

ADA Matters

Student Disability Resource Center Staff

David Anderson, Director

Rebecca Miles, Assistant Director

Tiffany Smith, Administrative Assistant

Where We Are

Russell Library, Room 109

Hours of Operation

Monday – Friday 8 a.m.-5 p.m.

Phone: 478-445-5931

Fax: 478-445-1959

E-mail

david.anderson1@gcsu.edu

rebecca.miles@gcsu.edu

tiffany.smith2@gcsu.edu

disability@gcsu.edu



Our Mission

The mission of the Student Disability Resource Center is to partner with the campus community in creating inclusive and sustainable learning and working environments and facilitate access, discourse, and campus community involvement.



What We Do

The Student Disability Resource Center is here to help students fully participate in and benefit from all aspects of college life. To ensure their time at Georgia College is met with ease and comfort, we provide services to students with documented disabilities including assistance with accommodations in courses, programs, activities, and more.

- Determine What Accommodations Are Best
 - Students are met with individually to discuss accommodations that will work for them
 - There are no cookie-cutter students
- Raise Awareness
 - Educating students, faculty and staff about disabilities
 - How to work with students with disabilities
 - Classroom mediation



What is a Disability?

Rehabilitation Act of 1973: Section 504



“No **otherwise qualified** disabled individual in the United States....shall, solely by reason of his or 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.....”

What is a Disability?

Americans with Disabilities Act (ADA, 1990)

“Any individual who has a physical or mental impairment that substantially limits one or more major life activities...”

- *Caring for one's self*
- *Performing manual tasks*
- *Walking*
- *Seeing*
- *Breathing*
- *Learning*
- *Working*



Do you have a disability or know someone with a disability?

Did you know:

Eleven percent of undergraduates in both 2007–08 and 2011–12 reported having a disability.

(National Center for Education Statistics, 2016)

About 15% of the world's population lives with some form of disability, of whom 2-4% experience significant difficulties in functioning.

(World Health Organization)

Think Outside the Box

When many think of a disability, they think of something that is “obvious”.

What many don't realize is that for the majority of those we serve, the disability is “hidden”.

Changes Upon Entering College

High School

- Individualized Education Plan (IEP) or 504 plan
- Identification - School is required to seek out and identify students with a disability, and acquire testing for documentation.
- School provides evaluation at no cost
- Ensure Success
- Parent has access to student records and can participate in the accommodation process.
- Teachers approach you if they believe you need assistance.
- Teachers often take time to remind you of assignments and due dates.
- Tutoring and study support may be a service provided as part of an IEP or 504 plan.
- Most of your classes are arranged for you by teachers and parents.
- Days are planned. You proceed from one class directly to another, spending six hours each day or 30 hours a week in class.
- High school can change academic requirements for you.

College

- I.E.P. and 504 are not sufficient
- Self Disclosure - Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
- Referrals / BOR
- Ensure Access
- FERPA - Parent does not have access to student records without student's consent.
- Professors are usually open and helpful, but most expect you to initiate contact if you need help.
- You get a syllabus with what is expected of you, when work is due, and how you will be graded.
- Tutoring does not fall under disability. Students must go to The Learning Center for tutoring.
- Your advisor assists you in arranging your own schedule towards degree completion.
- There may be hours of free time in between classes. Class times are varied throughout the day and evening and you spend 12-16 hours a week in class.
- Colleges are not required to reduce or waive essential course requirements.

Board of Regents' Requirements

https://www.usg.edu/academic_affairs_handbook/section3/C793/

To be considered for accommodations the disability must

- Meet the definition of a disability under the Rehabilitation Act or ADA
 - The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities when compared to most people in the general population.

Documentation Guidelines

- Evaluators must be licensed qualified professionals whose training and credentials are consistent with expertise in the disability for which they provide documentation and/or eligibility classification under the IDEA/Section 504
- Evaluators may not be friends or family members of the student
- Documentation of a physical and/or mental impairment (Should include the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) and/or International Classification of Diseases (ICD))
- Documentation of a current substantial limitation in a major life activity (Quantitative and qualitative information should be used and evidence provided)
- Accommodation recommendations
- Identifying information of the evaluating professional
- Recency (Documentation should be no more than 3-5 years old)

Accommodations/Services

**Students are treated individually.
There are no cookie cutter students!**

Accommodations are provided to each student with a **documented disability** based on:

- the nature of the disability
- how it impacts that student
- the academic environment



Accommodations at Georgia College



Student Disability Resource Center
CBX 123
Milledgeville, GA 31061
Phone 478-445-5931
Fax 478-445-1959



Student Disability Resource Center
CBX 123
Milledgeville, GA 31061
Phone 478-445-5931
Fax 478-445-1959

ACCOMMODATIONS MEMORANDUM

DATE: September 26, 2018
TO: GCSU Faculty
FROM: David Anderson, Student Disability Resource Center Director

DIRECTOR SIGNATURE: 

RE: **TESTER, IMA Q, GCID xxxxxx999**

Please accept this **CONFIDENTIAL** memorandum to document the status of this student as qualified for the academic accommodations listed below under Georgia College and the University System of Georgia guidelines and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 as amended. Contact the Student Disability Resource Center at 445-5931 if you foresee any problems with the classroom accommodations as they are presented in this memorandum.

Test/Quiz Accommodations

- Distraction-Reduced Test Room
- Extended Time 1.5X

Notations you should look for in an accommodation letter.

Program/Course Accommodations

- Audio Recorder/Smart-Pen
- Books in Digital Format (AMAC)
- Note-taking Assistance

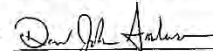
Additional Comments:

If you need assistance providing testing accommodations, the **Center for Testing** will provide this service for you; and you are encouraged to contact them at 445-5016 for further information. Students should give you a minimum of five days' notice in order to receive testing accommodations. You may also refer to the **Student Disability Resource Center website** at <http://www.gcsu.edu/disability/information-faculty> for more information and supplemental documents about how accommodations work and their limitations, where applicable. We look forward to working with you during this semester in order to assist this student.

Testing information.

ACCOMMODATIONS MEMORANDUM

DATE: September 26, 2018
TO: GCSU Faculty
FROM: David Anderson, Student Disability Resource Center Director

DIRECTOR SIGNATURE: 

RE: **TESTER, IMA Q, GCID xxxxxx999**

Please accept this **CONFIDENTIAL** memorandum to document the status of this student as qualified for the academic accommodations listed below under Georgia College and the University System of Georgia guidelines and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 as amended. Contact the Student Disability Resource Center at 445-5931 if you foresee any problems with the classroom accommodations as they are presented in this memorandum.

Test/Quiz Accommodations

- Distraction-Reduced Test Room
- Extended Time 1.5X
- Foreign Language - Extended Time to Formulate Replies on Oral Exams
- Word Bank

Notations you should look for in an accommodation letter with additional information below on particular accommodations.

Program/Course Accommodations

- Disability Related Absences*
- Disability Related: Tardy or Leave Class Suddenly*
- Special Allowances For Class Participation *

Additional Comments: SPECIAL ALLOWANCE FOR CLASS PARTICIPATION: Speaking in front of a group can be an agonizing experience for a student with a disability. Self-expression should be encouraged; however, pressure to speak is not likely to be helpful. Please speak to the student privately about class participation. If the student continues to feel extremely anxious about speaking in class, please respect the student's needs; do not force vocal participation, as long as such a response does not seriously hinder your course standards.

DISABILITY RELATED TARDY OR LEAVE CLASS SUDDENLY: Some students require accommodation to manage pain, anxiety or other disability related occurrences. Students are responsible for discussing tardiness or leaving class with the instructor.

DISABILITY RELATED ABSENCES: Due to some students disability, exacerbation of his/her condition could occur during the semester, requiring medical treatment and class absences. Special consideration might be considered regarding attendance, however, most importantly, the student is required to meet the essential course requirements. A discussion between the instructor and student should include:

*What the instructor considers to be a reasonable amount of absences in this class.

*The instructor's preferred method of being contacted and what he/she considers timely notification of the student's absence.

*The time table to make up missed assignments and exams/quizzes, if applicable.

WORD BANK: A word bank is an index card or single page created by the student or instructor that includes the specific, relevant vocabulary to be recalled during a course test. It cannot include material that would provide the student with an advantage over the other students. For example, it cannot include definitions, or material such as proper names or place names or numbers/dates. The instructor should have an opportunity, prior to the test, to review and sign off on it, being certain that it does not provide the student with an unfair advantage. It is the student's responsibility to inform faculty/staff of their intent to use their testing accommodations, and to make arrangements with the Testing Center if applicable.

If you need assistance providing testing accommodations, the **Center for Testing** will provide this service for you; and you are encouraged to contact them at 445-5016 for further information. Students should give you a minimum of five days' notice in order to receive testing accommodations. You may also refer to the **Student Disability Resource Center website** at <http://www.gcsu.edu/disability/information-faculty> for more information and supplemental documents about how accommodations work and their limitations, where applicable. We look forward to working with you during this semester in order to assist this student.

Testing Information

Learning Disabilities

Learning disorders affect a person's ability to understand or use math calculations, oral or written language, coordinate movement or direct attention. Learning disabilities are not usually diagnosed until a child goes to school. Learning disabilities are permanent.

“Research shows that 8 to 10 percent of American children under 18 years of age have some type of learning disability.” National Institute of Neurological Disorders and Stroke

- Keep instructions brief and uncomplicated
- Use structured, multi-sensory approach
- Encourage self-advocacy
- Create an inclusive atmosphere
- Allow time to clarify directions and essential information
- Provide alternative ways to evaluate knowledge gained (oral presentations, posters, etc.)

Brain Injury

Two types of brain injuries: Acquired and Traumatic.

Acquired brain injuries cause damage by internal factors such as tumors, lack of oxygen, etc.

Traumatic brain injuries are caused by an external force such as an accident, assault, fall, sports injury, etc.

Traumatic brain injury (TBI) is a leading cause of death and disability among children and young adults in the U.S. Each year an estimated 1.5 million Americans sustain a TBI. As a consequence of these injuries:

- 230,000 people are hospitalized and survive
- 50,000 people die
- 80-90,000 people experience the onset of long-term disability

Centers for Disease Control and Prevention

- Keep instructions brief and uncomplicated
- Use visual aids
- Show how new material fits in with other parts of the subject
- Provide oral and written instructions

Psychological Disorders

A mental illness is a behavioral, emotional or mental disorder. A mental illness can range from mild to moderate to severe impairment.

Anxiety Disorders Bipolar Disorder
Depression Eating Disorders
PTSD Schizophrenia

are but a few examples of psychological disorders.

Nearly one in five U.S. adults lives with a mental illness (44.7 million in 2016).

National Institute of Mental Health

- Promote interaction among students
- Provide personal feedback on student's academic performance
- Provide oral and written instructions
- Discuss inappropriate classroom behavior privately
- Refer students in crisis to appropriate resources on campus (Counseling, Disability Services, etc.)

Movement Disorders

Movement disorders are a group of neurological conditions that cause abnormal voluntary or involuntary movements.

Movement disorders can cause coordination problems, spasms, involuntary muscle contractions, rigidity, balance, tics, tremors, etc.

Common movement disorders include but are not limited to

- Huntington's Disease
- Parkinson's Disease
- Dystonia
- Ataxia
- Tourette Syndrome
- Myoclonus

-
- Allow the student to step out of class if experiencing spasms, tics, etc.
 - Disability related absences may be needed for managing pain, physical therapy, occupational therapy
 - Do not draw attention to noticeable tics, spasms, tremors, etc.

Systemic Disabilities

Systemic disabilities affect one or more of the body's systems such as respiratory or circulatory.

Common systemic disabilities include but are not limited to

- Cancer
- Diabetes
- HIV
- Ataxia
- Multiple Sclerosis
- Epilepsy
- Lupus

-
- The student may need to bring food and drink to class/test
 - Disability related absences may be needed for managing treatment
 - Priority seating
 - Keep in mind that systemic disabilities can change frequently and may require accommodation changes throughout the year

Mobility Impairments

Mobility impairments range in severity from mild impairment to paralysis. Impairments can be present at birth or be the result of an injury or illness. The severity of spinal cord injuries vary depending on the area of the spine that is damaged.

Quadriplegics have loss of function in their legs, trunk and arms. They often use motorized wheelchairs.

Paraplegics lose function to the lower body. They normally have full use of the hands and arms.

Other mobility impairments include but are not limited to

- Cerebral Palsy
- Muscular Dystrophy
- Scoliosis
- Arthritis
- Amputation

-
- When speaking to a wheelchair user, attempt to converse at eye level
 - Ask before giving assistance
 - Ensure that wheelchair users do not have to sit in the back of the room
 - Do not draw attention to the student or the disability

Blind/Low-Vision

Approximately 2 million Americans are determined to be legally blind. Twenty-five percent of the 2 million are totally blind.

Most students with low-vision or who are totally blind will use a cane or a service dog. A student with low-vision may only need these aids during certain times of the day.

- Use the student's name when directing conversation to him or her
- Ask before giving assistance
- Use alternative formats in class (electronic handouts)
- Online course material should be in text form, not PDF
- Allow the student to sit in the front of the class if needed
- Read aloud what you write on the board. Verbally describe objects and processes whenever possible.

Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) is a developmental disorder that effects communication and behavior.

Symptoms generally manifest during the first two years of life.

ASD encompasses Autistic Disorder, Asperger's Syndrome, Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS).

People with ASD tend to have difficulty communicating and interacting with people and with repetitive behaviors and hyper-focusing on interests.

“...An average of 1 in every 59 (1.7%) 8-year-old children were identified as having ASD in 2014. ASD is four times more common in boys (2.7%) than in girls (0.7%). ASD is reported to occur in all racial and ethnic groups.”

National Institute of Mental Health

- Promote friendly interaction among students (watch for bullying)
- Try not to use absolute words such as “always” or “never” unless that is exactly what you mean
- Supplement oral with written instructions when giving assignments, tests, etc.
- Use clear directives and establish rules privately if
 - A student invades your space or unduly imposes on your time
 - The student's classroom comments or conversational volume become inappropriate
 - The student asks an unreasonable number of questions

Attention-Deficit/Hyperactivity Disorder

Attention-Deficit/Hyperactivity Disorder (ADHD) is a brain disorder that causes inattention and/or hyperactivity and impulsivity that interferes with daily functioning and development.

Symptoms of ADHD can show up as early as age three.

Symptoms can include missing details, losing things, easily distracted, fidgeting, non-stop talking and poor organization.

ADHD is more prevalent in males.

In adults aged 18-44 years “The overall prevalence of current adult ADHD is 4.4%. Prevalence was higher for males (5.4%) versus females (3.2%).”

National Institute of Mental Health

- Write assignments on the board or pass them out in written form
- Help the student break down a large project or long paper into its component parts and set deadlines for each part
- Create varied class material
 - Alternate lecture with presentations, class discussion, etc.
 - If the class goes on for several hours be sure to permit several breaks

Disability Etiquette

- Place the individual before the disability
- Speak directly to the person rather than through their companion or interpreter
- Shaking hands is a great way to make a personal connection with a person you've just met
- To get the attention of an individual with a hearing impairment, tap the person on the shoulder or wave your hand
- Ensure access
- Become familiar with student services
- Identify student needs
- Allow for flexibility
- It's okay to offer your help to someone but ask first or wait for the person to ask you for help
- When greeting a person who is blind or has low-vision, always identify yourself and others who may be with you
- It's okay to ask people who have speech problems to repeat what they've said if you didn't understand the first time
- Don't speak loudly when talking to people with visual impairments. They hear as well as you do
- Don't draw unnecessary attention to the student
- Have an open door and open mind policy

When in Doubt Ask Questions

Student Disability Resource Center/
Legal Affairs/The Office of Inclusive
Excellence



Assessment

It is always obvious when someone has a disability.

- A. True
- B. False

People with disabilities always need assistance with every day tasks.

- A. True
- B. False

Documentation from a licensed professional is required to obtain accommodations.

- A. True
- B. False

Words such as handicapped or retarded are acceptable to use.

- A. True
- B. False

It's appropriate to take a blind person's arm without asking when they are crossing the street.

- A. True
- B. False

It's okay to discuss a student's disability in a classroom setting.

- A. True
- B. False

Assessment

Professors should promote interaction with a student who has a disability.

- A. True
- B. False

Professors should seat students with disabilities in the back of the classroom so other students won't be distracted.

- A. True
- B. False

People with disabilities are covered under

- A. Rehabilitation Act of 1973; Section 504
- B. Americans with Disabilities Act (1990)
- C. Both A and B
- D. Only A
- E. Only B

If you can not understand someone who struggles with speech

- A. Pretend you understand them
- B. Do not ask them to repeat themselves because you may offend them
- C. Politely ask the person to repeat themselves