

DISABILITY & ACCOMMODATIONS HANDBOOK



Disability & Assistive Technology Center
University of Wisconsin-Stevens Point

PREPARED FOR

University of Wisconsin-Stevens Point

FACULTY & ACADEMIC STAFF

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The Disability and Assistive Technology Center

Disability Services and Assistive Technology joined forces July 1, 2012, and became one unit under the program title of *Disability and Assistive Technology Center (DATC)*. Although functioning as one unit, both programs maintain their mission and service function as Disability Services and Assistive Technology. The office for the Disability and Assistive Technology Center is 609 in the Learning Resource Center (715 346-3365). You may connect with Disability Services at this address/phone number, and Assistive Technology at 715 346-4980 in 604 LRC. The Center is staffed by a director, assistive technology coordinator, disability services advisor, program associate and a test accommodation scheduler.

INTRODUCTION

College students with disabilities are an integral part of the UW-Stevens Point community. Your knowledge of and sensitivity to disability related issues, play a critical role in how this group attains academic success. Please take time to review the contents of this handbook, and feel free to contact the Disability and Assistive Technology Center with questions or comments.

This publication is designed to heighten awareness and to provide basic information for faculty and academic staff in providing equal access to educational opportunities for students with disabilities. It describes potential accommodations and outlines Federal law and System policy. While the publication contains extensive information, it is not designed to answer every question. Faculty will be best aided in the effort to meet the needs of students with disabilities by collaborating with the Disability and Assistive Technology Center and by using available college and department resources. We hope that this handbook will give you the background you need to feel comfortable in establishing a relationship with students with disabilities.

Like their counterparts, students with disabilities bring a unique set of strengths and experiences to UWSP. While many may learn in unconventional ways, their differences do not imply inferior capacities. There is no need to dilute curricula or to reduce course requirements for students with disabilities. However, accommodations may be needed to ensure that a qualified student with a particular disability has equal access to all of the learning opportunities available at our institution. In other words, our intent is to help level the playing field. So faculty need to understand and be involved in providing accommodations and reasonable modifications in special cases.

To accomplish the goal of providing educational opportunity for students with disabilities, both physical and programmatic access must be provided. This means more than the removal of architectural barriers and the provision of auxiliary aid services. It also means that accommodations and reasonable modifications need to be made in the instructional process to ensure full educational opportunity. This principle applies to teaching strategies as well as to institutional and departmental policies.

Instructional staff plays a critical role in providing quality educational opportunities for students with disabilities. What happens once students with disabilities reach the classroom directly affects the relationship between teacher and student. As the number of students with disabilities increases, you will need an understanding of how to provide these students with access to educational opportunities.

I. THE LAW AND REGENT POLICY

Under *Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act (ADAAA) of 2008*, the University of Wisconsin has a legal responsibility to accommodate and provide access to students with disabilities. Pursuant to these federal laws, no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of services, programs or activities of the University or be subject to discrimination. As a public entity, the University must make reasonable modifications to its policies, practices, or procedures to ensure equal access unless those accommodations would result in an undue administrative or financial burden or would fundamentally alter the program, services or activity.

To meet this mandate, UWSP must provide physical and programmatic access to students with disabilities, including accommodations and services. Furthermore, as a requirement of the law, faculty members are to make accommodations or reasonable modifications in the instructional process to ensure full educational opportunity to students with disabilities. Faculty need to be concerned with providing accommodations because it is a requirement of the law. Below are some aspects of Section 504 and ADA which institutions of higher education are required to follow:

- Institutions must offer qualified students with disabilities the same opportunities as other students have to participate in campus programs and activities, including academics, research, occupational training, counseling, housing, health services, student services, physical education, transportation, and extracurricular activities
- Students with impaired sensory, manual, language, or processing skills must be allowed to use educational auxiliary aids or services. Such aids may include, but are not limited to: recorded or electronic texts, live or electronic test readers, sign-language interpreters, note-takers or electronic recorders, adapted classroom equipment, and other similar services. Institutions cannot impose rules limiting the use of such aids in the classroom. However, services or equipment of a personal nature or personally prescribed are not be provided by the institution.
- Modifications in academic requirements, if necessary, may include changes in the length of time permitted for completion of degree requirements, substitution of specific required courses, and accommodations in the manner courses are conducted or learning is demonstrated. Requirements essential to the program of instruction or related to licensing requirements cannot require modification.

The ***Board of Regents of the University of Wisconsin System*** has recognized the mandates of ADA and the Rehabilitation Act by adopting Policy Statement *14-10 Nondiscrimination on the Basis of Disability* (<http://www.uwsa.edu/bor/policies/rpd/rpd14-10.htm>). Directly reflecting the requirements of federal law, the policy states the following,

“It is the policy of the University of Wisconsin System that no otherwise qualified individual is denied access to or participation in any program or activity offered by the University because of a disability. Individuals with disabilities have a right to request accommodations, and individuals will receive appropriate accommodations they need to fully participate in or benefit from the University's programs, services and activities in a non-discriminatory, integrated setting.”

In accordance with the System policy, each institution maintains a disability services office/program as a resource for students. Students may document a disability and request accommodations. To meet this mandate, UW-Stevens Point provides physical and programmatic access to students with disabilities, including reasonable accommodations, access to auxiliary aids and services. Furthermore, as a requirement of the law, faculty members are to make reasonable accommodations or modifications in the instructional process to ensure full educational opportunity to students with disabilities.

Any individual can request information about services and accommodations for students with disabilities at UW-Stevens Point by contacting the Director of the Disability and Assistive Technology Center (Disability Services) at 715 346-3365 or email datctr@uwsp.edu.

II. CONFIDENTIALITY

It is the student's prerogative whether or not to identify or disclose their disability. It is also the student's responsibility to request an accommodation. Neither faculty nor the University has the responsibility to provide any accommodations which is not requested. Nonetheless, it is important for faculty to make known their willingness to provide reasonable accommodations.

The Disability and Assistive Technology Center will require disability documentation from a student before accommodations can be made. Documentation will provide information on the student's disability. Accommodations which may be the most appropriate and beneficial to the student will be based on the documentation and determined by qualified Disability & Assistive Technology Center staff. Students, faculty, and staff should be aware that disability documentation is confidential, and disability related information will only be released to those on a need-to-know basis, and with the consent of the student. If faculty, staff, or students are questioning the student's eligibility for services, they should contact the Disability & Assistive Technology Center director or advisor to address such concerns.

Any information regarding a disability provided to the Disability & Assistive Technology Center for purposes of documenting a disability and making requests for accommodations is considered confidential. Due to a student's right to privacy based on the Family Educational Rights and Privacy Act of 1974 (FERPA), faculty members do not have a right to know information which a student shares with the Disability & Assistive Technology Center regarding her/his particular disability. Information about the existence and details of an individual's disability will be shared by the Disability & Assistive Technology Center on a need-to-know, case-by-case basis only. A student can voluntarily choose to share information regarding her/his disability with a faculty member. If a student does share this information with faculty, please remember that the information is confidential.

III. DISABILITY AND ASSISTIVE TECHNOLOGY CENTER (Disability Services and Assistive Technology)

MISSION: To ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in all UW Stevens Point programs and academic pursuits. Inherent in this mission statement is the commitment to abide not only to the letter of the law but the spirit of the law, Section 504 of the Rehabilitation Act-1973, ADA-1990 and ADAAA-2008.

VISION: Our vision is to see that students with disabilities are not only provided what is mandated by law in order to enhance student academic success, but also to convey our genuine concern for their total well being.

GOALS:

1. To inform students with disabilities that accommodations and/or academic adjustments are available as appropriate to the individual;
2. To collect essential documentation from students with disabilities to determine the appropriate accommodations that will allow equal access in the most integrated setting;
3. To inform students with disabilities of their rights under the law as well as promote self-advocacy;
4. To provide not only academic accommodations and training in the use of assistive technology if needed, but to address the psycho-social concerns and career needs of students with disabilities.
5. To help students with disabilities foster their independence, improve their educational experience and prepare them to be life-long learners.
6. To sensitize and inform the staff and faculty about the law as well as disability related issues;

PROCEDURES:

1. The student should make a request for accommodation(s) by appointment to the Disability & Assistive Technology Center during the first to third week of the semester, or earlier if possible;
2. The Disability & Assistive Technology Center requires appropriate documentation of a disability from a certified professional which entails a description of the person's disability and if feasible, recommendations for appropriate accommodations;
3. Determination of accommodations is based on the student's disability, documentation information, and determination by a Disability & Assistive Technology Center professional. Should the accommodation be granted, the student will be provided with a Course Accommodations Form which is to be discussed with and given to the instructor by the student (see appendix B). All necessary arrangements to provide accommodation(s) will be made by the student and/or the Disability & Assistive Technology Center;
4. The *Committee on Accommodation and Disability* has been established to address requests for most general degree course substitutions and/or waivers.

IV. ACCOMMODATIONS OR REASONABLE MODIFICATIONS

It is not the sole responsibility of the Disability & Assistive Technology Center to provide all accommodations, but rather to assist units in meeting the UWSP mandated responsibility. In addition, students seeking accommodations are expected to demonstrate initiative in obtaining and arranging assistance.

Course Accommodations Form

The Course Accommodations Form (*see Appendix B*) will be completed for each course that a qualified student with a disability is requesting accommodations. Students are encouraged to meet with the Disability & Assistive Technology Center staff early in the semester to discuss which accommodations are appropriate (based on disability and documentation) and what accommodations are actually needed. Students are to then meet with their professors /instructors to discuss and finalize their accommodations. The professor/instructor is to sign the form verifying its review and affirming the accommodation plan. Professors/instructors are welcome to provide input to the plan as appropriate.

Auxiliary Aids or Services

Specific accommodations relate to functional needs associated with the disability, and may vary among students having the same diagnosis. Students with disabilities may benefit from the following assistance coordinated by the Disability & Assistive Technology Center. Please note that appropriate accommodations are determined on a case-by-case basis. Therefore, the following information is not exclusive as auxiliary aids or services are provided to qualified individuals with disabilities. A student may need an auxiliary aid or service which is not included and discussed below.

Adapted Testing

Adapted testing assistance is required when students with disabilities need special technology, readers, writers, proctors, additional test time, and/or isolated environments in order to take course quizzes and exams, placement tests and standardized tests. Depending upon the particular disability and documentation, students may also need alternated types of exams, e.g. oral, taped, large print, etc. According to federal and state regulations, students with disabilities must be provided reasonable testing accommodations when deemed necessary. Testing accommodations may be provided once the student with a disability has provided the Disability & Assistive Technology Center with appropriate documentation and made the request in a timely manner.

Exam accommodations include but are not limited to:

- ❖ Reader (proctor) – may read exam or parts of an exam
- ❖ Distraction free environment
- ❖ Rest period during the exam
- ❖ Use of a computer, calculator or other technology (e.g. text-to-voice or voice-to-text)
- ❖ Extra time (time-and-a-half is standard; double time on rare occasion)
- ❖ Oral or recorded tests
- ❖ Scribe (proctor) – may write exam and fill out an answer sheet

It is the responsibility of the student to meet with the Disability & Assistive Technology Center to determine appropriate testing accommodations. A “Course Accommodations” form will be completed and provided to instructors by the student. The student must then submit an online “Exam Request” form in order to schedule proctored exams (see Appendixes B-F).

Note Takers

Students with a wide variety of disabilities, including those with limited hand function, visual impairments, hearing impairments and learning disability may need assistance with taking notes. The Disability & Assistive Technology Center utilizes peer volunteer note-takers, and in some cases the student will seek out fellow-students. However, in some instances the Disability & Assistive Technology Center may ask for your assistance in finding a competent note-taker. This simply involves choosing a well organized student and requesting that she/he share notes with the student who has the disability. The Disability & Assistive Technology Center provides self-duplicating paper (see Appendixes G and H).

Registration Assistance

If appropriate, priority registration may be available to eligible students with specific disabilities.

Sign Language Interpreters & Related Services

Deaf or hard-of-hearing students may need a sign language interpreter, electronic FM System, Real Time Captioning or Closed Captioning to access class lectures, materials and audio information. A note taker may also be needed if the student requires a sign language interpreter. The Disability & Assistive Technology Center will provide these services for deaf or hard-of-hearing students as needed on a case-by-case basis. Interpreters will both translate oral communication into sign language, and sign language into oral communication in order to enable deaf or hard-of-hearing students to communicate with faculty or other students. Interpreters are translators and remain neutral in all communication. They do not become involved in the student's interactions or act as advocates for the student.

When communicating with a deaf or hard-of-hearing student who uses an interpreter, eye contact should be maintained and questions directed to the student, not the interpreter. The interpreter should sit between the instructor and the student, facing the student. Audio presentations, lecture, discussion, films, etc., should involve use of an interpreter. Films should be modified with closed-captioning if available. Faculty should consult with Information Technology on how to access closed-captioning on classroom audio-visual equipment. An interpreter can also be made available for faculty consultation(s) with deaf or hard-of-hearing students.

Recorded Lectures

Recorded lectures allow students to review information given in a lecture. This is particularly helpful to students with any type of visual or cognitive processing concerns. The use of an electronic recorder may not be refused if it is essential to the participation of a student with a disability, unless there is just reason by the faculty member...in which case an alternative accommodations needs to be provided. This conversation should take place between the faculty member and the disability services director or advisor. Authorization to use a recording device will be provided by the Disability & Assistive Technology Center. The student is responsible for providing their own recording device.

Tutoring

The Tutoring Learning Center (TLC) offers reading and writing assistance to students referred by the Disability & Assistive Technology Center. TLC staff assists with: reading text, organizing notes, and writing assignments in Freshman English or other classes.

Content-area tutoring is available to students referred by the Disability & Assistive Technology Center. The student will work with a qualified peer-tutor for help with course content, study skills, practice problems and test-taking strategies in most content-level (lower-level general degree required) courses.

Scribe

A scribe will be provided if the student has fine or gross motor movement impairments or other writing difficulties. The scribe may be present for note taking during class and/or for exams.

Absence

Fatigue, medical problems, medication, hospitalization, and extreme weather may disrupt a student's class attendance. Disabilities particularly likely to impact class attendance include: paraplegia, quadriplegia, multiple sclerosis, diabetes, heart disorders, psychological disorders, AIDS, arthritis, chronic illness, and other medical conditions. Since documentation of the student's disability is on file with the Disability & Assistive Technology Center, course accommodations form may request from faculty that they consider the student may experience periodic absences due to a medical or psychological condition. Faculty should use discretion in working with the student by possibly adjusting attendance policies and/or permitting make-up of assignments and exams. The amount of absences permitted due to disability and the degree of flexibility is up to the instructor and should be considered reasonable.

Building/Facility Accessibility

Students with mobility disabilities may be unable to access certain facilities. Should a classroom not be accessible, students with mobility impairments can be scheduled into sections of courses held in accessible buildings or if feasible, the class location may be moved to an accessible site. Other architectural barriers may also exist. Faculty offices may be inaccessible to a student using a wheelchair either because of office size or furniture arrangement. Use of computer or laboratory equipment may also be difficult for some students. Adapted equipment may be needed. The Disability & Assistive Technology Center will work with the student and faculty member to ensure access in the most integrated setting.

Early Syllabus Availability

Provision of class syllabi and required readings prior to the beginning of the semester will be helpful to some students with disabilities. Students with visual, learning, and other disabilities may require text-to-voice materials. It is the student's responsibility to arrange text-to-voice media requests through the Disability & Assistive Technology Center. Since this is a time consuming process, extended preparation time is helpful. Deaf or hard-of-hearing students may need an early syllabus to become familiar with terminology used in a course, and to develop sign language vocabularies for use by their interpreters. Provision of materials in advance of the semester will likely reduce the need for extension of time to complete course requirements at the end of the semester.

Extra Time Needed to Complete Course Work

Students with disabilities may need extra time to complete course requirements. Particularly new college students or a student who has been recently diagnosed may need a period of adjustment in determining a realistic academic load. Unforeseen medical complication can result in delays in course assignments. Arranging for adapted course materials (i.e. raised line graphs and models for physical science courses for visually impaired students) can delay course work completion as well. Extra time may range from a few days to several weeks; or consideration of an “incomplete” in order to finalize a course.

Fatigue

Many disabilities may result in frequent fatigue. It accompanies disabilities as varied as AIDS, arthritis, back injury, cardiac disease, cerebral palsy, muscular dystrophy, multiple sclerosis, post-polio, spinal cord injury, chronic illness, and visual impairments. Some students may have difficulty sitting for a long period of time, and will need to stand for awhile or leave class to stretch or lie down. Faculty and students should plan for accommodations caused by fatigue as early as possible. Students who have problems with fatigue may benefit from extended time to complete course readings and other assignments.

Lab Accessibility and Procedures

Students with disabilities may require accommodations in lab courses. Faculty may work with the Disability & Assistive Technology Center to identify means to make lab activities accessible. One issue which may need to be addressed is the height of lab counters. Problems with fatigue may require flexibility in time limits to complete laboratory course work. Visual limitations may require significant magnification of slides and objects. Models using tactile and size values can assist students with limited or no vision. Restructuring laboratory experiences to include the use of a lab partner for students with hand and arm dexterity problems may be needed. Completing a lab or taking exams through partial attendance at two different sections of the course may accommodate the student with limited standing or sitting tolerance. Students and the Disability & Assistive Technology Center can work with faculty in developing adjustments to meet the needs of the individual students.

Oral Communication

Students who have disabilities including cerebral palsy, head injury, cancer, multiple sclerosis, post-polio, speech, and hearing impairments may have difficulty with oral communication in the classroom. They may have slow speech, impaired speech or no speech. Students who have slow or difficult-to-understand speech should be encouraged to speak up in class and be allowed to take their time; or they may ask an instructor to not call on them unless they raise their hand. If testing requires oral responses, students with speech difficulties may need the opportunity for alternative testing. If a course requires oral presentations, the student may request alternative assignments to giving an oral presentation. For a required speech course, a student may request a substitution to the course, depending on their individual circumstance relative to their speech impairment. The student should consult with the DATC director relative to a request for substitution

Assistive Technology (AT)

Based on their disability, students who qualify to use text-to-voice or voice-to-text services may use services offered through the Assistive Technology program (AT is a component of the Disability & Assistive Technology Center). A variety of electronic technology is available to assist students with reading and to provide equal access to information through auditory means. A voice-to-text system is available to assist students with writing through dictation. The AT lab has computer workstations with headphones; as well as a room used for dictation.

Online Accessibility

UWSP websites, online course materials and other online information needs to be accessible. Accessibility for example would include assuring people with hearing impairments would have audio information made into print, and people with vision impairments would have print information made audio. The following is taken from the *UW-Stevens Point Communication Standards Manual* (Page 75 on Web Standards) as it relates to web accessibility:

Accessibility

All pages should be created following current Web standards and best practices, including but not limited to declaring a “doctype,” adding Meta tags for keyword and descriptors, inserting page titles and building a clear and consistent site navigation system. More detailed information concerning these issues can be obtained at the W3C website (www.w3.org) the Web Standards Project (www.webstandards.org) and the Web Content Accessibility Guidelines (www.w3.org/TR/WCAG).

For further information on web design and accessibility, contact UWSP Information Technology 715-346-2504.

Other General Academic Accommodations or Modifications

Some general areas of course modification may benefit students with disabilities:

1. Inform all students about the availability of support services for students with disabilities by including a statement on syllabi similar to the following:
“Any student who has a disability and is in need of classroom and/or exam accommodations, please contact the instructor and the Disability & Assistive Technology Center (715 346-3365).”
2. Provide the course syllabus and a clear statement of expectations early to assist students in planning modifications and completion of assignments for the semester.
3. Begin lecture/discussion with an overview of the topics to be covered.
4. Use the chalkboard, overhead projector or Power Point to highlight key course material. Some students with disabilities may benefit from receiving a print copy ahead of class time.
5. Emphasize important points, main ideas, and key concepts orally in lecture.
6. Try to provide assignments in writing as well as orally.
7. Provide an opportunity for participation, questions, and review sessions to aid in mastering material and preparing for exams.

8. Provide time during office hours for individual discussion about course accommodations forms, assignments, questions about lectures, and readings.
9. Try to talk toward the class while writing on the board.
10. Make sure that students see your lips, expressions, and gestures. Try not to stand against a window where your features are shadowed.
11. In answering questions or engaging in class discussions, repeat student comments as necessary.
12. Make sure duplicated materials are visually clear.
13. Use of a variety of formats to convey course material, both visual and auditory. If possible, convey difficult material in several ways.
14. If possible, structure several ways for students to demonstrate mastery of material: oral reports; essays written both in and out of class; interpretive exams which allow the use of books and notes.

V. WHEN YOU MEET A PERSON WITH A DISABILITY

1. Remember that an individual with a disability is like anyone else, except for the special limitation of their disability.
2. Be yourself when you meet an individual with a disability, and talk about the same things as you would with anyone else.
3. You may offer your assistance to the individual, but provide help only when requested. Do not assume that a person with a disability needs your help, and do not provide help before it is accepted.
4. Be patient. Let the individual set his/her own pace in walking or talking.
5. Avoid being over-protective or over-solicitous, and do not assume an attitude of pity or charity.
6. Don't separate an individual with a disability from his/her wheelchair or crutches unless she/he asks you to do so. They may want them within reach.
7. Avoid making assumptions about the skills or deficiencies of an individual with a disability. Avoid stereotypes relative to a disability.
8. Talk directly to an individual with a disability, not to someone accompanying him/her.
9. Don't assume that an individual with a disability has other limitations (i.e. don't raise your voice when speaking to a visually impaired person).
10. Often, the most difficult aspect of living with a disability is the negative attitudes of others. It is important for faculty and staff to be aware of this situation when working with a student with a disability.
11. A student may feel uncomfortable discussing their disability with faculty or staff, especially if they are new to UWSP. When discussing a student's disability and accommodation needs, talk only about needs that are relevant to the successful completion of coursework. A student need only to discuss their accommodations for class or test taking and are not required to disclose their disability to you; unless they choose to do so.
12. Don't point out the student in class as having a disability. If a student is requesting you help them secure a note-taker for example, do so with discretion while respecting confidentiality.
13. Don't ask a question of someone with a disability that you would not want to answer yourself.

VI. MYTHS AND ATTITUDES

Academic goals for a person with disabilities should not imply lower academic standards. Persons with the same disability may have different needs and experience various levels of difficulty with similar course materials. Accommodations are designed to assist a student with a disability by helping to “level the playing field” so that they have relatively the same opportunity to succeed as someone without a disability. Many accommodations in the classroom are inexpensive, require minimum time, and do not have an impact on academic standards. But they may have an impact on a student’s success.

Each student with a disability should be approached as an individual, and should have input regarding how mutual satisfactory solutions and reasonable classroom accommodations can be developed. Moreover, you should remember that providing accommodations to individuals with disabilities is not unfair to other students. Rather, it is the means by which that individual with a disability is provided equal access to all the programs, services, and activities provided by UW-Steven Point.

VII. HANDLING EMERGENCIES

Occasionally, a student's condition may need immediate intervention in the classroom; such as with seizures, diabetic shock (insulin reaction), heart attacks and fainting. Should such a situation arise, call UWSP Protective Services (**3456**) immediately. Give the building name, room number, and description of the emergency. If the situation calls for immediate emergency medical attention you can also call **911** or **9-911** from a campus phone.

Students with Mobility Limitations

Students with mobility limitations are a major concern in building evacuations. Most wheelchair users will be able to exit safely without assistance if on the ground floor. However, elevators will not operate and should not be used during a fire alarm or fire. Normally, if there is no immediate danger (obvious smoke or fire), a student with mobility limitations should either stay in place or be moved to a fire-rated stairwell until emergency personnel determine the nature of the situation. Someone should be designated to remain with the student while the faculty member meets emergency personnel and tells them where the student is located. It is extremely important that the student not be moved unnecessarily and improperly, possibly causing further physical injury. For specific information on established emergency evacuation procedures, go online to "evacuation of people with disabilities" at <http://www.uwsp.edu/rmgt/Pages/em/procedures/initial/evacuation-disabilities.aspx>.

Naturally, if there is imminent danger and evacuation cannot be delayed, the student with a disability should be carried or helped from the building in the best and quickest manner. The student with a disability is the best authority as to how to be moved out of the building. An evacuee may be carried using a two-person locked-arm position or may sit in a sturdy chair, preferably one with arms. The best procedure is to let professional emergency personnel assist in the evacuation of these students.

Additional Evacuation Considerations

1. Wheelchairs have many movable or weak parts that were not constructed to withstand the stress of lifting (e.g., the seat bar, foot plates, wheels, movable arm rest).
2. Some students in wheelchairs may have electric artificial respirators attached. These persons should be given priority assistance if smoke or fumes are present, since their ability to breathe will be seriously jeopardized.
3. Some wheelchair users have no strength in the upper trunk or neck.
4. If the wheelchair must be left behind, remove it from the stairwell and set it where it does not block others.
5. Remove the batteries from a power wheelchair before attempting to transport it. Make sure that the foot rests are locked and the motor is off.
6. If a seat belt is available, secure the student in the chair.
7. If you are carrying a student more than three flights, a relay team may be needed.

Visually Impaired Students

Most visually impaired persons will be familiar with the immediate area they are in. In the event of an emergency, explain the nature of the emergency to the student and offer to guide her/him to the nearest exit. Have the student take your elbow and escort him or her (this is the preferred method when acting as a “sighted guide”). As you walk, tell the person where you are situated and advise him or her of any obstacles. When you have reached safety, orient the person as to their present location and ask if any further assistance is needed.

Hearing-Impaired Students

Since persons with impaired hearing may not perceive audio emergency alarms, an alternative warning technique is necessary. Two methods of warning include:

1. Write a note explaining the emergency and the nearest evacuation route. (Example: Fire - - go out rear door to right and down. Now!”)
2. Turn the light switch on and off to gain attention; then indicate through gestures or in writing what is happening and what action to take.

It may be necessary to escort the hearing-impaired student as you leave the building.

Students with Seizure Disorders

In the event that a student experiences a seizure in the classroom:

1. Keep calm. Ease the person to the floor and open the collar of their shirt. You cannot stop the seizure. Let it run its course and do not try to revive the person.
2. Remove hard, sharp, or hot objects which may injure the person, but do not interfere with the person’s movements.
3. Do not force anything between the person’s teeth
4. Turn the person’s head to one side for release of saliva. Place something soft under their head.
5. Make sure that breathing is unobstructed but do not be concerned if breathing is irregular.
6. When the person regains consciousness, let her/him rest as long as desired.
7. If the seizure lasts beyond a few minutes, or if the person seems to pass from one seizure to another without regaining consciousness, contact emergency medical technicians. This rarely happens, but when it does, it should be treated immediately.

Information on handling emergencies can be found on the DATC website at:

<http://www.uwsp.edu/disability/Pages/faculty/emergencies.aspx>.

APPENDIX A

EXAMPLES OF DISABILITIES

Because many disabling conditions are not often apparent by merely observing a person, commonly referred to as hidden disabilities, we often underestimate the number of people with disabilities attending the University. The following list includes some examples of disabilities:

AIDS (Acquired Immune Deficiency Syndrome)
Alcohol or Drug disorders
Amputation
Arthritis
Asperger Syndrome
Attention Deficit Disorder
Attention Deficit Hyperactivity Disorder
Autism
Blind (total vision loss)
Blood Serum Disorders
Burns
Cancer
Cerebral Palsy (paralysis due to a lesion of the brain, usually suffered at birth)
Chronic Illness
Chronic Pain
Cleft Palate
Congenital Malformations
CVA – Cardio Vascular Accident or Stroke (may result in the same impairments as a head injury)
Deaf (total hearing loss)
Diabetes
Emphysema
Hearing impairment (loss of hearing acuity)
Heart Diseases
Laryngectomy
Learning Disabilities
Lupus (a chronic tuberculous skin disease)
Multiple Sclerosis (Sclerosis in various parts of the nervous system)
Muscular Dystrophy (chronic disease characterized by a progressive wasting of the muscles)
Paraplegia (impairment of lower extremities)
Parkinson's Disease
Post-Polio
Psychological disorders
Quadriplegia (impairment of upper and lower extremities)
Repetitive Stress Syndrome
Respiratory Disorders
Seizure Disorders
Speech Impairments – including Stammering and Stuttering

Traumatic Brain Injury; i.e. Head Injury/Head Trauma (may result in one or more impairments such as poor coordination, speech difficulties, visual impairment, memory deficits, and psychological problems)

Visual Impairment (legal blindness is defined as corrected visual acuity of 20/200 or less in the better eye) – including Cataracts and Glaucoma

APPENDIX B

Students Full Name
Course and Section
Semester
Instructor

UWSP Disability and Assistive Technology Center Course Accommodations Form

This student has provided the university with the required documentation of a disability. Based on that documentation, the following accommodation(s) is/are determined as appropriate. If you have suggestions regarding this student's accommodation plan, please contact me so we are able to work together to help maximize their learning potential.

Classroom Accommodations:



Special notes:

Exam Accommodations:



Other accommodations or notes:

Exam Administration Preference:



Assistive Technology Accommodations:



Notes:

Jim Joque, Director or Roxanne Schuster, Advisor: _____ Print Date

The above-named student and I have discussed these accommodations.

Instructor signature: _____ Date: _____

If you have any questions or concerns, please contact the Disability and Assistive Technology Center at 715-346-3365 or email jjoque@uwsp.edu or rschuste@uwsp.edu

STUDENT: Return Instructor Signed Copy to DATC, LRC 609

APPENDIX C



University of Wisconsin - Stevens Point

Academic Affairs
Disability & Assistive Technology Center

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-4143

Disability & Assistive Technology Center University of Wisconsin Stevens Point

Test Accommodations Procedure for Faculty

Faculty you may take care of providing test accommodations for students with disabilities in your area. However, if you are not able to do so, you may refer the student to the Disability & Assistive Technology Center and we will make arrangements for taking tests. Since we organize test accommodations for about 800 exams each semester, we have a procedure for taking tests through the Disability & Assistive Technology Center.

1. Students will meet with the Disability & Assistive Technology Center to have “Course Accommodations” forms completed. The form specifies specific test accommodations. Students with signed course accommodations forms qualify for accommodations as supported by documentation of their disability. This information is confidential.
2. Students will bring their “Course Accommodations” form with them when they meet with you to discuss their individualized test accommodation needs. Please sign the form and keep one copy for your records and return the other copy to the student.
3. If scheduling their test(s) through the Disability & Assistive Technology Center, students will complete an “Exam Accommodations” online form five (5) school days in advance of the test (please note that it takes five days to communicate between the student, proctor, location source and you before we finalize testing). Should you change your test date, please inform the student as soon as possible so we are able to make changes in our office.
4. If scheduling test(s) through the Disability & Assistive Technology Center, you will receive an email requesting your preference for picking up and delivering the exam; as well as confirmation on the test date, time, and location. A proctor will be hired by our office to pickup and deliver the test. They are also trained to sit with the student while testing to assure protection of your test at all times, and to provide other needed accommodations such as reader or scribe services.
5. Returned tests to faculty will need to be verified by faculty signature or a non-student designee.

If you have any questions regarding the test taking procedure through the Disability & Assistive Technology Center, please call us at 346-3365. Thank you for your cooperation and assistance in this process.

APPENDIX D



University of Wisconsin - Stevens Point

Academic Affairs
Disability & Assistive Technology Center

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-4143

Disability & Assistive Technology Center University of Wisconsin Stevens Point

Test Accommodations Procedure for Students

Instructors may take care of your test accommodations in their area. However, if they are not able to do so, they will refer you back to our office to make arrangements for taking tests. Since we organize test accommodations for over 800 exams each semester, we have a procedure for taking your tests through the Disability & Assistive Technology Center.

1. Meet with the Director or Advisor from the Disability & Assistive Technology Center to have “Course Accommodations” forms completed that specify your test accommodation needs for each course, each semester.
2. Meet with each instructor regarding your test accommodations and get clarification as to whether they will take care of your test accommodation or you will test through the Disability & Assistive Technology Center. Please return the instructors signed “**copy**” back to the Disability & Assistive Technology Center. In some instances, you may need to take the exam through the Disability & Assistive Technology Center since your test taking needs can only be accommodated through our center. In these cases, the Course Accommodations form will be marked accordingly.
3. If scheduling your test(s) through the Disability & Assistive Technology Center complete the test request form on line found at <http://www.uwsp.edu/disability/Pages/testingAccommodations/default.aspx>; or stop in 609 LRC to complete the form online using their computers. Forms need to be sent to the Disability & Assistive Technology Center (5) business days in advance of the test (please note that it takes five days to communicate between instructor, proctor, location source and you, before we finalize testing). A recommended way is to complete a test form for all your exams on one course entry (please remember to notify us if there are any changes in test dates and times).
4. You will then receive an email with confirmation of your test day, time, and location. Your professor and proctor will also be notified.
5. Your proctor will pick up the exam, sit with you during the exam to provide the instructor an assurance that the exam is protected at all times, and return the exam to the instructor.

If you have any questions regarding the test taking procedure through the Disability & Assistive Technology Center, please call us at 346-3365. Thank you for your cooperation in this process.

APPENDIX E



University of Wisconsin - Stevens Point

Academic Affairs
Disability & Assistive Technology Center

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-4143

Disability & Assistive Technology Center University of Wisconsin Stevens Point

Test Taking Accommodations – Student Proctor Policy & Procedure

A test proctor is a trained student facilitator who is qualified and paid to proctor tests/exams for the Disability & Assistive Technology Center. A proctor is responsible for the test/exam and its administration; and may be responsible for reading or scribing depending on the individual needs of the person being tested.

Since the proctor is responsible for the test/exam, the test/exam will always be in the presence of the proctor or the Disability & Assistive Technology Center personnel from the time it is picked up to the time it is delivered to the instructor. Therefore, a proctor will be in the room with a student taking a test/exam. There is no exception to this policy (unless telecommunication devices are used in the future).

Students who are taking tests/exams in the Disability & Assistive Technology Center will have a proctor present in the room with them, just as students who take tests/exams in various locations throughout campus have proctors in the room. It is imperative that the test/exam be monitored in all test-taking locations in order to guarantee protection of the test/exam.

Students will leave all personal belongings (backpacks, book-bags, purses, cell phones, etc.) with the proctor. Only a pen/pencil, test form and answer sheet(s) will be allowed with the student, unless other items are specified by the professor/instructor in writing/email.

Students are to use the restroom prior to the beginning of the exam and should not use the restroom during test-taking time.

Students are to turn in their test/exam to the proctor at the designated time and are not to request additional time.

Proctors are required to report any deviation from this policy as well as students cheating on a test/exam. If a student is in violation of this policy, a report will be filed with the professor/instructor and the Disability & Assistive Technology Center. Tests returned to professors/instructors or their designee will need to sign a receipt of delivery.

Your cooperation is greatly appreciated and contributes to the success of our test accommodations service to students through the Disability & Assistive Technology Center.

APPENDIX F



University of Wisconsin - Stevens Point

Academic Affairs
Disability & Assistive Technology Center

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-4143

Policy & Procedure understanding for students taking proctored tests

The following are policies and procedures for students taking proctored tests as an accommodation through the Disability and Assistive Technology Center. It is imperative that test standards be maintained and that students follow these policies and procedures. Each student is to read this document and confirm that they have read and understand its content (sign below).

Students shall:

- Know that the test proctor will always be with the test from the time it is picked up to the time it is delivered back to the professor/instructor. Therefore a proctor will be in the test room with the student taking the test at all times (an exception would be if tested in a camera monitored room).
- Know that all personal items (daypack, purses, books, notes, electronics, cell phones, etc.) shall be kept in a location other than with or near the student. The test proctor will have a location for safe keeping of personal items.
- Not use notes, outlines, books, electronics, etc. unless it is permitted and approved by the professor/instructor as indicated so on the test accommodations form. Otherwise, only a pen/pencil, test form and answer sheet(s) will be allowed in the test area.
- Use the restroom or take breaks prior to the beginning of the exam. Once the timed testing period begins, students are not to leave the room unless breaks are part of the modified testing procedure; or in the case of an emergency situation. In either case, any irregularities will be reported to the professor/instructor.
- Turn in their test and answer sheet to the proctor at the designated accommodated time; and students are not to request additional time that is not otherwise previously arranged through the Disability and Assistive Technology Center and the instructor.
- Have their student identification card with them at the time of testing. You may have to provide proof of identification to the test proctor.
- Know that Proctors are required to report any deviation from these policies and procedures as well as students suspected of cheating on a test. If a student is in violation of these policies and procedures, a report will be filed with the professor/instructor and the Disability and Assistive Technology Center.

I have read and understand the above policy and procedures relative to taking a proctored test through the Disability and Assistive Technology Center.

Print Name

Student Signature

Date

APPENDIX G



University of Wisconsin - Stevens Point

Academic Affairs
Disability & Assistive Technology Center

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-4143

Disability & Assistive Technology Center University of Wisconsin Stevens Point

Note-Taking Accommodations Procedure for Faculty

A student that qualifies for note-taking accommodations will be requesting you to assist them in acquiring a volunteer note-taker. The following is a recommended procedure for you to follow as it relates to requesting note-taking accommodations in your classroom.

1. The student will request to meet with you regarding their accommodations including note-taking accommodation needs. They will provide you with a "Course Accommodations" form for your review and signature.
2. At the end of class, please announce that you have a student who is in need of a volunteer note-taker. Ask a volunteer to come to see "you" after class is over. **Please respect the confidentiality of the student requesting this accommodation and do not point that student out in the classroom.**
3. When a volunteer comes forward, the student requesting a note taker will know to come forward as well. You would then introduce the two and leave them to making their note-taking arrangements. Should nobody come forward, please make the announcement again at the next class period. It may take more than one attempt to acquire a volunteer note-taker.
4. The student requesting a volunteer note-taker may also ask permission to use a small hand-held tape recorder on occasion when the note-taker may be absent. Please consider this request as well. Note that students are reminded they are expected to attend class on a regular basis and are not to use the note-taker to substitute their attendance.

If you have any questions regarding the note-taking procedure through the Disability & Assistive Technology Center, please call us at 346-3365. Thank you for your assistance and cooperation in this process.

APPENDIX H



University of Wisconsin - Stevens Point

Academic Affairs
Disability & Assistive Technology Center

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-4143

Disability & Assistive Technology Center University of Wisconsin Stevens Point

Note-Taking Accommodations Procedure for Students

If you qualify for note-taking accommodations, you will be able to request a volunteer note taker to provide you with class notes on carbon-copy paper (provided by the Disability & Assistive Technology Center). The following is a procedure for you to follow as it relates to requesting note-taking accommodations.

1. Meet with the Director or Advisor of the Disability & Assistive Technology Center to have the "Course Accommodations" forms completed that specifies your note-taking accommodation needs. You will be provided with a supply of carbon paper used for note-taking.
2. Meet with your instructor(s) regarding your note-taking accommodation needs and provide your instructor with your "Course Accommodations" form and "Note-taking accommodations procedure for faculty" page.
3. Ask your instructor to announce in class for a volunteer note-taker to come forward at the end of the class session. Impress on the instructor that you wish to remain anonymous until a volunteer comes forward. Most other students will have left the classroom by that time.
4. You then would meet with the volunteer, introduce yourself and express your appreciation of them assisting by taking notes. You do not need to explain why you need a note-taker. Provide the student with a supply of carbon paper and ask them to hand you the yellow copy at the end of each class.
5. It is recommended that you invest in a small hand-held recorder during your college career. In the event that your note-taker may be absent from class, or some other circumstances prevents you from getting quality notes on a given day, you may want to record the lecture. You do need the instructor's permission to do so. If you have a recorder, the space indicating a request to use a recorder on the "Course Accommodations" form will be marked for you.
6. Remember that utilizing a volunteer note-taker is utilized only for those who qualify for the service. This means that you are expected to attend class on a regular basis and are not to use the note-taker to substitute your attendance.

If you have any questions regarding the note-taking procedure through the Disability & Assistive Technology Center, please call us at 346-3365. Thank you for your cooperation in this process.

APPENDIX I

UWSP Disability and Assistive Technology Center Annual Report of Students with Disabilities For 2014-2015

Number of eligible students enrolled with the Disability & Assistive Technology Center (DATC) in 2014-2015 = **534**
(515 in 2013-14; 487 in 2012-13; 469 in 2011-12; 436 in 2010-11; 393 in 2009-10; 368 in 2008-09; 347 in 2007-08; 318 in 2006-07; 309 in 2005-06; 248 in 2004-05)

Number of prospective students interviewed during the year = **224**
(269 in 2013-14; 212 in 2012-13; 196 in 2011-12; 168 in 2010-11; 205 in 2009-10; 174 in 2008-09; 146 in 2007-08; 142 in 2006-07; 153 in 2005-06)

Number of DATC students served through our Assistive Technology (AT) program this year = **163**
(156 in 2013-14; 135 in 2012-13; 130 in 2011-12; 132 in 2010-11; 120 in 2009-10; 64 in 2008-09; 42 in 2007-08)

Percentage of enrolled eligible DATC students of total student body enrollment (Based on fall semester 2014 enrollment of 9,321 students) = **5.7%**
(5.3% in 2013-14; 5.0% in 2012-13; 4.9% in 2011-12; 4.6% in 2010-11; 4.3% in 2009-10; 4.0% in 2008-09; 3.9% in 2007-08; 3.6% in 2006-07; 3.6% in 05-06; 2.8% in 2004-05)

Number and Percentage of Disability Categories for 2013-14

	Number	Percentage	Comparison Numbers served 2007-2014						
			13-14	12-13	11-12	10-11	09-10	08-09	07-08
Learning Disability	113	21 %	113	110	115	127	109	105	102
ADD/ADHD	143	26.8 %	160	152	140	137	138	127	113
Psychological Disability	105	19.7 %	84	83	70	59	58	52	51
Health Impairment	63	11.8 %	64	46	41	27	27	26	17
Hearing Disability	17	3.2 %	19	18	17	11	10	10	11
Visual Disability	8	1.5 %	7	10	16	12	9	5	7
Brain Injury	9	1.7 %	7	4	10	10	10	6	12
Mobility Disability	5	1 %	2	3	2	3	4	8	4
Physical Disability	9	1.7 %	13	17	18	19	16	16	14
Autism Spectrum	24	4.5 %	24	15	15	11	8	6	7
Other (SD-6; SI-2; CP-1)	9	1.7 %	8	9	9	6	4	7	9
Temporary Disability	29	5.4 %	14	20	16	14	n/a	n/a	n/a
Totals	534	100 %							

The category, “*Autism Spectrum*” disorders includes high functioning autism and Asperger’s syndrome. The “*Other*” category includes seizure disorders (SD), speech impairments (SI) and cerebral palsy (CP). “*Temporary Disability*” students were counted beginning in 2010-11, because these students are served and UW-System requires this data as of that year.

Data collected includes DATC students attending UWSP from 6/01/14, through 5/31/15. This data collection is consistent with the reporting time-frame required by UW-System. Note that eligible students enrolled in DATC do not account for all students with disabilities attending UWSP. There are students who have disabilities but choose not to enroll or use services from the Disability and Assistive Technology. Those numbers cannot be retrieved.

DATC Program Data for 2014-2015 continued

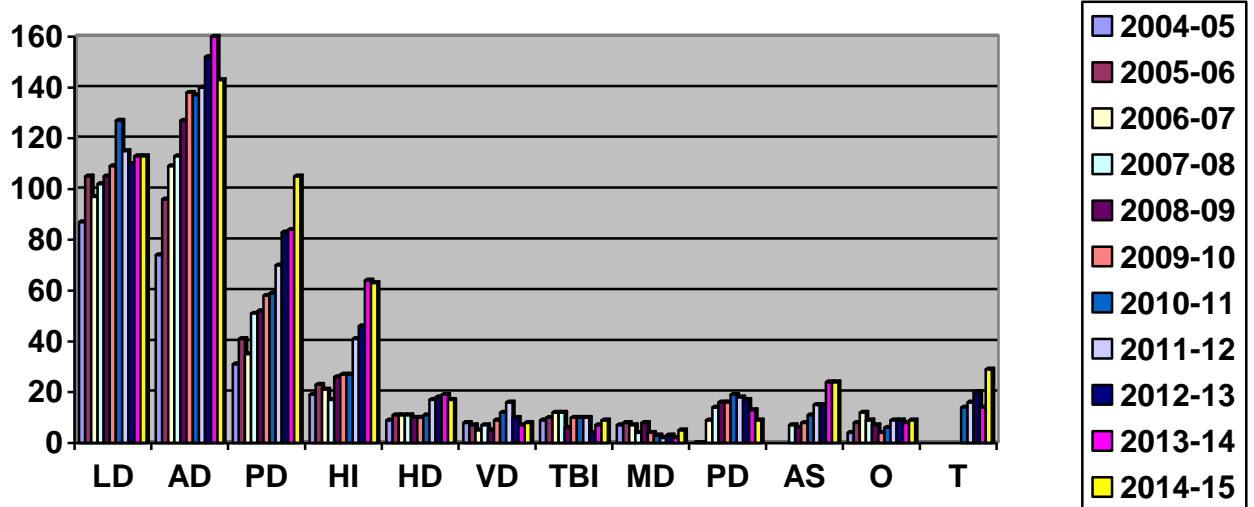


Figure 1: Number of students in each of 12 disability categories over an eleven-year period.

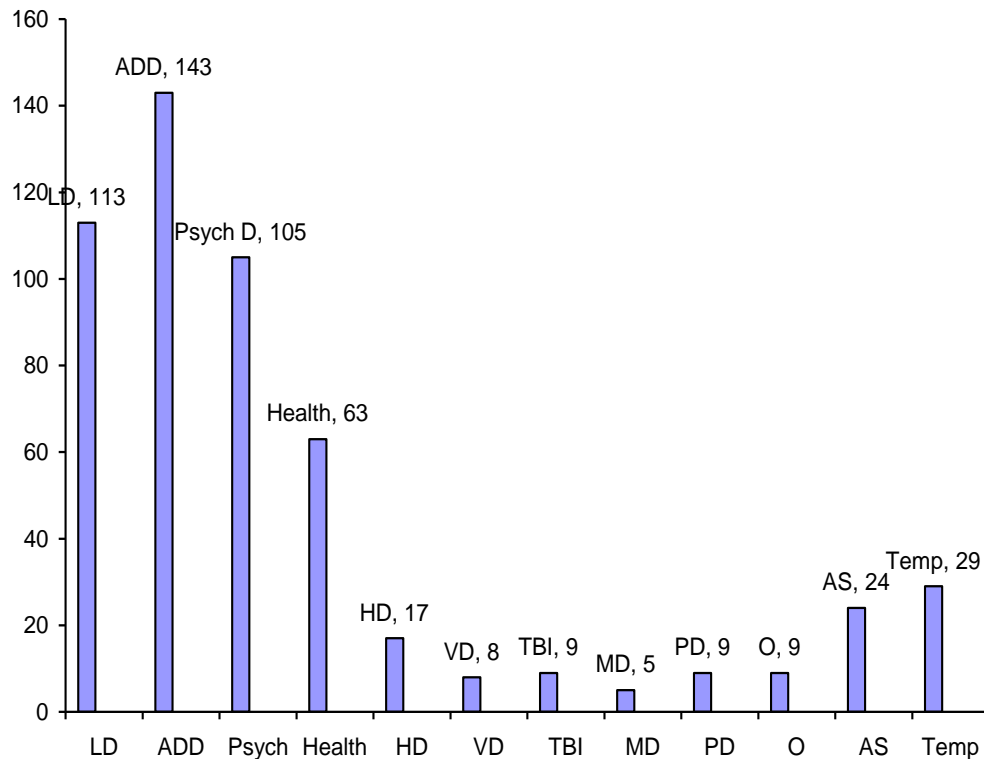


Figure 2: Number of students in each of 12 disability categories for 2014-2015 (note LD-learning disability; ADD-attention deficit/ hyperactivity disorder; Psych D-psychological disability; Health-health impairment; HD-hearing disability; VD-visual disability; TBI-traumatic brain injury; MD-mobility disability; PD-physical disability; AS-autism spectrum; O-other disabilities; Temp-temporary disability).



APPENDIX J (Suggestions for Teaching Students with Disabilities)

University Of Wisconsin - Stevens Point

Academic Affairs
Disability and Assistive Technology Center
Disability Services

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-4143

TO: Faculty
RE: **Students who are deaf or hard-of-hearing**

This semester, a student who is hard-of-hearing will be in one of your classes. There are a few things we would like to suggest that will help to accommodate our students with hearing disabilities in order to assure that they do not miss information presented in class.

- Please provide a front row seat if requested by the student.
- Speak at a normal rate without exaggerated lip movements.
- Since some students who are hard of hearing use speech reading (lip reading), it is helpful that you lecture facing the class (such as not talking as you write on the board); and please provide appropriate lighting in the classroom for lip reading.
- When other students ask questions, please repeat the question before responding.
- List on the board, major topics of a lecture, discussion, power point, or hand-outs. If the student with a hearing disability knows the specific topic, it will be easier for them to follow the spoken information.
- If available, please provide ahead of time, copies of notes, outlines and PowerPoint information.
- Use of visual aids is good. But please use written captions on visual aids.
- Should you show videos, please check with IT to be sure you know how to turn on and use the "Closed Caption" component to the AV system. When ordering new DVD's, please be sure to order them with closed captioning or English subtitles.
- Some students who are hard of hearing may use an *FM system* (a radio transmitter system that amplifies speech into an earphone); or the use of *remote text interpreting* or *real-time captioning* (where students receive voice-to-text translation of a lecture via a laptop computer in class). In either case, the student may ask you to wear a microphone that transmits to their system.
- Some students who are hard of hearing, and especially students who are deaf, may utilize the services of a sign-language interpreter. If this is the case, please provide the interpreter space and a chair at the front of the room (to the side somewhere) and allow the student to sit near the interpreter. You would then teach to the class and including the deaf student. If you communicate with the deaf student who is using an interpreter in class, talk to the student and not the interpreter. The interpreter will communicate with you if needed, depending on the communication skills of the student.
- Ask the student if there is anything other than the above that may help make the classroom and your instruction more accessible to them.

Thank you for your support of our students with hearing disabilities. If you have any questions regarding disabilities, please feel free to contact Jim Joque, Director of the Disability and Assistive Technology Center at jjoque@uwsp.edu or call 715 346-3365.



University Of Wisconsin - Stevens Point

Academic Affairs
Disability and Assistive Technology Center
Disability Services

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-2558

TO: Faculty
RE: **Students who are blind or have low vision**

Below are some suggestions on interacting with someone who is blind or has low vision:

Below are a few suggestions that may be helpful to you as a teacher when someone who blind or has a visual impairment may be in your classroom.

- Act naturally and be yourself.
- Speak normal (no need to raise voice)...speak to the person who is blind and not someone who is with them.
- Let them know who you are when address them; introduce yourself by name when speaking to them ("Hi Mary, Its Jim here").
- If you enter a room that a blind individual is in, let them know you are present and let them know when you are leaving; also let them know when leaving a space of conversation or ending a conversation.
- If in class and you ask a question of someone who is blind, be sure to begin with their name so they know you are speaking to them.
- For someone who has low vision, ask them what size of font they prefer if they read large print. Some people with low vision however, may prefer regular print. So always ask.
- If you are presenting something on a board in front of your classroom, provide printed or electronic copies of that material to a student who is blind or has low vision in advance (for their reference).
- If available, please provide ahead of time, print or electronic copies of notes, outlines and PowerPoint information. Ask the student which format they prefer. And if providing electronic copies, please be sure they are clean and clear copies so that the electronic readers can access the information.
- If you are referencing something that is written on paper or on a board to a person who is blind or has low vision, read or explain what is in print.
- If you are in charge of a space where the blind person may be, briefly describe their surroundings.
- Guide their hand to the back of a chair if helping seat someone who is blind.
- But first, always ask if you can assist someone who is blind; never assume they need the help and jump in to help them.
- Prevent injury by being sure a door is not half open, a cabinet door ajar, or a chair is in the middle of an open space.
- If serving as a sighted guide, offer your arm to the blind individual and let them know you have; they will then grasp your elbow and walk adjacent and slightly behind you (by a half step only).
- If serving as a sighted guide, inform the person when you come to steps, curbs, drop offs, doors or obstacles.
- If someone is using a guide dog, do not pet, play, feed, make eye-contact or address the dog (unless the owner specifies otherwise); it is a working dog and has strict restrictions to the blind individual's commands.

If you have questions or concerns, please contact Jim Joque, Director of the Disability and Assistive Technology Center Director at jjoque@uwsp.edu; or call 715 346-3365

Teaching Dyslexic Students at College or University

Teaching dyslexic students

It is almost certain that there will be dyslexic students in your teaching groups. Dyslexic students have particular learning difficulties, but are of average or above average intelligence. This is apparent from their conversation. However, they will have difficulty with reading large volumes of text, with essay-writing and spelling.

However, it is not hard to make small changes to your teaching methods which will allow them to achieve at the same level as students who are not dyslexic. Some simple guidelines are presented which are easy to follow, and a useful book on this topic is listed below.

There is also a broad range of advice, examples and teaching suggestions on the [Dyslexia Teacher](#) website.

Some simple teaching guidelines

Although their difficulties are not visible, as with, for example, a physically disabled student in a wheelchair, dyslexic students experience genuine difficulties: these are with visual tracking, auditory perception, organization and some other areas ([Recognizing Dyslexia](#)). Their academic progress can be greatly helped by the following teaching adaptations:

- Present an **outline** of the whole lecture at the start, giving the 'big picture'. Then say how many main points there are within the whole lecture, so that dyslexic students can see the framework of the topic.
- Provide photocopied **outline lecture notes** for students. Whilst this is time-consuming, it makes a huge difference to dyslexic students who can see the main drift of the lecture, and then add extra notes around the main points/sections that you have outlined. This practice is soon to be carried out by all staff at the Massachusetts Institute of Technology (M.I.T.), with notes for all lectures being published on their website.
- **Print** key words on the board rather than writing them in cursive handwriting.
- If there is a choice, a **blackboard** is preferable to a white board, which can create a visual glare for some dyslexic students.
- Never ask a dyslexic student to **read out loud**. They have difficulties with visual tracking - following the text along the line and onto the next line - which can cause great embarrassment.
- **Overhead projections** (OHPs) present a particular visual difficulty, but a photocopied handout of the OHPs or Power Point pages can help tremendously.
- Allow five minutes **at the end of a lecture** for dyslexic students to approach you individually about any points that have confused them.

Assignments

- Avoid **assignments** to be copied from the board. When assignments are set, be sure to put them in writing on printed handouts.
- Try to read and assess a dyslexic student's work for **content and meaning**. Poor spelling is not an indication of low intelligence, but of a learning difficulty with visual memory.
- Encourage a dyslexic student to show you a **rough draft** of an essay so that you can provide some feedback before the final version is handed in.

- Tell your dyslexic students about technological aids such as Speech Recognition programs such as Dragon Naturally Speaking ([USA](#)) ([UK](#)) This will allow them to dictate their work into a word-processing program, without having to devote undue attention to spelling. An excellent essay-planning program is called [Inspiration](#).
- Make sure that the dyslexic students you teach are aware of any special services or support, which are available in most colleges and universities now like the [University of Phoenix](#). This may be as a Special Needs department or counseling service in your college or university.
- Encourage a dyslexic student to attend a **Study Skills** course if there is one available in your college.

Study accommodations ('academic adjustments')

Appropriate study accommodations are:

- Dyslexia stickers for work assignments & examination papers;
- Extra time for examinations;
- Assistance in claiming Disabled Students Allowance (DSA) or, if ineligible, assistance with looking for charitable sources;
- Use of computers / word processors within the Disability Support Unit;
- Extended loan time for library books;
- Access to low cost equipment;
- Readers, scribes, note-takers;
- Large print hand-outs, copies of overheads, copies of lecture notes etc.;
- Permission to tape lectures (to be approved by department);
- Post-graduate or peer support to be paid by yourself.

In the US, [Section 504 of the Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990](#) (ADA) are the pertinent Federal laws; Section 504 of the Rehabilitation Act of 1973 uses the term "academic adjustments" when referring to ways of promoting instructional and programmatic access for students with disabilities. The term "reasonable accommodation and support services" is used in these Practices because it emphasizes the goal of addressing the student's disability-related need for equal access in the academic setting.

There is differing legislation (if any) in other countries, but the US provides a valuable model.

From: *Teachers of Dyslexic Students* (<http://www.dyslexia-college.com/teacher.html>)

Teaching Students with Autism Spectrum Disorders

Asperger Syndrome is a developmental disorder that is characterized by deficits in social skills, communication, and unusual repetitive behaviors. It is sometimes referred to as "high-functioning autism." The core feature appears to be the individual's inability to understand the thoughts, feelings and motivations of other people and to use this understanding to regulate his or her own behaviors.

The following characteristics are typical in an individual with Asperger Syndrome. Due to the diversity and complexity of this disability, you may not see all of these characteristics in a given student. It is important to understand these characteristics, because they can result in behaviors that are easy to misinterpret. Often behaviors that seem odd or unusual or even rude are in fact unintentional symptoms of AS.

General Characteristics

- Frequent errors in interpreting others' body language, intentions or facial expressions
- Difficulty understanding the motives and perceptions of others
- Problems asking for help
- Motor clumsiness, unusual body movements and/or repetitive behavior
- Difficulty with the big picture, perseverate on the details (can't see the forest for the trees)
- Difficulties with transitions and changes in schedule
- Wants things "just so"
- Problems with organization (including initiating, planning, carrying out, and finishing tasks)
- Deficits in abstract thinking (concrete, focuses on irrelevant details, difficulty generalizing)
- Unusual sensitivity to touch, sounds, and visual details, may experience sensory overload

Functional Impact: Communication and Social Skills

- Difficulty in initiating and sustaining connected relationships
- Poor or unusual eye contact
- Problems understanding social rules (such as personal space)
- Impairment of two-way interaction (May seem to talk "at you" rather than "with you")
- Conversation and questions may be tangential or repetitive
- Restricted interests that may be unusual and sometimes become a rigid topic for social conversation
- Unusual speech intonation, volume, rhythm, and/or rate
- Literal understanding of language (difficulty interpreting words with double meaning, confused by metaphors and sarcasm)

Some Tips

- Don't use absolute words such as "always" or "never" unless that is exactly what you mean
- Supplement oral with written instructions when revising assignments, dates, etc.
- Use clear directives and establish rules if...
 - a student invades your space or imposes on your time
 - the student's classroom comments or conversational volume become inappropriate

Writing

- Information in papers may be redundant, returning to the same topic focus repeatedly
- Student may be able to state facts and details, but be greatly challenged by papers requiring:
 - taking another's point of view
 - synthesizing information to arrive at a larger concept
 - comparing and contrasting to arrive at the "big picture"
 - using analogies, similes, or metaphors

Some Tips

- Use clear and detailed directives when referring to revisions that need to be made
- Listing or numbering changes on the paper will provide guidelines for student when working
- If modeling writing rules, write them on a separate sheet for future reference
- Keep directions simple and declarative
- Ask students to repeat directions in their own words to check comprehension

Some Considerations

Student may have sophisticated and impressive vocabulary and excellent rote memory but may have difficulty with high-level thinking and comprehension skills. They can give the impression that they understand, when in reality they may be repeating what they have heard or read. Many individuals with Asperger's Syndrome are visual learners. Pictures and graphs may be helpful to them.

Instructional Tips

- Clearly define course requirements, the dates of exams and when assignments are due. Provide advance notice of any changes.
- Teach to generalize and to consolidate information.
- Go for gist, meaning, and patterns. Don't get bogged down in details.
- Use scripts and teach strategies selectively.
- Make sure all expectations are direct and explicit. Don't require students to "read between the lines" to glean your intentions. Don't expect the student to automatically generalize instructions. Provide direct feedback to the student when you observe areas of academic difficulty.
- Encourage use of resources designed to help students with study skills, particularly organizational skills.
- Avoid idioms, double meaning, and sarcasm, unless you plan to explain your usage.
- If the student has poor handwriting, allow use of a computer if easier for the student.
- Use the student's preoccupying interest to help focus/motivate the student. Suggest ways to integrate this interest into the course, such as related paper topics.
- Make sure the setting for tests takes into consideration any sensitivity to sound, light, and touch.

Content taken from University of California Berkley Disabled Students' Program, with their permission
(Website: <http://dsp.berkeley.edu/TeachStudentsWithDisab.html#5a>)

Originally [From "Faculty Guide for Working with Students with Asperger Syndrome", an appendix in Students with Asperger Syndrome: A Guide for College Personnel, by Lorraine E. Wolf, Jane Thierfeld Brown, and G. Ruth Kukiela Bork]

Professors Guide to Implement Learning:

An overview of Universal Design for Learning- Postsecondary Settings

Once the classroom setting has been made accessible to all, everyone can utilize his/her own learning style without distractions. How information is conveyed is just as important as the information itself. In most cases, it is likely that there will be only a few students who are registered with the student disability services office. However, there are likely to be many students with invisible disabilities, such as ADHD or dyslexia, who have chosen not to register for accommodations. Utilization of some UDL strategies in the presentation of class material can benefit all students.

1. An open and accommodating environment is created during the first class period.
 - Include an accommodations statement on the syllabus. The Disability and Assistive Technology Center can offer suggestions.
2. Information is provided in multiple formats.
 - Varying lecture style to include discussions, videos, and digital documents helps to address each student's strengths and abilities.
 - i. An example would be close captioning your videos that you would obtain from your provider.
3. All visual concepts are explained in an auditory manner.
 - Learning styles and abilities of some students in the class may differ, so verbally explaining graphs, charts, or pictures will help with comprehension of the material.
 - Some students may not be able to see the graphics, while others would benefit from an explanation of what they are seeing.
4. The instructor faces the class when speaking.
 - This gives students the opportunity to see the instructor's facial expressions. Hearing impaired students may not be able to sense changes in voice inflection.
 - Facing the students also makes it easier for those who rely on lip reading to follow along with the information.
5. The instructor encourages and facilitates discussion during lecture sessions.
 - Providing students with a chance to share thoughts or provide information to others is one means to keep all students engaged with the topic.
 - This gives professors the ability to periodically assess knowledge that students are acquiring.
6. Class outlines or PowerPoint slides are available prior to the start of class.
 - This primarily benefits students who have difficulty concentrating on the discussion while taking notes.
 - Providing a structure helps focus attention on the content of the class.
 - i. Many instructors resist providing these scaffolds because they feel that students will not attend class. If PowerPoint slides are used correctly, they will only give students an outline of what is to follow.
7. Class notes are available after class.

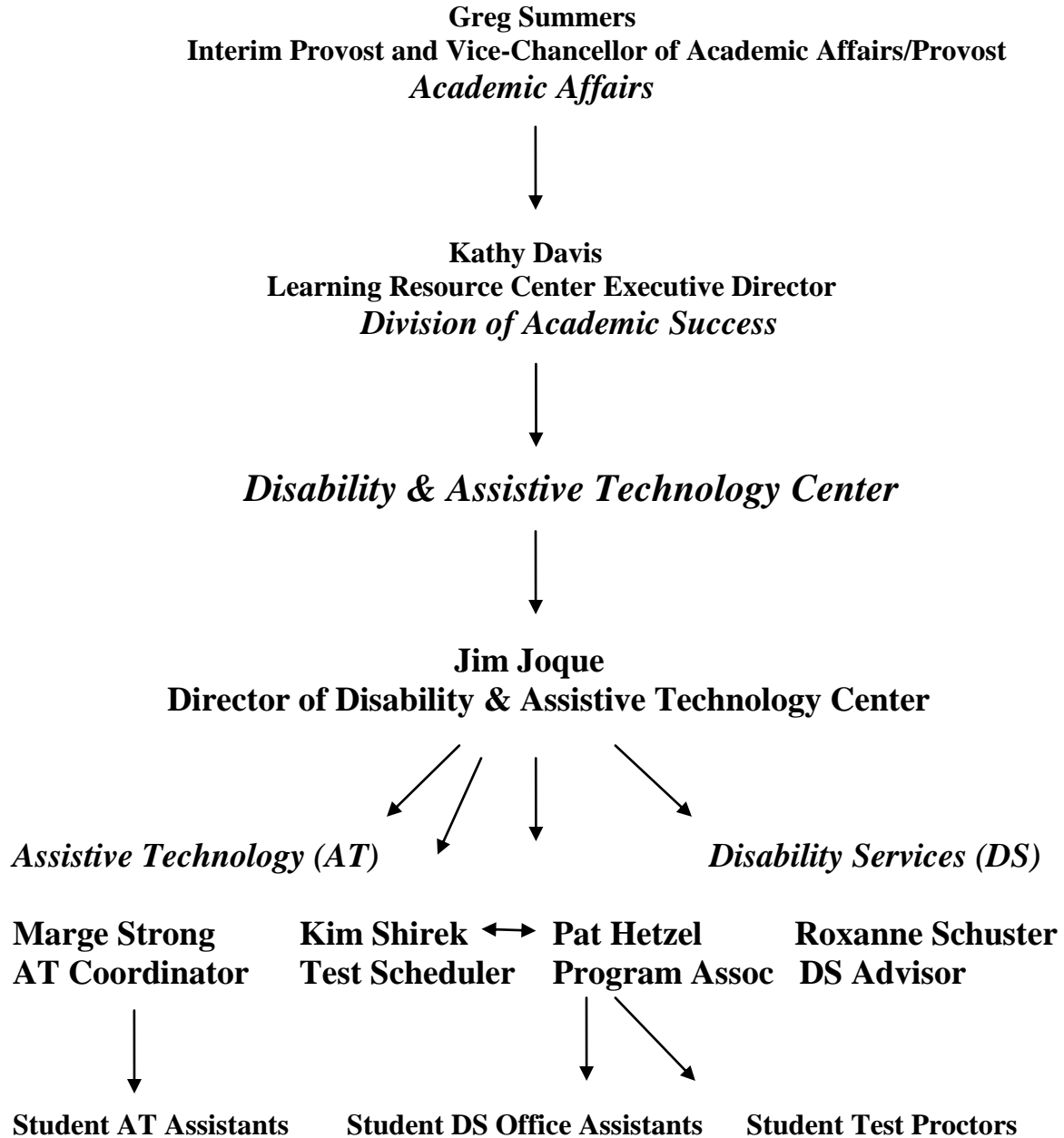
- Providing notes after class helps to ensure that students have gotten the important points to study from.
 - This will benefit those who have difficulty taking notes, but will also provide additional reference material.
 - i. An example could be using a SmartPen for capturing class lectures and posting these lectures and notes to D2L.
8. Reading assignments made available in advance.
- Giving students the opportunity to prepare ahead of time so they can concentrate fully during the class.
 - This also gives students who need to have reading assignments transferred into alternative formats time to do that without falling behind in class.
 - i. If a student works with the Disability and Assistive Technology Center, they can help to provide an alternative text format.
9. Outside of class, the instructor is available to communicate with students through multiple means of communication.
- Due to different abilities and comfort levels, students may have different preferences about how they contact the instructor.
 - It is important that the instructor make emailing available, especially for students with hearing impairments.
 - Meeting with or being able to call an instructor may be a preference for some students as well.

Information gathered from "Accessibility in Action" issues, created by the Universal Access project, managed and conducted by the Iowa Center for Assistive Technology Education and Research (affiliated with the University Iowa College of Education).

For more information on universal design, reference the brochure on Universal Design and Teaching Students with Disabilities (the last 4 pages of this manual).

APPENDIX K

University of Wisconsin-Steven Point
Disability and Assistive Technology Center
Organizational Chart



Assistive Technology software and equipment vary. Service tools include Premier Literacy, Dragon Naturally Speaking, Zoomtext, Livescribe and more. Scan below to preview tools used.



DATC Mission

The Disability and Assistive Technology Center's Mission is to ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in all UWSP programs and academic pursuits.

Inherent in the mission statement is the commitment to abide not only to the letter but the spirit of the law; Section 504 of the Rehabilitation Act-1973, the Americans with Disabilities Act-1990, and more recently the ADAAA (amendment) of 2008.

A goal of DATC is to help level the playing field so that students with disabilities may have equal access to their education at UWSP.



CONTACT INFO

Disability & Assistive Technology Center

609 Learning Resource Center (LRC)

604 LRC—AT Office and Lab

900 Reserve Street

Stevens Point, WI 54481

DATC/DS Phone: (715) 346-3365

Fax (715) 346-4143

AT Phone (715) 346-4980

DATC/DS Email: datctr@uwsp.edu

AT Email: assisttech@uwsp.edu

DATC/Disability Services Website:
www.uwsp.edu/special/disability/

Assistive Technology Website:
www.library.uwsp.edu/depts/AssistiveTechnology/



Academic Affairs
Division of Academic Success

DISABILITY & ASSISTIVE TECHNOLOGY CENTER

*Providing Disability Services
and Assistive Technology
Services for Students
with Disabilities*



"These (AT) supports can be the key to helping users become more independent in school and throughout life - on the job and in activities for daily living."

The Disability & Assistive Technology Center

The Disability & Assistive Technology Center (DATC) assists in providing accessibility and accommodation services to students with a disability.

We work individually with qualified students to identify, design, and implement an accommodations plan that will aid them in acquiring equal access to their educational pursuits.

We are all about success, in that we strive to create a learning environment that will help maximize opportunities for our students to succeed. Additionally, we support disability and accessibility awareness, so that UWSP offers a welcoming environment for all people.



Students with disabilities may also benefit from other campus services. When needed, DATC staff may refer students to the Tutoring Learning Center, Counseling Center, Health Services, Advising Center, Career Services, and other campus service programs.

Disability Services Located in 609

Disability Services (DS) is part of the DATC, having professional staff who assist in establishing reasonable accommodation services for students.

Accommodations are often in the form of classroom and test accommodations. For example, a student with a learning disability may need additional time and a quiet room for taking exams. Someone with low vision may need to record lectures and have tests made into large print. And someone who is hearing impaired may need a sign-language interpreter.



To qualify for **Disability Services** through the DATC, a student must:

- ◆ Meet with the director or advisor of the Disability & Assistive Technology Center
- ◆ Have a diagnosed physical, sensory, emotional/mental, learning or health related disability that may present a barrier to obtaining their education
- ◆ Provide documentation from a professional that is appropriate to their disability.

To apply for disability services, contact the Disability and Assistive Technology Center by calling 715 346-3365 or emailing datctr@uwsp.edu.



Assistive Technology Located in 604 LRC

The Assistive Technology (AT) focus is to help students with special needs foster their independence, improve their educational experience and prepare them to be lifelong learners.

Assistive Technology promotes equal access to information and equipment by supporting students with:

- ◆ digital text-to-voice reader and voice-to-text dictation programs
- ◆ magnifier/reader units
- ◆ a variety of portable AT electronic equipment.

The AT lab and DS computer testing rooms are equipped with these technologies. Services are at no cost to students who are often audio learners.



Am I Applying Inclusive Excellence Through Universal Design?

NO

No or very limited office hours are available.

One traditional lecture style is used.

Visual concepts are not explained; just given.

Instructor does not face the class when speaking.

Outlines or PowerPoints are not available for print out.

Discussion and questions are not welcomed.

Reading assignments are given the day before they are due.

Class notes from the professor are not available.

Instructor is not flexible in meeting accommodation needs.

NOT SURE

Information is occasionally presented in multiple forms.

Sometimes other resources are used, but generally just PowerPoint lectures.

Parts of visuals are explained in class.

Some of the time the instructor faces the class; other times they face the computer screen or other places in the room.

Instructor is available to communicate with students outside of class minimally.

Class outlines or PowerPoint slides are sometimes available after class.

Discussion is utilized occasionally in class.

Reading assignments are usually made available in advance; but sometimes assigned the day before.

YES

An accommodating environment is created.

Information is provided in multiple formats.

Varying instructional style includes discussions, videos, and digital documents.

Visual concepts are explained in an auditory manner.

Instructor faces the class when speaking.

Class notes are available after class.

Outside of class, the instructor is available to communicate with students through multiple means of communication.

Class outlines or PowerPoint slides are available prior to the start of class.

Instructor encourages and facilitates discussion during class.

Reading assignments are made available in advance.



Universal Design for Instruction and the Classroom

Teaching Students with Disabilities

Teaching Students with Autism Spectrum Disorders

- Do not use absolute words such as “always” or “never” unless that is exactly what you mean.
- Supplement oral with written instructions when providing or revising assignments, dates, etc.
- Use clear directives and establish rules if the student invades your space, imposes on your time, or their conversation volume or tone become inappropriate.
- Use clear and detailed directives when referring to revisions.
- Keep directions simple and declarative.
- Ask students to repeat directions in their own words to check comprehension.
- Clearly define course requirements, dates of exams and assignment due dates. Provide advance notice of changes.
- Use scripts and teach strategies selectively; don’t get bogged down in details.
- Encourage use of resources designed to help students with study skills, particularly organizational skills.
- Avoid idioms, double meaning, and sarcasm, unless you plan to explain your usage.
- Use the student’s preoccupying interest to help focus/motivate the student. Suggest ways to integrate their interest into the course.
- Make sure the setting for tests takes into consideration any sensitivity to sound, light, touch and distractions.

Teaching Students with Learning Disabilities

- Provide photocopies or electronic outline lecture notes and other handouts for students early, as to allow the student time to read and comprehend the material.
- Present an outline of a lecture at the start of class to provide the “big picture,” and include the main points within the lecture.
- When teaching a lesson, state objectives, review previous lessons and summarize periodically.
- Use multimodal methods to present information in order to address a variety of learning styles.
- Never ask a student with a learning disability to read out loud, unless they volunteer.
- Allow a little time at the end of class for students to approach you individually about any points that have confused them.
- Avoid assignments to be copied from the board by putting assignments on printed handouts or sending to students electronically.
- Read and assess the student’s work for content and meaning rather than spelling, since poor spelling is not an indication of low intelligence, but rather a learning difficulty with visual memory.
- Encourage students with learning disabilities to use disability services and assistive technology, such as text-to-voice programs for reading and speech recognition programs for writing. Encourage students to attend study skills courses and tutoring.

Teaching Students with Attention Deficit Disorders

- Prepare students for the day’s lesson by quickly summarizing the order of activities planned.
- Review information about previous lessons on a topic; remind students what yesterday’s lesson focused on and how it relates to today.
- Set learning expectations. State what students are expected to learn during the lesson.
- Support the student’s participation in the classroom. Provide students with ADD private, discreet cues to stay on task. Do not use sarcasm and criticism.
- Use additional resources to help students master the lesson.
- Lower the noise level of the room. Provide a distraction-free setting for in class assignments and tests.

Teaching Students with Medical, Health and Other Disabilities

- Some students may experience periodic absences. Consider absence flexibility with attendance requirements; and permit make up of assignments and tests.
- Students with Crohn’s disease, colitis and irritable bowel syndrome may need to leave the classroom unexpectedly in order to get to a restroom.
- Students with diabetes will need to have food and/or beverages in the classroom, and they may need to adjust their insulin pump during class time.
- Students with seizure disorders may experience a seizure in class. Talk with the student regarding their seizure disorder. Go online for information about “Students with seizure Disorders” as well as handling other emergencies of students with disabilities at www.uwsp.edu/disability/pages/faculty/emergencies.aspx.

Teaching Students with Physical Disabilities

- Permit the use of a note taker or audio recorder, as appropriate to their disability.
- Team the student with a laboratory partner or assistant as appropriate.
- Allow in-class written assignments to be completed out of class with the use of a scribe or other appropriate aid.
- Students with upper body weakness may not be able to raise their hands to participate in class discussion. Establish eye contact with the students and call on them when they indicate they wish to contribute.
- Please understand that for reasons beyond their control, students with severe mobility impairments may be late to class.
- Special seating arrangements may be necessary to meet student needs. Students may require special chairs, lowered tables, etc.
- A wheelchair is part of a student's "personal space." It should not be touched without permission. Be sure the classroom is wheelchair accessible.

Teaching Students with Traumatic Brain Injuries

- Students with a traumatic brain injury or recovering from a head injury may need more time for processing, and may have impairments to focusing, concentration and memory.
- Provide handouts, notes, outlines or PowerPoints electronically and ahead of class time.
- Assist in helping students find an effective notetaker in class.
- Permit use of assistive technology, such as audio recording, laptops and other devices.
- Provide study guides or review sheets for exams.
- In class: state objectives, give instructions or explanations in a clear sequence orally and in writing; review previous lessons and summarize periodically.
- Be patient and allow added time for the student to respond in class or ask questions.

Teaching Students with Psychological Disorders

- Make the student feel comfortable if they disclose their psychological disabilities to you.
- These students may sometimes have to miss class, or even leave the room unexpectedly. Permit some absence flexibility and allow make up of assignments and tests.
- Discuss any inappropriate behavior with the student privately and forthrightly, delineating the limits of acceptable conduct.
- If the student has periods of poor concentration, permit audio-recording of lectures.
- Speak with the student prior to deadlines about appropriate ways to study for the exam or prepare for the project, to attempt to lessen the stress the student feels.

Teaching Students who are Deaf or Hard-of-Hearing

- Please provide a front row seat if requested by the student.
- Speak at a normal rate without exaggerated lip movements, and lecture facing the class.
- When other students ask questions, repeat the question before responding.
- List on the board the major topics of a lecture or discussion.
- If available, provide copies of notes, outlines and PowerPoints information ahead of time.
- Use written captions on visual aids and "closed captioning" on videos/DVDs.
- Some students may use an FM System. The student may ask you to wear a microphone that transmits to their system.
- Some may utilize the services of a sign-language interpreter. Please provide the interpreter space and a chair at the front of the room (to the side somewhere) and allow the student to sit near the interpreter.
- If you communicate with the deaf student who is using an interpreter in class, talk to the student and not the interpreter.

Teaching Students who are Blind or have Low Vision

- Act naturally and be yourself. Speak normally (no need to raise voice).
- Speak to the person who is blind and not someone who is with them.
- Let them know who you are when addressing them; introduce yourself by name.
- When asking a question of someone who is blind, in class, be sure to begin with their name so they know you are speaking to them.
- For someone who has low vision, ask what size of font they prefer for reading large print. However, some people with low vision may prefer regular print. Always ask.
- If you are presenting something on a board in front of your classroom, provide printed or electronic copies of that material to a student who is blind or has low vision in advance.
- If available, please provide ahead of time, print or electronic copies of notes, outlines and PowerPoint information. Ask the student which format they prefer.
- If providing electronic copies, be sure they are clean and clear copies so that the electronic readers can access the information.
- If you are referencing something that is written on paper or on a board to a person who is blind or has low vision, read or explain what it is in print.

Universal Design Applications in Education

Instruction	Services	Information Technology	Physical Spaces
<ul style="list-style-type: none"> • Invite student to meet with instructor to discuss learning needs. • Examples that appeal to students with a variety of characteristics. • Assessing student learning using multiple methods. 	<ul style="list-style-type: none"> • Staff who are aware of resources for providing disability-related accommodations. • Printed publications that are available in alternate forms. • Materials should be easy to reach from a variety of heights, without access being blocked. 	<ul style="list-style-type: none"> • Captioned videos. • Adherence to standards for the accessible and usable design of websites. • Comfortable access to computers for both left and right-handed students. • Software that is compatible with assistive 	<ul style="list-style-type: none"> • Non-slip walking surfaces. • Furniture and fixtures in classrooms are adjustable in height and allow for different learning activities. • Emergency instructions that are clear and visible and address the needs of all individuals.

What is Universal Design?

- According to *The Center for Universal Design*, Universal Design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

Universal Design is...

Multiple Means of Engagement

Multiple Means of Expression

Multiple Means of Representation



Disability & Assistive Technology Center
University of Wisconsin-Stevens Point

The University of Wisconsin-Stevens Point is an equal opportunity/affirmative action institution.

Disability and Assistive Technology Center Mission Statement

The Disability Services Mission is to ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in all UW-Stevens Point programs and academic pursuits.

Inherent in the mission statement is the commitment to abide not only to the letter but the spirit of the law; Section 504 of the Rehabilitation Act-1973, the Americans with Disabilities Act-1990, and more recently the ADA (amendment) of 2008.

Disability and Assistive Technology Center - Contact Information

Disability Services

609 Learning Resource Center (LRC)

900 Reserve Street

Stevens Point, WI 54481

Phone: 715-346-3365

Fax: 715-346-4143

Website: www.uwsp.edu/disability/pages/default.aspx

Email: datctr@uwsp.edu

Assistive Technology

604 Learning Resource Center (LRC)

900 Reserve Street

Stevens Point, WI 54481

Phone: 715-346-4980

Website: www.uwsp.edu/disability/pages/assistivetechology.aspx

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