stay on task
- Allow short breaks
- Contract with student
- Provide assignment sheet
- Provide weekly report
- Other _____

Additional Information (if needed):

If you have any questions or need assistance in providing this accommodation, please feel free to call or come by our offices.

12/2017

MAYLAND'S AMERICANS WITH DISABILITIES POLICY

POLICY OF THE BOARD OF TRUSTEES OF MAYLAND COMMUNITY COLLEGE

TITLE: AMERICANS WITH DISABILITIES ACT (ADA) TYPE: INSTITUTIONAL

POLICY NO: 3.010

Policy Adopted on June 14, 1999

EFFECTIVE DATE: 3-11-13

AMENDED DATE: 3-11-13

AUTHORITY: U.S.C. Section 12101, et. Seq.

William E. Arrowood, Chairman

It is the policy of the Board of Trustees of Mayland Community College that the College will comply with the terms and provisions of the Americans with Disabilities Act (ADA), 42 U.S.C. Section 12101, et. seq. A student or potential student, or an employee or potential employee, of the College who has a disability, as defined by the ADA, may ask the College for reasonable accommodation so they can enroll or participate fully in a course or apply for employment or perform the duties of their job. The College will, under provisions of the ADA, make reasonable accommodations for those requesting the assistance unless so doing would result in undue hardship. This policy shall be interpreted and implemented in accordance with the provisions and definitions contained within the ADA as amended.

EVACUATION PROCEDURE FOR STUDENTS WITH MOBILITY IMPAIRMENT

Anyone may be required to assist a disabled or impaired person during an emergency evacuation. Here are some basic rules to observe:

- 1) For faculty, know ahead of time which of your students require assistance and devise a plan for their safe evacuation.
- 2) Help the person remain calm.
- 3) Do not render assistance of any kind that may result in injury to yourself or the disabled person (e.g. lifting or carrying them) unless failure to do so would pose a greater threat.
- 4) Assist the person or designate someone to assist them to the appropriate evacuation route and SAFE ZONE.
- 5) Enlist the help of others as needed to ensure the safe evacuation of any person with a disability.

SAM PHILLIPS CENTER, SECOND FLOOR RESCUE ZONE PROCEDURES

Special evacuation procedures apply to the second floor of the Sam Phillips Center only. RESCUE ZONES have been designated as the stair landings on either end of the second floor. These are for anyone on the second floor who is not able to use the stairs and needs special assistance in evacuating. Anyone assisting a person to a RESCUE ZONE should follow these procedures and use their discretion to ensure the safety and wellbeing of the person. The Rescue Zones apply only to people who are unable to walk or are in a wheelchair. The idea is to place them in a safe area until a trained rescue team can assist them in evacuating.

- Faculty should ask for an assistant or designate two people to accompany the person to the nearest RESCUE ZONE. (A faculty member and one assistant is preferable.)
- The two assistants are to remain with the person until the rescue team arrives.
- Be sure to let others know there are people in the RESCUE ZONE who require a rescue team.
- In the event that it is unsafe to remain in the RESCUE ZONE, use your own discretion and initiate efforts to transport the person with a disability to safety.

* Evacuation procedures of anyone needing special assistance in other buildings (Administration Building, etc.) can follow normal evacuation due to the availability of ramps from the second story of the building.

Rev. 05/16/2016