



Providing Academic Accommodations to Students: It's more than letters

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Presentation Outcomes

- Gain an understanding of the role and purpose of the SDRC
- Ability to discuss the rights, responsibilities, and needs of students with disabilities
- List strategies for working with students who have disabilities
- Describe actions that individuals and departments can take to ensure that students with disabilities have educational opportunities that are equal to those of their non-disabled peers
- Ability to discuss strategies for working with students who have disabilities
- Knowledge of campus resources related to students with disabilities



Student Disability Resource Center

- As a department in the office of the Dean of Students our mission is to support an inclusive academic environment through education, empowerment, crisis management, and advocacy of students in collaboration with campus and community partners.



Who are SDRC students?

- In 2012, students with disabilities represented nearly 11 percent of all postsecondary students
- At Florida State University there are over 5800 students registered with the Student Disability Resource Center
- At FSU, the proportion of students reporting a Psychological Disability as their primary disability has increased from 8% to over 20%





Florida State University Data

- Attention Deficit / Hyperactivity Disorder (AD/HD) 37%
- Psychological Disabilities 20%
- Learning Disabilities 17%
- Chronic Health/Medical Impairments 12%
- Mobility Impairments 8%
- Visual Disabilities 2%
- Autism Spectrum Disorders 2%
- Traumatic Brain Injury (TBI) 1%
- Deaf/Hard of Hearing 1%



Who Created the ADA Legislative Process?

- The Americans with Disabilities Act (ADA) of 1990 was signed by President George H.W. Bush.
- “The ADA[...]prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life -- to enjoy employment opportunities, to purchase goods and services, and to participate in State and local government programs and services.”
- Modeled after:
 - the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex, or national origin – and
 - Section 504 of the Rehabilitation Act of 1973, which is a US law prohibiting discrimination based on disabilities.

(http://www.ada.gov/ada_intro.htm, Nov 4, 2013)



What is the Legislation?

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act

Rehab Act - prohibits discrimination against individuals with disabilities. **Section 504** generally prohibits discrimination on the basis of disability in federally funded programs and activities

ADA Title II prohibits discrimination in access to services or programs of a public entity (this would be a public college or university) and **Title III** prohibits discrimination in access to places of public accommodation (such as private and public colleges and universities)



What Do These Laws Mean?

In the application of both laws, students with disabilities must be qualified to participate in University activities.

- Specifically, a **qualified student** with a disability is one who meets the admission and essential eligibility requirements of a program or service, with or without:
 - modifications of rules, policies, or procedures,
 - removal of architectural, communication, or transportation barriers,
 - provision of auxiliary aids and services.



What is a Disability?

- An **impairment** (e.g. AIDS, cancer, bipolar, depression, ADHD, dyslexia, etc.)
- This impairment manifests itself so as to **substantially** (quite significantly but not utterly) limit
- A **major life activity** (something central to daily living – e.g. walking, talking, reading, seeing, hearing, sleeping, procreation, eating, caring for self)
- Or, **record** of or is **perceived** having the above (three elements)
 - Impairment
 - That limits substantially
 - A major life activity



Episodic Impairments

- An impairment that is **episodic or in remission is a disability if it would substantially limit a major life activity when active**; and
- An impairment that substantially limits one major life activity **need not substantially limit other major life activities** in order to be considered a substantially limiting impairment.
- An impairment that is **episodic or in remission is a disability if it would substantially limit a major life activity when active**



Episodic Impairments

The symptoms associated with these conditions are often unstable and unpredictable and may be episodic. Conditions referred to by these labels can include:

- Autoimmune disorders (lupus, rheumatoid arthritis)
- Blood disorders (sickle cell anemia, e.g.)
- Cardiac disorders
- Crohn's disease
- Diabetes
- HIV/AIDS
- Lyme's disease
- Post-Traumatic Stress Disorder



So What's the Bottom Line?

“The ADA is an ‘equal opportunity’ law for people with disabilities.”

(http://www.ada.gov/ada_intro.htm, Nov. 4, 2013)

The law does NOT require special treatment of students with disabilities, but does require that students be given the opportunity for equal participation in the University's programs. This is done by providing to eligible and qualified students appropriate academic adjustments and auxiliary aids necessary to facilitate the students' fullest possible participation in the University's academic programs.



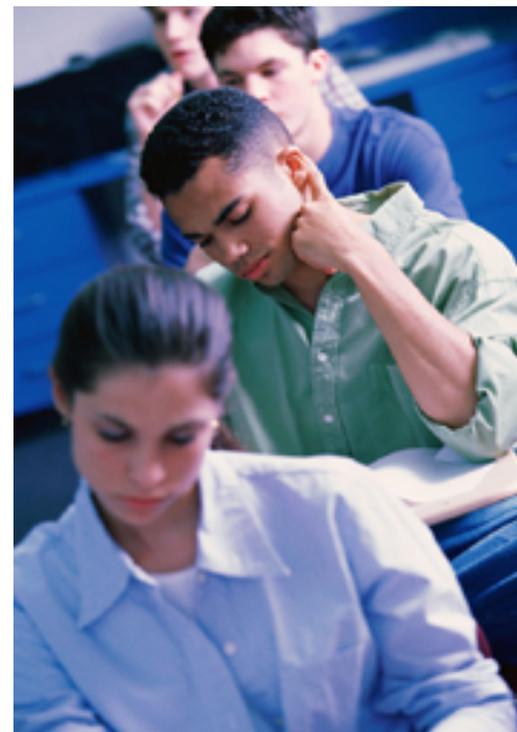
Responsibility of the Institution

- Ensure access to programs, services, and physical spaces (University wide)
- Provide reasonable, adequate and required services (University wide)
- Establish documentation guidelines (SDRC)
- Coordinate services (Collaboration across the University)
- Maintain confidentiality (University wide)
- Establish and communicate procedures to request services (Collaboration between SDRC, faculty and all academic departments and resource offices)
- Educate students, faculty and staff (Collaboration between SDRC and HR)



Responsibility of the Student

- Self identify and disclose to the SDRC
- Provide complete and up-to-date documentation to the SDRC
- Request services as needed for both in class and out of class activities and events
- Participate in the process of determining, implementing, and facilitating reasonable accommodations
- Abide by student conduct code set by the university and course requirements
- Maintain academic standards set by college





Responsibility of the Faculty

- Inform students of service/programs: mandatory syllabus statement and verbal reinforcement in class
- Collaborate for consideration of course components (essential elements) and student's functional limitations
- Make textbook/syllabus available early
- Provide appropriate accommodations as stated in each student's accommodation letter
- Ensure accessibility in the classroom and all offices
- Make appropriate referrals
- Respect the confidentiality of students
- Hold students accountable to established academic standards



What Are Accommodations?

- Accommodations provide students with disabilities equal access to the same information as non-disabled students
- Accommodations provide students with disabilities the time and opportunity to demonstrate equal mastery of material as non-disabled students



What is an Accommodation Letter?

- An accommodation letter is a legally binding document between the Instructor and the student.
- The accommodation letter will contain the list of accommodations that may be provided for the student in the classroom. The student has the right to use all OR some of the student's approved accommodations in each academic course.
- Always contact the Student Disability Resource Center should you have ANY question about how an accommodation should be provided.



DEAN OF STUDENTS DEPARTMENT
STUDENT DISABILITY
RESOURCE CENTER

Spring 2019 - DISNEY 123.1 - HISTORY OF THE GALACTIC EMPIRE (CRN: 0988)

Steve Rogers (EMPLID: 123456789) has supplied the SDRC with documentation that qualifies the student for the services indicated below.

The purpose of this memorandum is to assist you, the faculty acting on behalf of the University, to provide reasonable and appropriate academic accommodations to students with documented disabilities registered in your class as mandated by law. Florida State University seeks to assure that qualified students with disabilities will not be disadvantaged because of the limitations created by their disability. FSU is committed to providing students with disabilities an educational opportunity equal to that of their peers without creating an unfair advantage.

It is the University's policy that students requiring accommodations **MUST** identify themselves and register with the Student Disability Resource Center (SDRC), the University's designated office responsible for determining eligibility, level of service, and reasonable and appropriate accommodations.

Steve Rogers is a student in your course this semester and is registered with SDRC. We have documentation on file and have met with this student verifying a need for the following classroom and exam accommodations:

1. Alternative Testing

- *Clarification of questions*
- *Extensions for tests if disability-related (May use SDRC exam lab as proctor if needed)*
- *No Scantrons*
- *Reduced-distraction testing environment*
- *Use of calculator in class as appropriate*

2. Classroom Access

- *Attendance Accommodation*
Absences may occur that are disability-related; please discuss expectations regarding attendance accommodation and communication, student responsibilities, and plan for this accommodation
- *Math substitution*

3. Notetaking Services

- *Supplemental notetaking assistance*
Please make an anonymous announcement to secure a volunteer to take notes for the student.

Please note that this letter is limited to the Spring 2019 and that it is the student's responsibility to arrange a meeting within one week after receiving this form to discuss the above accommodations with the instructor.

Important Link:

Florida State Faculty Guidelines and Recommendations for Universal Accessibility are available at <https://dos.fsu.edu/sdrcfaculty>

Thank You,

Student Disability Resource Center
Dean of Students Department
Florida State University
108 Student Services Building
874 Traditions way, Tallahassee, Florida 32306-4167



Sample Accommodations

- Extended Testing Time
- Supplemental Note Taking Assistance
- Readers
- Scribes
- Alternative Text Conversion
- Ability to Record Lectures
- Sign Language Interpreter
- CART Services
- Assistive Technology
- Reduced Distraction Testing Environment



When Do I Accommodate?

- Instructors should **only** provide accommodations when provided an official letter of accommodation from the SDRC.
- Accommodation letters will always be on original letterhead and should always have the current semester indicated as well as the student's full name.
- No accommodation should be provided that is **not** specifically listed on the student's accommodation letter.
- Do not provide in lieu of accommodations
- Please ignore all "supplemental" information that may be provided to you by a student...



When Do I Accommodate, cont.

- Accommodation letters may be presented at any point during a semester. Keep in mind that an instructor has one week to implement the accommodations from the date it is issued by the student and faculty member.
- Accommodations are NOT retroactive.



ALL SYLLABI ARE REQUIRED TO INCLUDE THE FOLLOWING STATEMENT:

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@fsu.edu
www.dos.fsu.edu/sdrc

<http://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>



Applying for Services

- Students can apply for services after they have been admitted to Florida State University and before the semester they plan to begin study.
- Applications can be submitted online via the SDRC Webpage
- Completed files are reviewed and the student will be contacted by a disability specialist from the SDRC upon review.
- You may refer students whom you feel need our services at any time.



Confidentiality

- All student information, including documentation that is submitted, is kept confidential and secure according to the Family Educational Rights and Privacy Act (FERPA) guidelines.
- Information regarding the student's accommodations can not be shared with faculty, staff, or parents without written permission.
- Faculty and staff must also maintain confidentiality regarding a student's disability status and approved accommodations.





Can I ask my student if they have a disability?



- No
- It is the student's right to disclose his/her disability
- You may have to read between the lines of what the student is telling you
- Alternative questions:
 - Are there any special issues I should be aware of as for this course?
 - Do you have specific concerns regarding this course?
 - I see you have struggled in... (writing intensive, math, foreign language) ...



Emerging Student Populations

- **Asperger Syndrome**
 - A student with Asperger Syndrome is a highly functioning student on the Autism Spectrum. Students will struggle the most with appropriate social interactions and maintaining the academic rigors a semester presents.
- **Post Traumatic Stress Disorders**
 - Veterans using their new GI Bill money are becoming one of the fastest growing disability populations. These students are often finding that the Veterans Affairs Office is not equipped to help them, and are in fact referring them to the college/university disability services offices. Student Veterans Center at FSU.
- **Bi Polar Disorder**
 - With advances in medical treatments available more students with Bi Polar Disorder are able to successfully complete high school and enter college than ever before.



Accessible Transportation Services

- All students who have mobility or chronic health issues are eligible to use the FSU Accessible Van and Accessible Golf Cart
- SDRC Accessible Van runs from 7:30am-4:00pm
- SDRC Accessible Transportation service is on campus transportation only





Defining Service Animals

- New federal guidelines allow for service animals in the academic classrooms.
 - A service animal is defined as a dog (or miniature horse) that is trained to perform a task for a student with a disability that they cannot otherwise perform themselves.
- Service animals may be used for disabilities other than visual impairments.



What Can I Ask About a Student's Service Animal?

Faculty members may only ask two questions to the student prior to the student bringing a service animal into the classroom:

1. Is the animal required because of a disability?
2. What service or task does the animal provide for you?



Important Things to Know About Service Animals

- Students with service animals do NOT have to register with the Student Disability Resource Center in order to bring the animal into an academic building.
- Students are NOT required to submit documentation of a disability or to provide documentation of the service animals training.
- Service animals are considered an extension of the student themselves and thus must follow the same conduct code.
- The service animal may not be disruptive in the classroom, such as barking or walking around and must be under control at all times. Faculty may ask the student to remove the disruptive animal from the classroom.



Emotional Support Animals

- Emotional Support Animals (ESAs) are *not considered service animals under the Americans with Disabilities Act*.
- These support animals provide companionship, relieve loneliness, and sometimes help with psychiatric disabilities and mental impairments, such as depression, anxiety, and certain phobias; however, unlike service animals, ESAs **do not** have special training to perform specific tasks to assist people with disabilities.
- ESAs only pertain to a student's dwelling and may not be taken to class.
- If a student needs to request an ESA accommodation, they must register with the SDRC



Accommodations Regarding Food Allergies

- Food allergies are now a protected class under ADA.
- Faculty may be asked to make an announcement that food cannot be brought into the classroom due to this.
 - In this situation, the faculty member will be provided with a script to read to the class if this is necessary.



General Suggestions for Making Classes Accessible

- Create an environment that respects and values diversity. Ensure that the syllabus statement is included and discussed at the beginning of each semester. Invite students to come to speak with you.
- Meet with students about their accommodation letters to ensure you are both clear on how the accommodations will be provided for your course.
- Have Policies and Procedures for your course in place and stated in the syllabus.
- Make sure the facility and your classroom is fully accessible.
- Consider alternative methods of administering tests and quizzes



Why use Universal Design principles?

- Traditional means of meeting the learning needs of students with disabilities have significant limitations.
 - Classroom accommodations, such as extra time on tests or the provision of a notetaker, are typically changes that are retrofitted to a course in order to minimize the impact of the disability.
 - UDI offers a proactive alternative for ensuring access to higher education for college students with disabilities.
 - **When we are able to focus a framework and tools for designing inclusive college instruction, the dialogue surrounding college students with disabilities changes from a focus on compliance, accommodations, and nondiscrimination to an emphasis on teaching and learning.**
 - Learning environments can never be entirely accessible to all students' needs since some students will continue to need individualized accommodations. But all learning environments can be made more accessible and inclusive.



Guiding Principles of Universal Design of Instruction

Universal Design (UD) is a conceptual framework for designing and developing inclusive environments. It stems from an attitude, not a prescriptive set of procedures. Universal design reframes the concept of accessibility from special features for a few to good design for everyone.

- Creating a Respectful and Welcoming Climate for Learning
- Determining Essential Course Components
- Communicating Clear Expectations
- Using Diverse Teaching Methods
- Providing Natural Supports
- Creating Multiple Means for Demonstrating Knowledge
- Providing Constructive Feedback
- Promoting Interaction
- Measuring Outcomes

- <http://facultyware.uconn.edu/home.cfm>





Some ideas for UDI

- Interaction
 - Make interactions accessible for all participants – example telephone conference calls (can everyone hear and speak? Access issues)
 - Encourage cooperative learning – group projects, online discussions, in class discussion, etc.
 - Promote effective communication – clarity of information presented, eliminate “razzle dazzle”, use clear straightforward language
- Delivery Methods
 - Choice of textbooks – well organized, emphasize important points, glossaries, etc. Inclusive language.
 - Make content relevant – help by putting things in context, using real life examples, use diverse examples
 - Provide cognitive supports – summaries, outlines, power point slides, study guides
 - Deliver instructions clearly and in multiple ways – orally and in writing



Faculty who want to begin incorporating UD principles should consider some of these ideas:

- Provide a comprehensive syllabus with clearly identified course requirements, accommodation statement, and due dates
- Post lecture notes online.
- Share grading rubrics and/or models for written assignments.
- Using guided notes enables students to listen for essential concepts without copying notes off of board or overhead
- Develop study guides
- Provide formative feedback on writing assignments.
- Use varied instructional strategies (for example, lectures, videos, guest speakers, group activities) and assessment activities.
- Adopt policies and procedures that address accessibility on the front end (for example, guidelines regarding technology that is accessible).



Campus Referral Resources

Adult Learning Evaluation Center (ALEC)

Provides diagnostic testing, accepts campus insurance

2207 Stone Building

Florida State University

(850) 644-3611

Coe-alec@fsu.edu

Psychology Clinic

Provides diagnostic testing

FSU Psychology Department

1107 W. Call St.

(850) 644-3006

<http://www.psy.fsu.edu/community/clinic>



Campus Referral Resources

University Counseling Center

201 Askew Student Life Building

(850) 644-2003

<http://counseling.fsu.edu/>

Health and Wellness Center

960 Learning Way

(850) 644-6230

<http://healthcenter.fsu.edu/>

Academic Center for Excellence (Free Tutoring)

ACE Learning Center at Johnston Ground (WJB)

(850) 645-9151

<http://ace.fsu.edu/tutoring>



Student Disability Resource Center (SDRC)

874 Traditions Way
108 Student Services Building
(850) 644-9566 (V)
(850) 644-8504 (TDD)
(850) 644-7164 (TTY)
(850) 645-1852 (Fax)
sdrc@fsu.edu
dos.fsu.edu/sdrc

