

Disabilities Resource Guide

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The purpose of this document is to offer faculty some resources and guidelines as they work with many of the students in their classrooms. At any time if you have any questions, please do not hesitate to contact the Coordinator of Academic Support Services (see the end of this document for contact information).

Accommodations

Students are approved for accommodations for a variety of reasons. Faculty will receive confirmation of these accommodations via their Moore e-mail. Please note that it is the student's responsibility to communicate to the instructor in a timely manner that they will be utilizing particular accommodations each time they need to do so.

Below is a list of some of the accommodations with explanations that many of your students may have in the classroom. These items are not exhaustive but should give you some guidance.

Extended time for testing – Students should coordinate with their instructors and the Coordinator of Academic Support Services if the student needs to take tests in an alternative location. This coordination includes the student and instructor completing a *Test Proctor Request Form* (new this semester). This form can be submitted for the entire semester, but no later than one week before each test. This one-week requirement allows for the submission of testing materials, coordinate times, etc. Please see the *Test Proctor Request Form* for details.

Extended time for assignment completion – The student must notify the professor at least 24 hours in advance of the original deadline that they will be using their accommodation. Note that the suggested time for extension for writing assignments is **72 hours** (it can be more or less depending on the project). If the student needs this accommodation, she/he/they will contact the faculty each time she/he/they needs to use it and choose a completion date. Once that date has been picked, she/he/they must adhere to it. Therefore, this is NOT an open extension for projects and papers. Work not turned in on time or by the designated date is subject to appropriate penalties – from a lowering of the grade to a failure, in accordance with class policies applicable to all students.

Extension of College Absence Policy – This extension is not unlimited. According to the Student Handbook, any absence from class constitutes a “cut.” Students may have a total number of cuts equivalent to the number of times the class meets per week plus one. Additional cuts will affect the student's grade. This accommodation protects students from any grade penalty that they may receive from absences prior to reaching $\frac{1}{4}$ of the total classes for the semester. Diane Azuma, Director of Health Services, or the student's doctor must document that the absences above normal attendance guidelines are due to the student's disability. Diane Azuma's documentation is sufficient until the total number of absences reaches $\frac{1}{4}$ of the total classes in a semester, inclusive of the “cuts” that are available to all students per the Student Handbook. .

This is 4 classes for a class that meets once a week and 7 classes for a class that meets twice a week. Thereafter, their doctor must document any further absences. Students with this accommodation are responsible for following up with their instructors to discuss any work they have missed and make plans to make it u

Resources for Students

Assistive Technology

[TechOWL](#) is a state-sponsored non-profit that runs a [lending library for assistive technology](#). The program is housed at Temple but free to all PA residents (and Philadelphia students!). Anyone interested in using their services can start by [submitting a request for consultation](#). A TechOWL representative will reach out and to discuss the issues the student is having and figure out what assistive technology solutions might help, which might include, for example, screen readers or hearing devices. Assistive technology can be borrowed from their lending library for up to 5 weeks free of charge.

Text-to-Speech technology

In addition to free apps like Speechify, the College has a license with Speechify, a website that provides audio-book versions of text books. Students must contact Academic Services (academicservices@moore.edu) to request a free account through the College's license.

Many accessibility tools including speech-to-text and text-to-speech technology are already available in Microsoft Word, as well as on Macs.

Resources for Instructors

The following information is taken from Temple University's [Disability Resources and Services](#). These resources are presented to help you as you work with many of our students. As always, please reach out to the Coordinator of Academic Support Services (academicservices@moore.edu), if you have any questions.

General Resources

Online training materials

[“Hidden/Invisible Disabilities”](#) Online faculty instructional module offered by the University of Hawaii's Students with Disabilities as Diverse Learners (SDDL) project.

Other online resources

[Disability History Museum](#): Searchable collections of documents on a variety of subjects related to the experiences of persons with a disability in the US. Also offers several lesson modules on specific topics in American history.

[Disability Resources](#), a vast clearinghouse of web-based resources on hundreds of topics maintained by a nonprofit organization.

Disabilities, Opportunities, Internetworking and Technology (DO-IT): [Faculty Room](#). Probably the single most useful site for a wide spectrum of disability-related topics for post-secondary faculty.

[Specific Disability Resources](#) links to resources for a number of disability labels, such as blindness, low vision, mobility impairments, and health impairments.

[“Working Together: Teaching Assistants and Students with Disabilities.”](#)

Embry, Pat, Sally Scott, and Joan Maguire. [“Introduction to Disabilities: A Resource for Administrators, College and University Faculty, Learning Specialists and Service Providers.”](#) (PDF) Center on Postsecondary Education and Disability, University of Connecticut, 2002. This handbook offers concise information regarding specific disability categories, helpful resources on each, and links to online handbooks for faculty working with students with a disability.

[“Invisible Disabilities and Postsecondary Education.”](#) Produced by DO-IT, this 18-minute video features students with a range of invisible disabilities, discusses the process of arranging for accommodations, and introduces the universal design approach to course construction.

[Making your Teaching Inclusive](#): A website of The Open University, UK, with a focus on removing barriers for students with a disability.

United Spinal Association, [“Disability Etiquette: Tips on Interacting with People with Disabilities”](#) (PDF).

University of California at Berkeley, Disabled Students Program. [“Suggestions on Teaching Students with Disabilities.”](#) This link takes you to the general recommendations section of the page, then proceeds to address a variety of specific types of disability. Links at the top of the page give access to each topic.

Information and Resources on Particular Disabilities

Attention Deficit/Hyperactivity Disorder (ADHD)

Students with ADHD may come across as uninterested, lacking in discipline, or just plain lazy, but it would be incorrect to assume they are any of those things. ADHD is a clinically-defined and legally recognized disability related to brain function. To find out more about the disorder, the functional limitations that commonly accompany it, and strategies for designing learning environments that are inclusive of students with ADHD, open [Attention Deficit/Hyperactivity Disorder](#).

Autism

Faculty who work with a student with Autism need to understand the types of support – in both academic and social dimensions – that student may require. To learn about the

functional limitations and the advantages that a student with Autism may bring to your course, along with strategies that take those into account, go to [Autism](#).

Blindness/Low Vision

In courses taught with conventional print materials and lectures accompanied by PowerPoint slides, students with blindness or low vision will encounter barriers to success. The most important step that faculty can take to give those students equal access to the educational opportunities they offer is to provide an alternative way to get information that is being communicated in a visual modality (e.g., via text, diagram, model, PowerPoint, video, or animation). Students with blindness or low vision will also benefit from universally designed features like capture or digital recording of lectures and the posting of PowerPoint slides, lecture notes, or student notes on Blackboard.

For further discussion of these measures, consult [Blindness/Low Vision](#).

Chronic Illness

Students who have a chronic illness may experience a disability as a result of their condition. Unlike many other disabilities, however, the limitations that impact their academic success may come and go over time. This means that they may begin the semester feeling relatively well, then experience a flare-up, relapse, or other change in health status. To learn more about issues related to chronic illness and disability, download [Chronic Illness](#).

Deafness/ Hard of Hearing

Traditional college pedagogy presupposes that students will learn through two primary activities: reading and listening. This obviously creates a disabling learning environment for those who cannot see or hear adequately. Students who are deaf or hard of hearing, moreover, will be specially impacted in the realm of social interactions that take place inside and outside the classroom among students and between students and faculty. For information about working with deaf/hard of hearing students, read [Deafness/Hearing Impairments](#).

Learning Disabilities

Each learning disability affects disparate aspects of cognitive processing, and each student with a learning disability will encounter a unique set of challenges. Faculty who understand some of the functional limitations that a student with a learning disability may face can structure their courses to provide options that allow students with a learning disability to work around their own limitations.

Download [Learning Disabilities](#) for information and resources.

Mobility/Dexterity-Related Disabilities

There are many origins and causes of disabilities affecting mobility and/or dexterity, including amputation, spinal cord injury, multiple sclerosis, cerebral palsy, arthritis, and muscular dystrophy, and broken bones. The two most common categories of function that are affected are the ability to move from place to place and the ability to make

precise movements with one's hands, as in writing and keyboarding. [Mobility and Dexterity Disabilities](#) explains how faculty may anticipate or respond to some of the issues faced by students with limited mobility and/or dexterity.

Psychiatric Disabilities

Like their colleagues with chronic physical illness, students who have a mental illness may face two sources of limitations that affect their academic work: the underlying condition, and the side-effects of one or more medications that treat it. [Psychiatric Disabilities](#) identifies specific barriers that may confront a student with a psychiatric disability, and suggests ways faculty can minimize those barriers.

Traumatic Brain Injury (TBI)

The severity and effects of brain injuries vary from case to case, so students with TBI may seek different accommodations. However, there is a variety of features that faculty can build into their courses to minimize barriers that students with TBI are likely to encounter. Please read further in [Traumatic Brain Injury](#).

For more information please contact

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