



# Los Angeles Southwest College

Disabled Students Program  
& Services (DSP&S)

# FACULTY HANDBOOK



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## Introduction to DSPS

Disabled Student Programs and Services (DSPS) at Los Angeles Southwest College serves more than 350 students with disabilities each year.

Disabled Student Programs and Services provides students with disabilities the support services which allow the students to more fully participate in and benefit from courses at the college. Services include alternative testing, sign language interpreters, note taking assistance, and much more.

Los Angeles Southwest College is committed to assisting students with disabilities by providing appropriate support services, adaptive equipment, and special courses. This handbook is designed to serve as a tool to help faculty understand how disabilities affect learning in a college setting and suggests adjustments that can be made in the environment or teaching style.

Los Angeles Southwest College DSPS follows the Americans with Disabilities Act of 1990, Section 504 and 508 of the Rehabilitation Act of 1973, the California Education Code, and Title V of the California Code of Regulations. Title V regulations provide guidance to the colleges in their legal and fiscal responsibilities to DSPS and to students with disabilities.

DSPS assists the college in complying with Section 504 of the Rehabilitation Act of 1973, which states that "no qualified individual with disabilities shall, on the basis of their disability, be excluded from the participation in, be denied the benefits of or be subject to discrimination under any post-secondary program or activity receiving federal financial assistance".

Post-secondary institutions must ensure that students with disabilities are not excluded from programs because of the absence of educational auxiliary aids. Federal law states that "No otherwise qualified handicapped individual in the United States... shall, solely, by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance". The Americans with Disabilities Act of 1990 extends federal civil rights protection. It prohibits excluding people from jobs, services, activities or benefits based on disability. The laws are described in more detail in the Appendix.

After reviewing this handbook, feel free to contact DSPS if you have additional questions or concerns. The Disabled Student Programs and Services office is located in the Student Services Building, room 117; the telephone number is (323) 241-5480.

***\*\*Los Angeles Southwest College's DSP&S office acknowledges and thanks Cuesta College, Mt. San Antonio College, and Santa Barbara City College for their contributions to the LASC DSP&S Faculty Handbook. \*\****

## Relevant Laws, Bills, and Statutes At a Glance

### **Title VI, Civil Rights Act of 1964:**

Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing.

### **Title VII, Civil Rights Act of 1964:**

Prohibits job discrimination based on race, color, religion, sex, or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

### **Family Educational Rights and Privacy Act of 1965 (FERPA):**

The Act was amended in 1992, 1994, and again in 2008. According to its sponsors, "the purpose of the act is two-fold-to assure [students and the] parents of students...access to their education records, and to protect such an individuals' rights to privacy by limiting the transferability of their records without their consent." The Act applies to any educational agency or institution which is the recipient of federal funds. Parents lose their FERPA rights when their child turns 18 or starts attending a postsecondary institution, whichever comes first.

### **Section 504, Rehabilitation Act of 1973:**

"No otherwise qualified individual with a disability in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...."

### **Assembly Bill 77 (Lanterman Bill, 1974):**

Provides the funding mechanism for DSP&S California Community Colleges.

### **Americans with Disabilities Act of 1990:**

Amended in 2008. Extends universal civil rights protection to individuals with disabilities; covering public and private sector employment, public accommodations, transportation, and telecommunications.

### **Title 5 of the California Code of Regulations:**

Provides guidelines for implementation of California Community Colleges' DSP&S programs.

### **Section 508 of Rehabilitation Act of 1998:**

Requires that federal departments and those receiving grants from the federal government or the Chancellor's Office to purchase only electronic information technology that meets accessibility standards developed by the U.S. Access Board.

### **Assembly Bill 422 (California Education Code, Section 67302, January 2000):**

Mandates publishers in California to provide the right and the means to produce instructional materials in alternate formats (Braille, large print, audio recordings, and e-text).

## Section 504 of the Rehabilitation Act of 1973

Section 504 is also known as the “Access Law.” Provides program and physical access for students with disabilities.

State that: “No otherwise qualified individual in the United States...shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

When providing aid, benefit or service, public entities must provide opportunities for individuals with disabilities to participate that are as effective as the opportunities provided to others.

The Office for Civil Rights of the Department of Education defines “effective communications” as “timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability.”

Mechanism for enforcement of this law is the withholding of federal funds.

## Americans with Disabilities Act (ADA) 1990 Americans with Disabilities And Amendments Act (ADAAA) 2008

Extends the framework of civil rights laws and of Section 504. Mandates reasonable access for people with disabilities with all public and private entities. Provides essentially the same protection as Section 504, except it is broader in context and coverage, and redress is more specifically defined.

Title I – Employment: Prohibits employers of 15 or more to discriminate against a qualified applicant or employee with a disability and also prohibits retaliation against any individual who has opposed any act or practice made unlawful by the ADA.

Title II – Public Services and Transportation: Prohibits state and local governments from discriminating against people with disabilities in their programs and activities. Includes entities receiving state or federal funding such as community colleges in anti-discrimination clauses. New public buses, new train cars in commuter, subway, intercity, and light rail systems as well as new stations and facilities must be accessible.

Title III – Public Accommodations: Prohibits privately operated public accommodations from denying goods, programs and services to people based on their disabilities. Businesses must accommodate patrons with disabilities by making reasonable modifications to policies and practices, providing auxiliary aids and improving physical accessibility.

Title IV – Telecommunications: Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to communicate over the phone through teletypewriters (TTYs). Also requires that federally

funded television public service messages be closed captioned for viewers who are deaf or hard of hearing.

Title V – Miscellaneous Provisions: Specifics for enforcement of the act and provisions for attorney’s fees.

# A Guide to Disability Etiquette

## Ask the student

While we encourage students to discuss their needs with their instructors, this is not always done. If you have questions about whether or not a student needs an accommodation, the first person to ask is the student.

## Ask before doing

Don't assume people with disabilities need your help. Ask if you can be of assistance.

## Be aware of your language

Using terms such as "student with disabilities" rather than "disabled students" puts the emphasis on the person rather than their disability.

## Relax

Don't be afraid to approach a person with a disability. Don't worry about using words like "walk" with a person using a wheelchair. As with anyone else, just treat them, as you would like to be treated – with the same respect and consideration that you have for everyone else.

## Speak directly to the student

Don't consider a companion to be a conversation go-between. Even if the student has an interpreter present, speak directly to the student, not to the interpreter. Make eye contact.

## Give your full attention

Be considerate of the extra time it might take for a person with a disability to get things said or done. Don't talk for the person who has difficulty speaking, but give help when needed. Keep your manner encouraging rather than correcting.

## Speak slowly and distinctly

When talking to a person who is hard of hearing or has other difficulty understanding, speak slowly without exaggerating your lip movement. Stand in front of the person and use gestures to aid communication. Many students who are deaf or hard of hearing rely on being able to read your lips. When full understanding is doubtful, write notes.

## Appreciate abilities

Students with disabilities, like those without disabilities, do some things well and others not as well. By focusing on what they can do, instead of what they can't, you will help build confidence.

## Use common sense

Although some students with disabilities may require significant adaptation and modification in the classroom, more often common sense approaches can be applied to ensure that students have access to course content.

## How to Refer a Student to DSPS

If a student has a disability and requests accommodations or services, refer the student to DSPS.

It is likely that there are students in your classroom who you suspect may need special accommodations. If you decide to approach the student to discuss a possible need for services, please be sensitive that the student may either be reluctant to discuss his/her disability, or may have difficulty explaining it to you. Since many students do not have a clear understanding of their disabilities, they may equate it with being stupid or unable to learn. Because of this lack of disability awareness, there are still stigmas attached to the word. No one wants to be acknowledged as disabled, so sensitivity and open-mindedness are crucial during your conversations.

When speaking privately with an individual student whom you suspect of having a disability, try the following:

- Give specific examples of the reason for your concerns.
- Ask the student to describe his/her educational history. Listen to determine if her/his difficulties are long-standing or situational. If they mention special education or "IEP" in middle or high school, this is a great transition into the "DSPS talk". You might say, "Well, did you know that Los Angeles Southwest College also offers programs and services for students with disabilities?"
- Ask what they are doing, or would be willing to do, to improve their academic performance.
- Inform the student that there are services available that address learning difficulties and that help students to be more successful.
- If appropriate and possible, offer to accompany the student to the DSPS office for an appointment to speak with a specialist. DSPS office: SSB 117, X5480.

If you are still unsure of how to approach a student you suspect might have a disability, someone in DSPS would be happy to discuss this with you. Call the DSPS Office at (323) 241-5480.

It would be helpful to announce in class at the beginning of each semester and to place a disability services statement in your syllabus. For example:

"Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Program and Services (DSP&S) at (323) 241-5480 or visit the DSP&S office in room SSB 117."



## Teaching Students with Disabilities

Students bring a unique set of strengths and experiences to college, and students with disabilities are no exception. While many learn in different ways, their differences do not imply inferior capacities. *There is no need to dilute curriculum or to reduce course requirements for the student with a disability.* However, special accommodations may be needed, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by drawing upon the student's own prior learning experiences, using available college and department resources, and collaborating with the campus Disabled Student Programs & Services (DSPS).

Specific suggestions for teaching students with disabilities can be discussed with the DSPS staff; however, the following general considerations may be helpful.

### I. Identifying the Student with a Disability

Determining that a student is disabled may not always be a simple process. *Visible disabilities* are noticeable through casual observation an immediately recognizable physical impairment, for example, or the use of a cane, a wheelchair or crutches.

Other students may have *hidden disabilities*, such as hearing deficiencies, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease and psychiatric or seizure disorders, all of which are usually not apparent.

Finally, there are students with *multiple disabilities*, which are caused by such primary conditions as muscular dystrophy, cerebral palsy or multiple sclerosis. Depending on the nature and progression of the illness or injury, it may be accompanied by a secondary impairment in mobility, vision, speech, or coordination which may, in fact, pose greater difficulties.

Some students with disabilities will identify themselves as such by contacting the Disabled Student Programs & Services office and their instructors before or early in the semester. Others, especially those with "hidden" disabilities, may not because of shame, their distaste for pity, or their fear of disbelief either about the legitimacy of their problem or the need for accommodation. Such students, in the absence of instructional adjustment, may run into trouble in their college work. In a panic they may self identify just before an examination and expect instant attention to their needs.

The faculty member should make an announcement at the beginning of the semester and include a statement on the syllabus inviting students with disabilities to schedule appointments with DSPS. If you suspect that a student has a disability, discuss the question with the student. You may find such an approach awkward, at least initially, but the end result will be extremely beneficial if the student's condition is made known at the very outset.

## 2. Dividing the Responsibilities

To the extent manageable, students with disabilities bear the primary responsibility, not only for identifying their disabilities, but for making necessary adjustments to the learning environment for reading and taking notes, for example. For testing arrangements and the use of department resources, the cooperation of the faculty member is vital.

## 3. Faculty-Student Relationships

Dialogue between the student and instructor is essential early in the semester, and follow-up meetings are recommended. Faculty should not feel apprehensive about discussing the student's disabling condition as it relates to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," and "see," or "walk." However, care should be taken to avoid generalizing a particular limitation to other aspects of a student's functioning. The student with a disability will probably have had some experience with the kind of initial uneasiness you may bring to the relationship. The student's own suggestions, based on experience with the disability and with school work are invaluable in accommodating disabilities in college.

## 4. Attendance and Promptness

The student using a wheelchair or other assistive devices may encounter obstacles or barriers in getting to class on time. Others may have periodic or irregular curtailments of functioning, either from their disability or from medication. Flexibility in applying attendance and promptness rules to such students would be helpful.

## 5. Classroom Adjustments

A wide range of students with disabilities may be served in the classroom by making book lists available prior to the beginning of the term, by thoughtful seating arrangements, by speaking directly toward the class, and by writing key lecture points and assignments on the white board.

## 6. Functional Problems

In addition to the adjustments for each category of disability, some understanding is required in coping with more subtle and sometimes unexpected manifestations of disability. Chronic weakness and fatigue characterize some disabilities and medical conditions. Drowsiness, fatigue or impairments of memory or speed may result from prescribed medications. Such curtailments of functioning and interference with the student's ability to perform should be distinguished from the apathetic behavior it may resemble.

## 7. Note-Taking

Students who cannot take notes or have difficulty taking notes adequately would be helped by allowing them to audio record the lectures, by assisting them in borrowing classmates' notes, or by making an outline of lecture materials available to them.

## 8. Testing and Evaluation

Depending on the disability, the student may require the administration of examinations orally, the use of readers and/or scribes, extension of time for exams, a modification of the test formats or, in some cases, make-up or take-home exams. The objective of such special considerations should always be to accommodate the student's learning differences, not to water down scholastic requirements. The same standards should be applied to students with disabilities as to all other students in evaluation and assigning grades.

### Specific Disabilities

Practical suggestions on how to work with students with disabilities, possible accommodations, and definitions of the disabilities:

#### a) Visual Disability

Only a small minority of people are actually totally blind; most are considered "legally blind". Even with correction, a legally-blind person's best eye sees less at 20 feet than a normal eye sees at 200 feet. Difficulties experienced by many individuals with visual impairments may include: recurring eye strain while reading, inability to read standardized print, inability to read poor quality print or certain colors of print, and sensitivity to bright light. Students who have been blind since birth, or shortly after, have no visual memories. Their concept of objects, space, and distance may be different from those who became blind later in life. Mobility skills of individuals may vary also, depending on the age of onset of blindness and the quality and extent of mobility training and mobility talent. Some students who are blind will use Braille with competence, but many do not use it. Most students with visual impairments can acquire information through listening. Some students who are blind are competent typists, but their written communication and spelling skills sometimes reflect their natural dependency on audio transmission of information.

#### Definition

According to Title 5 regulations, visual impairment means total or partial loss of sight.

#### Suggestions

- Treat the students with visual impairments very much like you would any other student. Use words like "see" without being self-conscious.
- If you are in a room alone with a blind person, explain what you are doing, such as shuffling papers. Tell him/her when someone comes in the room or when you leave the room.
- It is never impolite to ask if a student with a visual impairment needs or would like assistance.

- When using visual aids in the class, be as descriptive as possible. Words like "this" or "that" can be confusing.
- Make copies of overhead materials or diagrams so that the student can later ask an assistant to describe the information in detail to understand the material better.
- A student may use a Guide Dog. These dogs have been trained to guide people who are blind, to keep out of the way, and to be quiet. These working dogs should not be treated as pets and should not be petted while working.
- When relocation of a class is necessary, a note on the chalk or door is not adequate. It would be helpful to have a sighted student wait for the visually impaired student to arrive.
- "Talents" are often merely the development of latent mental resources or the result of great persistence. It can be frustrating after such hard work for others to refer to their sensory abilities as a "sixth sense" as it does not acknowledge the tremendous efforts expended.

### Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Textbooks on CD/E-text
- Academic support (Tutoring)
- Reader services
- Enlarged or Braille printed materials

### b) Communication Disability

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type of auditory impairment while deafness is an inability to use hearing as a means of communication. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Title V lists Hearing Impairments under the heading Communication Disability.

#### Definitions

- **Hearing Impairment** A generic term used to describe all types of hearing defects, ranging from a minute loss to profound deafness
- **Hard of Hearing** A specific condition in which hearing is defective to varying degrees; usually a hearing aid can enhance the understanding of speech.
- **Deaf or Deafness** An inability to use hearing as a means of communication; hearing aids can enhance awareness of vibrations such as horns or sirens, but not speech.

## Suggestions

### Communication

Lighting is very important when communicating with a deaf or hard of hearing person. Do not stand in front of a window or bright light when talking. Try to talk where there is adequate, well distributed light. Be sure to face them when talking. Speak slowly and do not over exaggerate your lip movements. Keep your hands away from your face. Facial activities such as cigarette smoking, vigorous gum chewing, or biting your lips prevent clear communication. Using facial expressions, gestures, and other "body language" is helpful in conveying your message. Be aware that individuals who can hear make the best lip readers, (also called "speech readers"). Of individuals who had extensive training in lip reading, hard-of-hearing students can understand up to 50 percent of speech, and deaf students can understand only up to 25 percent. It takes a great deal of concentration to lip read.

If you see a student with a hearing aid, this does not mean that the student can understand verbal language. The student may require an alternative form of communication, (i.e., an interpreter, note taker, or use of other hearing aid devices.) When using an interpreter to communicate with a student, address the student directly saying "How are you today?" Many students who are hard-of-hearing do not hear tone of voice, therefore, some expressions, such as sarcastic statements, might be misleading if taken literally. Try to avoid giving misleading information this way. Also, try to avoid using idioms or colloquial expressions.

### Seating

A student who is deaf or hard-of-hearing depends on visual cues to supplement what he or she does not hear. Seating is an important consideration. The student will need to be near the front so that his or her view is not obstructed. If a student has a unilateral hearing loss, he or she should be seated so that maximum use of the good ear is permitted.

### Participation

Because of a time lag between the spoken word and the interpretation, the student's contribution to the lecture or discussion may be slightly delayed. Students may have some speech and/or language impairments. Although this does not affect a student's ability to learn new information, some difficulty in the acquisition of new vocabulary may lead to reluctance to participate in class. Assumptions should not automatically be made about the student's ability to participate in certain types of classes. For example, students may be able to learn a great deal about music styles, techniques, and rhythms by observing a visual display of the music on an oscilloscope or similar apparatus or by feeling the vibrations of music.

### Testing

Most students will be able to take tests and evaluations in the same way as other students. Some may need additional time in order to gain a full understanding of the test questions. It has been found that if the test is written, some students do better if an interpreter reads and translates

the questions to the student in sign language. However, many other students prefer to read tests themselves. If the method of evaluation is oral, the interpreter can serve as the reverse interpreter for the student. Avoid oral administered exams requiring written answers.

The primary form of communication with the deaf community is sign language. In view of this, many persons who are deaf or have profound hearing loss since birth or an early age have not mastered the grammatical subtleties of their "second language" English. This does not mean that instructors should overlook errors in written (or spoken) work. However, they should know that this difficulty with English is not related to intelligence but is similar to that experienced by students whose native language is other than English.

### **Interpreters**

Some students will attend classes with an oral or sign language interpreter. The interpreters will usually situate themselves in front of the class to interpret lectures and discussions. Interpretation will be easiest in lecture classes and more difficult in seminar or discussion classes. Because class formats are so varied, it is recommended that the professor, interpreter, and student arrange a conference early in the course to discuss any special arrangements that may be needed. Please be aware of the difficulties the student may have trying to watch a film and the interpreter at the same time. An interpreter's proficiency level decreases after 20 minutes. You can help make sure that the student is receiving clear and concise transmission by allowing breaks for any class over 50 minutes.

If you need to communicate directly with the interpreter, he or she will interpret your conversation into sign language for the student.

### **Note Takers**

Because the student will need to watch the interpreter when you or anyone else is speaking, it will be necessary to select a note taker. Your help in doing this will be very much appreciated.

### **Possible Accommodations**

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Academic support (tutoring)
- Interpreter

### **c) Learning Disabilities**

Learning disabilities affect the manner in which individuals with average or above average intelligence receive, process, retain and/or express information. A learning disability is NOT to be confused with generalized low ability. Learning disabilities are invisible but may affect a student's performance in reading, writing, spoken language, mathematics, orientation in space and time and/or organization. The areas of difficulty will vary from one student to another.

## Definition

According to the Title 5 regulations which govern the California Community Colleges, the definition of a learning disability is as follows:

Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations.

*Learning disabled adults, a heterogeneous group, have these common attributes:*

- *average to above average intellectual ability;*
- *severe processing deficit;*
- *severe aptitude-achievement discrepancy(ies); and*
- *measured achievement in an instructional or employment setting.*

## Characteristics

Students with learning disabilities might exhibit one or more of the following characteristics:

### Reading

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

### Writing

- Difficulty with sentence structure, poor grammar, omitted words
  - Frequent spelling errors, inconsistent spelling, letter reversals
  - Difficulty copying from chalkboard
  - Poorly formed handwriting -- might print instead of using script; writes with an inconsistent slant; have difficulty with certain letters; space words unevenly
- 
- Compositions lacking organization and development of ideas

### Listening

- Difficulty paying attention when spoken to
- Difficulty listening to a lecture and taking notes at the same time
- Easily distracted by background noise or visual stimulation

- Might appear to be hurried in one-to-one meetings
- Inconsistent concentration

### Oral Language

- Difficulty expressing ideas orally which the student seems to understand
- Difficulty describing events or stories in proper sequence
- Difficulty with grammar
- Using a similar sounding word in place of the appropriate one

### Math

- Difficulty memorizing basic facts
- Confusion or reversal of numbers, number sequences or symbols
- Difficulty copying problems, aligning columns
- Difficulty reading or comprehending word problems

### *Study Skills*

- Problems with reasoning and abstract concepts
- Exhibits an inability to stick to simple schedules, repeatedly forgets things, loses or leaves possessions, and generally seems "personally disorganized"
- Difficulty following directions
- Poor organization and time management

### Social Skills

- Difficulty "reading" facial expressions, body language
- Problems interpreting subtle messages, such as sarcasm or humor
- Seems disorganized in space -- confuses up and down, right and left; gets lost in a building, is disoriented when familiar environment is rearranged
- Seems disoriented in time, i.e. is often late to class, unusually early for appointments or unable to finish assignments in the standard time period.
- Displays excessive anxiety, anger, or depression because of the inability to cope with school or social situations

### Suggestions

**Detailed Syllabus** Provide a detailed syllabus that includes course objectives, weekly topics classroom activities, required reading and writing assignments, and dates of tests, quizzes, and vacations. Leave a blank space for notes after the outline for each week's work.



**Rules Clarification** Clarify rules in advance: how students will be graded, whether makeup tests or rewrites of papers are allowed, what the conditions are for withdrawing from a course or getting an incomplete. These should be included in the syllabus.

**Reviews and Previews** It is extremely helpful if the instructor briefly reviews the major points of the previous lecture or class and highlights main points to be covered that day. Try to present reviews and previews both visually and orally.

**Study Aids** Use study aids such as study questions for exams or pretests with immediate feedback before the final exam.

**Multi-sensory Teaching** Students with learning disabilities learn more readily if material is presented in as many modalities as possible (seeing, speaking, doing.)

**Visualization** Help the student visualize the material. Visual aids can include overhead projectors, films, carousel slide projectors, chalkboards, flip charts, computer graphics, and illustrations of written text.

**Color** Use color. For instance, in teaching respiration technology, everything related to the body's respiratory system might be highlighted in green and the digestive system in orange. In complex mathematical sequences, use color to follow transformations and to highlight relationships.

**Tactility** Provide opportunities for touching and handling materials that relate to ideas. Cutting and pasting parts of compositions to achieve logical plotting of thoughts is one possibility.

**Announcements** Whenever possible, announcements should be in oral and written form. This is especially important for changes in assignments or exams.

**Distinct Speech** Speaking at an even speed, emphasizing important points with pauses, gestures, and other body language, helps students follow classroom presentations. Avoid lecturing while facing the chalkboard.

**Eye Contact** This is important in maintaining attention and encouraging participation.

**Demonstration and Role Play** These activities can make ideas come alive and are particularly helpful to the student who has to move around in order to learn.

**Learning Styles** Administer a learning style inventory to the entire class.

#### **Other Tips**

- Emphasize new or technical vocabulary.
- Allow time for students to work in small groups to practice, to solve problems, and to review work.

- Break down teaching into small units. Short daily reading assignments will help the student with learning disabilities learn how to budget and organize study time. Build up to longer units.
- Teach students memory tricks and acronyms as study aids. Use examples from current course work, and encourage students to create their own tricks.
- Encourage students with learning disabilities to sit in front of the classroom.
- Give feedback. Errors need to be corrected as quickly as possible.
- Assist the student in teaming up with a classmate to obtain copies of notes.
- Read aloud material on the board or on transparencies.
- Remind students often of your availability during office hours for individual clarification of lectures, reading, and assignments.
- Periodically offer tips and encourage class discussion of ways for improving studying such as organizational ideas, outlining techniques, summarizing strategies, etc.
- Permit use of a calculator when mathematical disability is severe.
- Permit the use of a dictionary or spell-checker for essay exams.
- In exam questions, avoid unnecessarily intricate sentence structure, double negative and questions embedded within questions.
- Give less weight to spelling when the disability is severe.
- Provide additional scratch paper for exams to help students with overly large or poor handwriting.
- Encourage students to use a word processor with a "spelling check" capability.
- Encourage students to dictate best ideas into a tape recorder before writing a report.
- Use yellow chalk (as opposed to white or other colored chalks) on chalkboards, to help students who have visual impairments.

#### Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Textbooks on CD/E-Text
- Academic support (tutoring)

#### d) Acquired Brain Impairment

It is estimated that 50,000 people per year suffer a head injury severe enough to keep them from returning to their pre-injury level of functioning. College age students are in a high-risk age group for this type of injury; two-thirds of all head injury cases occur among persons aged 15-24. Some students with Acquired Brain Impairment (ABI) have mobility problems that will require accommodations. Many do not, so their disability may not be readily apparent and some may be reluctant to reveal it to you. Many of these individuals have been through extensive rehabilitation; they are proud of the progress they have made and want to be self-sufficient. At the same time, they often are painfully aware that they do not learn as easily as they did before their injury, and this can cause great frustration.

Among the cognitive deficits persons with head injuries may experience are difficulties with concentration, memory, problem solving, and abstract reasoning. In our experience at Los Angeles Southwest College, the problem students mention most is memory. You may find that such students do well on test items that require them to recognize answers (multiple choice, matching) but do poorly on items requiring total recall (fill in the blank, essay)

## Definitions

*Acquired Brain Impairment* means a deficit in brain functioning which is non-degenerative and is medically verifiable, resulting in a total or partial loss of one or more of the following: cognitive, communication, motor, psycho-social and sensory perceptual abilities. (Administrative Code, Title 5)

Students with ABI may demonstrate one or more characteristics and the form may be mild, moderate, or severe:

- Difficulty organizing thoughts, cause-effect relationships, and problem solving
- Difficulty processing information and word retrieving
- Difficulty generalizing and integrating skills
- Difficulty interacting with others
- Compensating for memory loss
- Needing established routines with step-by-step directions
- Needing repetition or some type of reinforcement of information to be learned
- Demonstrating poor judgment and memory problems
- Exhibiting discrepancies in abilities such as reading comprehension at a much lower level than spelling ability
- Having difficulty with projection and clarity in voice

## Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Audio recorded lectures
- Academic support (tutoring)

## e) Developmentally Delayed Learners

Developmentally delayed learners (DDL) represent a range of students who experience from mildly to severely delayed intellectual functioning. As a result, the student's general ability must be verified, and the related educational limitations of the students' disability must be identified. Once this information is gathered, a certificated DSPS staff member will determine whether a student is qualified, as defined by the American Disabilities Act of 1990 to receive services from DSPS. Once a determination is made, the certificated staff member may recommend services on or off campus, which have a reasonable chance of enhancing the students' goal attainment.

## Definition

According to the Title 5 regulations which govern the California Community Colleges, the definition is as follows:

*The developmentally delayed learner is a student who exhibits the following:*

- a. *Below average intellectual functioning;*
- b. *Potential for measurable achievement in educational and employment settings.*

Students who have mild developmental delay may qualify for services comparable to services afforded to many LD students.

## Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Academic support (tutoring)

## f) Psychological Disability

In the past few years the community colleges have been seeing more students who have a history of a psychological disability. While the vast majority of these students are stable and show no symptoms, others may have fluctuations in behavior and performance. Some may experience medication side effects or develop problems at college because they have ceased taking their medication or take their medications inconsistently. Other students may be experiencing emotional difficulties for the first time. It is important to remember that these students have as little control over their disabilities as do students with physical disabilities.

As is the case of students with other invisible disabilities, students with psychological disabilities are often hesitant to disclose their disability. They may go to great lengths to hide their difficulty due to fear of the stigma that often comes with disclosure. It has been the experience of the DSPS staff that most students with psychological disabilities are not disruptive. Usually students with this type of disability who self-identify with DSPS have been in therapy or are under medical treatment.

## Definition

According to Title 5, psychological disability means a persistent psychological or psychiatric disorder, or emotional or mental illness.

A psychological disability must be verified by an appropriately licensed or certified professional (licensed psychologist or psychiatrist), and the accommodations for the students with psychological disabilities must adhere to disability-related support services defined in Title 5 regulations and may not include psychotherapy.

### Characteristics might include:

- Poor concentration
- Difficulty tolerating stress
- Episodes of lower level academic performance

### Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Textbooks on CD/E-Text
- Academic support (tutoring)

### g) Mobility Disability

A variety of orthopedic/mobility related disabilities result from congenital conditions, accidents, or progressive neuro-muscular diseases. These disabilities include conditions such as spinal cord injury, cerebral palsy, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Mobility impairments include students using wheelchairs, crutches, braces, walkers, or canes; however, not all students with mobility impairments require mobility aids.

### Definition

- Physical Disability - Visual, mobility, orthopedic or other health impairment
- Mobility and Orthopedic - A serious limitation in locomotion or motion functions which indicate a need for services
  
- Other Health Impairment - A serious dysfunction of a body part or system which necessitates the use of one or more services

### Accessibility

If it seems that a student may have to miss a special meeting, conference with you, or other such event because of an inaccessible location, please move your conference or meeting to an accessible location, if possible.

### Lateness and Absences

Students with mobility impairments may also require more time to get to and from classes because the accessible travel routes are sometimes round about; they are dependent on the elevators being in operating order, and they have more difficulty making up for time lost when

an earlier class is held overtime. Other reasons for these students occasionally being late are waiting for assistance in opening doors, and maneuvering along crowded paths and corridors. If a student who uses a wheelchair or has another mobility related disability is frequently late, it is, of course, appropriate to discuss the situation with him/her and seek solutions. Most students will schedule their classes with ample time between them; however this is not always possible. Students who rely on attendant care or mobility assistance may sometimes experience disruption in their schedules that are beyond their control.

Some students are susceptible to physical problems which can require them to be absent during a prolonged course of medical treatment. If this occurs, understanding is appreciated. The student is responsible for notifying his or her instructor of the situation. Some individuals with mobility impairments have disabilities that involve unavoidable personal hygiene problems that may cause them to be absent from class without advance notice. Such problems occur infrequently, but should be given due consideration by faculty members.

### Field Trips

If a class involves field work or field trips, ask the student to participate in the selection of sites and modes of transportation. Students are not "confined" to wheelchairs. They often transfer to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers. Special arrangements will have to be made for field trips when students have difficulty transferring from wheelchair to other vehicles.

### Classroom Considerations

Classes taught in laboratory settings will usually require some modification of the work station. Considerations include under counter knee clearance, working counter top height, horizontal working reach, and aisle widths. Working directly with the student may be the best way to provide modifications to the work station. Those students, who may not be able to participate in a laboratory class without the assistance of an aide, should be allowed to benefit from the actual lab work to the fullest extent. The student can give all instructions to an aide from what chemical to add to what type of test tube to use to where to dispose of used chemicals. The student will learn everything except the physical manipulation of the chemicals.

Classes in physical education and recreation can almost always be modified so that the student in a wheelchair can participate. Classmates are usually more than willing to assist, if necessary. Most students who use wheelchairs do not get enough physical exercise in daily activity, so it is particularly important that they be encouraged, as well as provided with the opportunity, to participate.

### Other Tips

- Most students who use wheelchairs will ask for assistance if they need it. Do not assume automatically that assistance is required. Offer assistance if you wish, but do not insist, and be willing to accept a "No, thank you." graciously.
- A wheelchair is part of the person's body space. Do not automatically lean on the chair; it is similar to hanging or leaning on the person.
- When talking to a student in a wheelchair for more than a few minutes, sit down if possible.
- Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, many people are inclined to reach out and pat the person in a wheelchair on the head. These students usually find this to be demeaning.

#### Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Academic support (tutoring)
- Adapted equipment

#### h) Other Disabilities

This category includes all other verifiable disabilities and health related limitations that adversely affect educational performance. Some other disabilities are:

##### Attention deficit Hyperactivity Disorder (ADD/ADHD)

##### Definition

Attention Deficit Hyperactivity Disorder (ADD/ADHD) is a chronic neurological condition characterized by problems with attention, focusing and persistence and often, but not always, hyperactivity. ADD/ADHD must be diagnosed by a medical doctor, psychiatrist or licensed psychologist and sometimes medication is prescribed.

##### Characteristics

Students with ADD/ADHD may exhibit one or more of the following characteristics:

##### *Classroom Skills*

- Difficulty paying attention when spoken to; inconsistent concentration.
- Difficulty listening to a lecture and taking notes at the same time.
- Easily distracted by background noise or visual stimulation, may appear to be hurried in one-to-one meetings.
- Difficulty memorizing basic facts.

### *Study Skills*

- Difficulty reading or comprehending word problems.
- Compositions lack organization and development of ideas.
- Trouble sustaining attention. Restless, fidgety. Lacks attention to details.
- Forgets things, loses or leaves positions. Difficulty following instructions.
- Impatient and easily frustrated. For many students the harder they try the worse their symptoms become.

### *Social Skills*

- Easily overwhelmed by tasks of daily living; Poor organization and time management.
- Difficulty completing projects. Inconsistent work performance.
- Trouble maintaining an organized work area.
- Makes decisions impulsively. Difficulty delaying gratification, stimulation seeking.
- Makes comments without considering their impact.

Many of the suggestions for students with Learning Disabilities are applicable to students with ADD/ADHD.

### **Possible Accommodations**

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note taking assistance
- Textbooks on CD/E-Text
- Academic support (tutoring)

### **Cardiac Disorders**

Additional considerations are generally not needed for students with cardiac disorders except when the course requirements involve an unusual amount of physical activity or if medical complications arise that cause them to miss class.

### **Diabetes**

Students with diabetes generally require no classroom accommodations. Occasionally they may need to snack during class. Students generally schedule time to eat before strenuous physical activity. Problems such as diabetic coma and insulin shock may occur when there is an imbalance of insulin, food, and energy expenditure. If these problems arise, please call the campus emergency number, ext. 5311.

If a student seems dazed, confused, or is unresponsive, please call the Campus Police emergency number, ext. 5311 to assist the student. These may be a sign of diabetic shock.

### **Multiple Sclerosis and Muscular Dystrophy**



Although these symptoms are sometimes invisible they may affect the student in a multitude of ways. The symptoms have a tendency to come and go, but they continue to progress. Understanding the fluctuations that may occur in the student's behavior makes it easier to understand variations in classroom performance.

### Speech Impairments

Impairments range from problems with articulation or voice strength to being totally non-vocal. They include stuttering (repetition, blocks, and/or prolongations occasionally accompanied by distorted movements and facial expressions) chronic hoarseness (dysphonia), difficulty in evoking an appropriate word or term (nominal aphasia), and esophageal speech (resulting from a laryngectomy). Many students with speech impairments will be hesitant about participating in activities that require speaking.

## Suggestions for Dealing with Disruptive Behavior

- If inappropriate behavior occurs, discuss it with the student privately and directly, delineating if necessary the limits of College Standards of Student Conduct.
- In your discussions with the student, do not attempt to diagnose or treat the disorder/disability. Rather, explain the boundaries for the student's behavior in your classroom.
- If you sense that discussion would not be effective or if the student approaches you for therapeutic help, refer the student to the Student Health Center.
- If abusive or threatening behavior occurs, refer the matter to the appropriate disciplinary college authorities (i.e. Dean of Student Services).

## Classroom Accommodations and Services

After a thorough review of the disability verification information submitted by the student and through consultation with the student, DSPS professional staff recommend and describe services and academic accommodations that are appropriate for the individual student's disability-based educational limitations.

If the student gives you, the professor, his/her disability verification directly, you may ask the student to go to the DSP&S to meet with a specialist. Instructors are not expected to evaluate disability documentation.

### Accommodations and Services Agreement (ASA) (sample in the appendices)

Students who are registered with DSPS and requesting classroom accommodations will present their professors an "Accommodations and Services Agreement" (ASA) form. This form will list all of the appropriate accommodations for which the student is eligible and should be provided. (see page 45) Professors should follow the instructions and responsibilities on the form. If there are any questions or concerns, always contact DSPS immediately at (323) 241-5480.

### Accommodations requiring little or no involvement by the instructor

**Audio Recorder:** Audio recording class lectures and discussions may be a necessary accommodation for some students. If DSPS approves use of an audio recorder for a student, faculty must allow it. Recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. As a general rule, any classroom material on which a student typically would take notes may be recorded. Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the audio recorder during these discussions.

**Preferred Seating:** A student with a physical disability who cannot use the standard classroom desks may need to use a chair designated for that individual. The instructor's role may be simply to assist the student in reserving the chair for his/her use.

### Accommodations requiring the instructor to be minimally involved

**Note-taking Assistance:** Some students with disabilities are eligible for note-taking assistance. If so, the student will provide the instructor with the ASA stating that a note taker is required. DSPS requests the instructor to ask if there is a student in the class who takes good notes and who would volunteer to share notes with a student with a disability. Inform the class that DSPS will provide NCR paper and/or the use of the DSPS copying machine. Ask the volunteer to remain after class to discuss the arrangements. The instructor should not identify the student with a disability to the class. If the instructor cannot find a volunteer in the

class to share notes, DSPS should be contacted so that arrangements can be made for an alternative method of providing the accommodation.

***Assistive Listening Devices (ALD):*** Some students with hearing impairments use assistive listening devices to amplify and transmit sound. The instructor may be asked to wear a transmitter or microphone which transmits sound directly to a receiver worn by the student. Faculty may also need to restate questions or comments that are made by other students so that this information is transmitted to the student with the hearing impairment.

***Interpreter:*** Students who are deaf or hard-of-hearing may use sign language interpreters who translate the lecture and facilitate classroom participation and discussion. The instructor should speak directly to the person who is deaf or hard of hearing rather than to the interpreter.

***Real-Time Captioning:*** Students who are deaf or hard-of-hearing may require real-time captioning. The real-time "stenographer" transcribes the lecture, live, so that the student can access instruction and participate in classroom discussion.

***Extended Test Time:*** When a recommended accommodation is additional time on tests, instructors should provide the student with the DSPS-recommended amount of test time. If for some reason the instructor is not able to provide the extra time, the instructor should contact DSPS to provide the accommodation.

#### Accommodations requiring more significant involvement by the instructor

***Extended Test Time in Distraction-Reduced Environment:*** Some students require extra test time AND a semi-quiet place to take exams. When this accommodation is needed, DSP&S will provide the accommodations for the student. Because DSP&S has VERY limited space with limited staffing, adequate time must be given to arrange for an appropriate proctor/scribe/reader and/or to produce the test in an alternate text format such as enlarged text. It is the student's responsibility to inform the DSP&S office no less than three days in advance of the need for accommodations on a specific exam. DSP&S requests that instructors deliver the exam prior the student's schedule test appointment in the DSPS office. With EACH exam, a completed "Testing Conditions" form needs to be included. This form allows the instructor to provide DSPS with all applicable conditions of the test (i.e. how much time the rest of the class receives, materials allowed during exams, etc.) (See page 46 for "Testing Conditions Form")

DSP&S maintains strict test security standards. Each test, when completed, is delivered by a DSP&S staff member, as per the instructor's written request (stated on the "Testing Conditions" form) to the mailroom, departmental office, etc.

When utilizing DSP&S test-taking services, students must arrive on time for the test. Based on DSP&S staffing and space considerations, the number of minutes the student is late may be deducted from the extended time scheduled. **Without permission from the instructor, DSP&S will NOT reschedule a cancelled test for a student.**

Students taking exams under DSP&S supervision are expected to act in accordance with the College Code of Academic Integrity and the LASC Standards of Student Conduct. In cases where conduct appears to be in violation, students will be referred to the instructor. DSP&S will report any and all incidents in which academic integrity may have been compromised to the instructor for resolution.

***Alternative formatted exam:*** In some circumstances an alternative testing method may be an approved accommodation for a student. This permits students to show their knowledge or mastery of the subject matter by using an alternative testing method. This may be a necessary accommodation provided that the change in method doesn't fundamentally alter the intent of the education program. For example, permitting an oral exam in lieu of a written exam may be permissible unless the purpose of the exam is also to test the writing ability of the student. Likewise, permitting an essay exam in lieu of a multiple-choice exam or vice versa may be acceptable in some situations. The goal is to ensure evaluation of the student's achievement in the course, rather than measuring the student's impaired sensory, manual, or speaking skills.

Some disabilities make it very difficult to accurately fill out a Scantron or other computer-scored answer sheet. On a multiple-choice exam an instructor may need to permit a student to circle his or her answers on the test document. The instructor may need to hand score the exam. Other examples include permitting a student to speak answers into an audio recorder or to a scribe or to keyboard on a computer.

***Provide Technical Vocab:*** Technical vocabulary may be unfamiliar to students and an interpreter. Preparing a list of such terms will help students and interpreters. Sometimes it is necessary for interpreters to practice signing vocabulary words during the week before class in order to keep up with the lecture.

## Faculty Rights

- **Classroom Behavior.** All LASC students must adhere to the LASC Code of Conduct regardless of whether they have a disability. Infractions of this code should be directed to the Dean of Student Services. If the student has been identified as a student with a disability, this information should be provided to the Dean of Student Services to facilitate collaboration with DSPS.
- **Challenging Accommodations.** A faculty member has the right to challenge an accommodation request if s/he believes the accommodation is not appropriate for the class. If the accommodation would result in a fundamental alteration of the program, the institution is being asked to address a personal need, or the accommodation would impose an undue financial or administrative burden on the institution then the college may deny a request for a specific accommodation.
- **Recording Lectures.** It is the faculty member's right to request a written Accommodation and Services Agreement before allowing the student to audio record the class. The faculty member has the right to generate his/her own contract with the student (i.e. request the student erase the lecture material at the end of the semester, each week, etc.)

## Faculty Responsibilities

- **Shared Responsibility.** As an employee of Los Angeles Southwest College, which has compliance obligations under federal laws, the faculty member shares the responsibility to provide reasonable accommodations for students with disabilities. The faculty member is a partner in helping to meet the needs of the qualified disabled student and participates in the development of accommodations for their students. It is the responsibility of faculty, with assistance of DSPS staff, to allow the student to utilize academic accommodations and support services recommended by DSPS. Disallowing the accommodation or telling the student, "You don't need this", or "I don't believe in learning disabilities", is unlawful and puts the college, the district, and the instructor at risk of legal action. If an instructor receives an accommodation form and doesn't understand or disagrees with the accommodation, it is the instructor's professional responsibility to contact DSP&S and possibly the department chair and/or academic dean to discuss the issue.
- **Confidentiality.** Students with disabilities are protected under Family Education Rights and Privacy Act (FERPA) and the civil rights laws. At no time should the faculty make any statements or implications that the student is any different from the general student population.

### Examples:

- Do not ask the student to come to the classroom and then leave with a test in hand.
- Do not place the student in any obvious place to take an exam because you want to be close to them in case they have a question.

- Do not discuss the student's needs or accommodations other than in a private place.
  - Do not make comparisons between students with disabilities and other students.
- **Syllabus Statement.** It is recommended that each course syllabus contain a Reasonable Accommodation statement. For example: “If you have a disability and might need accommodations (support services) in this class, please contact *Disabled Student Program & Services* in SSB 117 as soon as possible to ensure that you receive the accommodations in a timely manner. You may also discuss your need for accommodations with me.”

## Resolving Accommodations Disputes

If a student who has been determined to be eligible for services believes that the college is not providing support services and/or academic accommodations, and the matter cannot be resolved informally, the student may file a complaint, which will be adjudicated by the Academic Accommodations Review Committee.

### Information Resolution

When a dispute arises over DSPS recommended support services and/or academic accommodations, all parties are required to seek informal resolution, before proceeding formally. In an effort to resolve the matter informally, the student should schedule a meeting with the person(s) involved in the dispute, as well as the person's immediate supervisor, the corresponding Dean of Academic Affairs, and a DSPS professional.

### Formal Resolution

If the matter cannot be resolved informally, the student may file a written request for a formal hearing of the college Academic Accommodations Review Committee, consisting of two faculty representatives, appointed by the Academic Senate, two members from administration, and the DSPS Coordinator or designee, who will function in the hearing as a consultant and will have no vote.

1. The Academic Accommodations Review Committee will meet within ten (10) working days of the request and review the request in accordance with the following procedures:

- The student and/or a representative shall present the written request to the DSPS Coordinator and attend the meeting of the Academic Accommodations Review Committee. (The representative may not be an attorney.)
- The person denying the DSPS recommended support services or accommodations and/or their departmental representative shall present written reasons why the DSPS-recommended support services or accommodations were not provided and shall attend the meeting of the Academic Accommodations Review Committee.
- The committee will make a determination regarding the "reasonableness" of the support service(s) or accommodation(s), and recommend an equitable solution, if necessary.
- The committee will deliberate outside of the presence of the student and the person denying support services or accommodations and their representatives.
- During the formal hearing process, the committee chair shall coordinate the conduct of the hearing.
- The hearing shall be closed and confidential.
- The committee will, within five working days after the hearing, inform the student in writing of the committee's decision.
- Copies of the committee's decision will be placed in the student's file and sent to the Academic Affairs Vice President and Student Services Vice President, as well as to the individual, if appropriate, who denied the support service(s) or accommodations(s), by the Academic Accommodations Review Committee Chair.



## Appeal

- If the student is dissatisfied with the Academic Accommodations Review Committee decision, the student may appeal to the College President.
- The student may also file a formal discrimination complaint with the College Compliance Officer who will then follow the steps outlined in the District Policy and Procedures for Processing Complaints of Discrimination.

## FAQ's - Faculty

What is the function of the Disabled Students Programs and Services (DSPS)?

DSPS assists the college in complying with Section 504 of the Rehabilitation Act of 1973, which states that "no qualified individual with disabilities shall, on the basis of their disability, be excluded from the participation in, be denied the benefits of or be subject to discrimination under any post-secondary program or activity receiving federal financial assistance".

What are the obligations of students with disabilities?

In order to enjoy the protections of Section 504 and the ADA, the student has an obligation to self-identify that he or she has a disability and needs accommodation. The institution may require that the student provide appropriate documentation at student expense in order to establish the disability and the need for accommodation.

How does DSPS know whether a student is disabled?

According to Section 504 of the Rehabilitation Act of 1973, "A person with a disability includes any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities; has a record of such an impairment; or is regarded as having such an impairment". The law recognizes education as being a major life activity.

Verification of a disability must be on file in order for DSPS to provide services. Verification may be in letter format, on a form provided to the verifying professional, or made by qualified personnel in the DSPS office.

Who qualifies for DSPS services?

A student with a disability is a person enrolled at a community college who has a verified impairment which limits one or more major life activities and which imposes an educational limitation.

What is an educational limitation?

An educational limitation means disability related functional limitation in the educational setting. This occurs when the limitation prevents the student from fully benefiting from classes, activities, or services offered by the college to non-disabled students, without specific additional support services or instruction as defined in Section 56005.

What are support services?

Support services are those specialized services available to students with disabilities, which are in addition to the regular services provided to all students. Such services enable students to participate in regular activities, programs and classes offered by the college. (E.g., note takers, readers for the blind, alternative testing).

How is one determined eligible for DSPS?

In order to be eligible for support services as authorized by Title V and 504, a student with a disability must have an impairment, which is verified by one of the following means:

- Observation by DSPS professional staff with review by the DSPS coordinator; or
- Assessment by appropriate DSPS professional staff; or
- Certified or licensed professionals outside of DSPS qualified to make a valid assessment.

How do students know what services they need?

After the student's educational limitations have been identified by appropriate DSPS professional staff or other qualified professional, the DSPS specialist will meet with the student to complete a Student Educational Contract (SEC), which not only lists the educational goals of the students, but identifies the appropriate services to accommodate the educational limitations.

Is a student's disability information kept confidential?

All information is strictly confidential, and no written information is released without a student signing an informed consent. Accommodations are determined in consultation with the student and the DSPS staff and must be appropriate to the student's disability.

A teacher asks, when I have a student with a disability in my class, may I contact DSPS for more information about the student's disability?

Yes, the DSPS Specialist or Counselor can provide information about the student's disability as related to the student's performance in class as long as the student has signed all the appropriate release forms.

Will the requested accommodations compromise the standards, goals, and objectives of my class?

Accommodations are an opportunity for the student to be evaluated on the student's knowledge and performance in the class and not on the effects of the student's disability. According to guidelines from the Department of Education, institutions of higher education must modify academic requirements that are discriminatory. Modification may include extending time for completing degree requirements, allowing course substitutions, and adapting the manner in which particular courses are conducted.

Institutions are not required to compromise on requirements that are essential to the program or course of instruction, or that are directly related to licensing requirements.

Why do some students get more time on tests than others?

The request for additional time for the student to work on a test varies from student to student depending on the severity of the student's disability and the limitation it poses.

If the student is already doing well in the class, why is it necessary to provide any accommodations?

Title 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 establish that students with disabilities must have equal opportunity. A student's good performance in class, including finishing exams on time, does not support the argument that the student is being provided equal opportunity. The student may still require accommodations in order to have equal opportunity in the classroom.

What if I have questions about the request for accommodations or I disagree with it?

The instructor should contact the DSPS staff member who works with the student.

What if I start the exam with the student in the class and then move the student to another location when the class ends?

Students with disabilities (as most other students) do not perform optimally when interrupted in their concentration on taking a test. Moving the student is not generally desirable and is discouraged and can be a violation of their right to accommodations and equal opportunity.

Should I accommodate a student without a request of accommodation from DSPS?

Students often discuss their accommodation needs directly with the instructor; however, if you want a valid verification of disability provided by DSPS, the student must be registered with the DSPS office and have the necessary documentation of disability on file before an Accommodation and Services Agreement is issued. Student registration with DSPS assures the instructor that student has a verified disability on file.

Are all students with disabilities registered with DSPS?

No. Some students may not be registered with DSPS (registration is voluntary); however, in order for DSPS to serve the student with a verified disability, registration with DSPS is necessary.

What should I do if a student presents a request for accommodation only a few hours before an examination?

A good-faith effort should be made to provide reasonable accommodations whenever they are requested. However, DSPS advises students to request accommodations and provide their instructors with ASA's at least a few days prior to an exam or prior to requesting other accommodations.

Are general education and/or major requirements ever waived or altered for students with disabilities?

Under the provisions of Title 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, institutions of higher learning must not exclude a qualified student with a disability from any course of study, and must not establish rules and policies that may adversely affect students with disabilities.

On a case-by-case basis, community colleges may find it necessary to modify requirements in order to accommodate the student's disability. Modifications might include substitutions or waivers of courses or degree requirements.

**NOTE:** The DSPS Office can be contacted at (323) 241-5480 for a consultation for additional information.

## Closed Captioning of Videos and DVDs is Required

Access to classroom videos and DVDs, distance education and/or website instructional materials utilizing sound modalities are required in the form of closed-captioning. Videotapes as well as television broadcasts are “closed captioned” for deaf and hard of hearing viewers so they can understand what is being said on the screen. Closed-captions are similar to subtitles in foreign language films; captions appear at the bottom of the screen so the viewer may follow narration and dialogue.

Some instructors have insisted on using sign language interpreters to translate videos in the classroom. This does not provide access to the video because the student has to look away from the screen to see the hands of the interpreter to understand what is being said.

1. All videos or DVDs used in your classroom as well as any new DVDs purchased for classroom use must contain closed captioning.
2. Inquire whether your videos are captioned by looking at the video/DVD container which usually includes a statement about captioning or carries the initials “CC”.
3. If you need more information about closed-captioning, please contact DSP&S.

# Web Accessibility

## Why create accessible web pages?

- Because it's the right thing to do.
- Because it's the law, Section 508, Section 504, ADA, ...
- So all of our students, parents, prospective students, faculty, staff, and administration can access all of our web pages.

## Web Accessibility Guidelines

An Alternate Media Facilitator from another college wrote these Web Accessibility Guidelines to help faculty and staff develop or modify web pages in an accessible way. In order to use these guidelines, you will need some knowledge of HTML or experience using an HTML editor such as FrontPage. There are software tools such as ACC-Verify and A-Prompt, which prompt you to modify your web page to make it more accessible.

- (a) If you use images, provide an Alt tag with a clear text description. For bullets, use an alt tag of alt="\*". Null alt tags may be used for graphics which are simply eye candy, alt="". For complex images, a long description may be more appropriate.
- (b) If you use multimedia presentations, such as MPEG movies, provide synchronized captions and audio descriptive narration.
- (c) If you use colors on your web pages, allow for sufficient contrast between colors on a page, and make sure that all information conveyed with color is also available without color, for example from context or markup. Increase the font size of light color fonts on dark color backgrounds to improve visibility.
- (d) If you use cascading style sheets, verify that your documents can be read without the associated style sheet.
- (e) If you use server-side image maps, provide redundant text links for each active region of the map.
- (f) Use client-side image maps instead of server-side image maps when possible.
- (g) If you use tables to present data, include row and column headers using the "Scope" method.
- (h) If you use data tables with two or more levels of row or column headers, associate data cells and header cells using the "ID" and "Headers" method.
- (i) If you use frames, provide each frame with a title to aid in identification and navigation.

- (j) Do not use "blink" or marques (scrolling text), or cause the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
- (k) If you cannot make your page accessible any other way, create a text-only version of the page. Remember to update the text-only page whenever the primary page changes.
- (l) If you use JavaScript to display content, include a <noscript> tag.
- (m) If your web page requires that an applet, plug-in or other application to interpret page content, the page must provide a link to the plug-in or applet.
- (n) If you use forms, clearly associate labels with control elements using the label and ID attributes. You may apply alt tags to the controls.
- (o) If you have a long list of links in your page, provide a skip navigation link.
- (p) If your page or form requires a response in a certain amount of time, the user shall be alerted and given sufficient time to indicate that more time is required.

### Web Accessibility Websites

**Warning!** The following are outside websites. Los Angeles Southwest College has no control over the content or availability of these websites.

- [www.w3c.org](http://www.w3c.org)

Web Accessibility Initiative (WAI) Guidelines.

- [www.Usability.gov](http://www.Usability.gov)

A good resource for designing usable, useful, and accessible web sites. Includes several links to accessibility guidelines.

- [www.jimthatcher.com/sidebyside.htm](http://www.jimthatcher.com/sidebyside.htm)

Section 508 vs. WCAG Priority I Guidelines

A side-by-side comparison of the Section 508 Web Standards and the Web Content Accessibility Guidelines (WCAG) Priority I Checkpoints.

More helpful hints for an accessible web page:

Web Colors



Use care to make sure there is good contrast between backgrounds and text. For example, tan text on a light brown or orange background is hard to read because of a lack of contrast. Light text against a dark background has good contrast, but it is sometimes necessary to increase the font size to make the text easy to read. The dark background can bleed onto the letters, making them difficult to read. Consider using CSS for assigning font sizes, this way it is possible to make changes to all the print in your web site by modifying just one file!

Consider having a background color, such as a light eggshell or very light gray tone, or a background image, such as the one shown on this web page. Many people find it easier to read web pages when the background isn't quite such a bright white.

A RGB Hex Triplet Color Chart is useful for determining the numbers for various colors.

#### **Please Don't Blink!**

Avoid using the <blink> tag, or any other feature which causes the screen to flash between 2 and 55 times per second. Avoid the use of scrolling text, or marquees, since this may be difficult for many people to read. Use caution with animated gif files as they may cause the screen to flicker, and they can also distract people. If you use animated gifs, consider limiting the number of times the animation takes place.

#### **JavaScript**

If you choose to use JavaScript on your web pages, it is necessary to add the no script tag. This tag should include the information, or links, which were provided by the JavaScript.

#### **More useful training manuals and links:**

- [Dive into Accessibility](#) book does a great job describing 5 people with different disabilities, and how to make web pages accessible for each of them.
- The High Tech Center Training Unit (HTCTU) at [www.htctu.fhda.edu/](http://www.htctu.fhda.edu/) publishes documents on web site accessibility.
- There is a FrontPage 2002 Tutorial available on the Microsoft Web site.
- If you include PDF files on your web pages, you should create accessible PDF files by following the directions on Adobe's web site.
- If you use PowerPoint presentations, there is an accessibility plug-in to make them accessible. The tool creates accessible HTML code for you, and prompts you for alt tags and other accessibility information.
- Web Design Group at [www.htmlhelp.com/reference/css/](http://www.htmlhelp.com/reference/css/) produced several web pages on cascading style sheets and how to include them in your web pages, see
- The "Simplified Web Accessibility Guide at [www.webaccessguides.org/](http://www.webaccessguides.org/) is a PDF document with great, easy to read, information on web accessibility.
- The Webaim tutorial at <http://webaim.org/articles/> covers how to make accessible web content using FrontPage 2000.

## ONLINE Disability Resources

Los Angeles Southwest College DSP&S [www.lasc.edu/dsps](http://www.lasc.edu/dsps)

### Accessibility Information:

<http://www.washington.edu/doi/>

[www.washington.edu/accessit/index.php](http://www.washington.edu/accessit/index.php)

<http://www.w3.org/WAI/>

[http://www.htctu.fhda.edu/about/outside\\_resources.htm](http://www.htctu.fhda.edu/about/outside_resources.htm)

### 508 Compliance /Website Accessibility Evaluation and Training:

[www.section508.gov/index.cfm?FuseAction=Content&ID=3](http://www.section508.gov/index.cfm?FuseAction=Content&ID=3)

[www.pasadena.edu/accessible/508guidelines.html](http://www.pasadena.edu/accessible/508guidelines.html)

[www.w3.org/WAI/eval/](http://www.w3.org/WAI/eval/)

### Universal Instructional Design

<http://www.washington.edu/doi/Faculty/>

A web-based resource from University of Washington DO-IT Program that offers instructors accommodation strategies, and universal instructional design ideas to meet the needs of a wide range of students.

### Learning Disability

Pedagogical Strategies: <http://www.users.drew.edu/%7Eesjamieso/LDpedagogy.htm>

LD Online: LA Resources: <http://www.schwablearning.org>

Tutoring Strategies: <http://www.users.drew.edu/%7Eesjamieso/tutoringld.htm>

### Students with Autism/ Asperger's

[http://www.udel.edu/bkirby/asperger/NLD\\_SueThompson.html#bio](http://www.udel.edu/bkirby/asperger/NLD_SueThompson.html#bio)

## GUIDELINES FOR EMERGENCY EVACUATION OF PERSONS WITH DISABILITIES

1. In an emergency, always dial x5311 for College Sheriff assistance.
2. ASK how you can help BEFORE attempting any rescue or assistance. Ask how the person can best be moved and whether there are any special considerations or items that need to come with the person. Notify sheriff or fire personnel immediately about persons remaining in the building and their locations.

When offering rescue evacuation help to someone with Limited Mobility use the following guidelines:

1. Attempt a rescue evacuation ONLY if you have had rescue training unless the situation is life threatening. Some persons may have such minimal mobility that lifting them may be dangerous. (See following information regarding Non-Ambulatory persons.) Clear the exit route of debris so the floor is clear. Be sure the person takes crutches, walkers or other mobility devices with them.

When offering rescue evacuation to persons who are Non-Ambulatory

1. When evacuating always ask what method of assistance the person prefers. Not all persons can be removed from their wheelchairs and carried safely. Persons with chronic pain, catheter leg bags, fragility, or braces may not be able to extend or move extremities.
2. Person may have a physical condition that contraindicates lifting, such as heart conditions or back problems or other severe physical complications. Non-ambulatory persons frequently have respiratory complications or rely on electric artificial respirators. They should be given priority assistance if there is smoke or fumes as their ability to breathe is seriously in danger.

Transferring a Person Out of a Wheelchair:

1. Check that the individual is not at risk when being transferred or carried. Note the location of the wheelchair and upon exiting the building immediately inform the Sheriff's Office of the location of the wheelchair so they can retrieve it. The wheelchair is essential to the person's mobility and safety.
2. Use a two-person chair carry: two assistant's link arms to form a backrest and grip wrists to form a seat.
3. Semi-ambulatory person may lean against back of assistant while assistant holds both persons arms over assistant's shoulders. The assistant leans forward slightly to take most of the person's weight.
4. Two assistants carry person by extremities. One assistant stands behind and wraps arms around person's chest under person's arms. Second assistant stands facing away from the person between their legs and lifts person's legs under knees.

Moving a Person in a Wheelchair Down a Flight of Stairs

1. LASC Sheriff has stair evacuation equipment and some equipment is stored adjacent to the second floor Campus Center stairwell. Sheriff's have been trained in the use of this equipment.
2. If for some reason it is necessary to move the person in their wheelchair without the evacuation equipment, it is desirable to have a minimum of two assisting persons, with four assisting persons preferred for adults with heavy wheelchairs.
3. Secure the wheelchair seatbelt.
4. The wheelchair battery may have to be removed first.
5. The strongest person(s) should be placed at the back of the chair and will grip the chair handles.
6. The other assisting person(s) will note what parts of the chair are removable (wheels, armrests, footplates) so they do NOT lift the chair by those parts. They will grip the front seat frame and/or non-removable leg rests.
7. Always keep the wheelchair facing away from the stairs.
8. ROLL the wheelchair up or down the stairs. Do NOT carry as this may cause back trouble for the assistant. Let the wheelchair carry the weight.
9. Keep the wheelchair slightly tilted back to keep the wheelchair user secure. However, do not do let it tilt too far as this could cause the assistant to lose balance and pitch forward.

Moving a person in a wheelchair over a curb or single step:

1. Secure the wheelchair seatbelt.
2. Just before reaching the edge of the curb or the step turn the wheelchair around so that it is facing away from the edge. You will back the wheelchair down.
3. The assistant will hold tightly to the handles and slowly back the wheelchair so the rear wheels roll down the edge. The assistant will press a hip against the back of the chair as the rear wheels slowly roll off the edge.
4. The assistant will press a foot on the anti-tipping bar as the chair is very slowly backed away from the curb. Then the front wheels are slowly lowered to the ground.
5. Turn the wheelchair around being carefully to avoid the ankles of other people passing by.

Moving a person in a wheelchair over rough terrain:

1. Secure the wheelchair seatbelt.
2. When approaching surfaces that may cause a problem for wheels such as grates, soft lawns, pitted floors or sand turn the wheelchair around and go backwards.
3. Lift the front wheels up very slightly to put the weight of the chair on the rear wheels. Do not tilt the chair too far back.

Evacuating a person who is blind:

1. Tell the person the nature of the emergency: offer to guide him/her by offering your left/right elbow. This is the preferred, standard method when acting as a sighted guide. Do not grab a visually impaired person's arm.
2. Be sure the person brings with them all mobility aides such as white canes.

3. The individual may have a guide dog that may be disoriented. Ask the advice of the person who is blind regarding your level of assistance. The guide dog stays with the individual, if possible.
4. Give verbal directions to advise about the safest routes. Use compass directions, estimated distances and directional terms to orientate the person. As you walk describe where you are and advise of any obstacles such as overhanging objects, uneven pavements, curbs, or narrow passageways.
5. When you have reached a safe location, orient the person to where she/he is. Ask if further assistance is needed.

Evacuating a person who is deaf:

When offering assistance to someone who is deaf or hard of hearing use the following guidelines.

1. Write a note stating what the emergency is and what the evacuation route is (e.g. "Fire: go out the rear door to parking lot.").
2. Turn the room lights on and off to gain attention, then indicate through hand gestures or writing on the blackboard what is happening and where to go.