



This section includes guidelines, sample scripts, and materials for short and comprehensive presentations entitled *Accessible Student Services*.

An Internet-based version of the comprehensive on-site presentation provided in this section of the notebook can be found in the *Student Services Conference Room* at http://www.washington.edu/doi/Conf/dl_index.html

The presentations are designed to be delivered to postsecondary student service staff and administrators. Program content and length are flexible and can be adapted for specific student service offices.

These presentations were developed following a thorough literature review and focus group interviews of students with disabilities, student service staff, and administrators from institutions nationwide. This effort was conducted collaboratively by twenty-three *DO-IT Admin* team members.

The suggestions in the earlier sections titled *Presentation Tips* and *Institutionalization Strategies* can be used in the development of your presentation. Handout templates and videos for these presentations can be found in the back pouch of the notebook and in the videotape holder, respectively.

FAQs and case studies included in this section of the notebook and in *The Student Services Conference Room* (<http://www.washington.edu/doi/Conf/>) can be used to prepare and deliver your session. You will also find overhead templates, long and short presentation evaluation instruments, and an action plan form that you may choose to use in delivering professional

development to student service from which to select for completion by audience participants.

The subsection in this part of these training materials are:

- Accessible Student Services: Short Presentation
- Accessible Student Services: Comprehensive Presentation
- Case Studies
- Overhead Templates
- Evaluation Instruments
- Action Plan for a More Accessible Service Unit
- Frequently Asked Questions



Accessible Student Services: Short Presentation



Purpose

After this presentation, staff and administrators will be able to

- summarize rights, responsibilities, and needs of students with disabilities;
- describe departmental and individual rights and responsibilities to ensure equal opportunities for students with disabilities in their student service area;
- list strategies for working with students who have disabilities; and
- describe accessible campus resources available to assist with facility and service design and the provision of accommodations for students with disabilities.

Length

Approximately 20-30 minutes.

Presenter

Little experience working with students with disabilities is required to deliver this short presentation. It could be delivered by the student service director to introduce the topic and then at a later date, have a person from disability support services provide more specific information about accessibility issues and campus services.

Preparation

- Select presenter(s).
- Develop presentation outline and activities using the sample script and the ideas listed in the *Presentation Tips* section of this handbook.
- Create transparencies from overhead transparency templates, or use the PowerPoint™ version of the visual aids (available online at <http://www.washington.edu/doi/AdminN/>;

follow the “PowerPoint Presentation Slides” link). Add information about resources available to your campus to the overhead transparency or PowerPoint slide entitled “Resources” and to printed publications, as appropriate.

- Choose video(s):
 - *Access to the Future: Preparing Students with Disabilities for Careers,*
 - *Equal Access: Universal Design of Computer Labs,*
 - *Equal Access: Campus Libraries,*
 - *Equal Access: Universal Design of Instruction, or*
 - *Equal Access: Student Services* (for other student service units or mixed audiences)
 - *Real Connections: Making Distance Learning Accessible to Everyone*
- Choose and photocopy relevant handout template(s):
 - *Access to the Future: Preparing Students with Disabilities for Careers*
 - *Equal Access: Universal Design of Advising*
 - *Equal Access: Universal Design of Career Services*
 - *Equal Access: Universal Design of Computer Labs*
 - *Equal Access: Universal Design of Distance Learning*
 - *Equal Access: Universal Design of Financial Aid Offices*
 - *Equal Access: Universal Design of Housing and Residential Life*
 - *Equal Access: Universal Design of Instruction*
 - *Equal Access: Universal Design of Libraries*
 - *Equal Access: Universal Design of Recruitment and Undergraduate Admissions*



- *Equal Access: Universal Design of Registration*
- *Equal Access: Universal Design of Student Organizations*
- *Equal Access: Universal Design of Student Services* (for other student service units or mixed audiences).
- *Equal Access: Universal Design of Tutoring and Learning Centers*
- *Real Connections: Making Distance Learning Courses Accessible to Everyone*

- Photocopy a presentation evaluation instrument from pages 133-136, or create and photocopy your own instrument.
- Link from your unit's web pages to *The Student Services Conference Room* at <http://www.washington.edu/doi/Conf/>.

Equipment and Tools


- Overhead visual and projection system; Internet connection (*optional*)
- Presentation evaluation instrument (pages 133–136)

Presentation Outline

1. Distribute handout(s) and evaluation instrument.
2. Facilitate introductions.
3. Introduce topic.
4. Introduce and play video.
5. Discuss accessibility considerations in *Equal Access* handout and next step for making your service unit more accessible to students with disabilities.
6. Collect completed evaluation instruments.

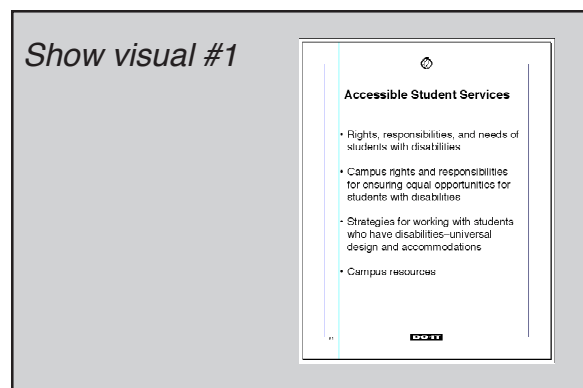
Resources

For further preparation for this presentation, consult *The Student Services Conference Room* at <http://www.washington.edu/doi/Conf/>.

DO-IT Home		Glossary		
 The Student Services Conference Room				
Universal Design	Accommodation Strategies	Rights and Responsibilities	Resources for Student Services Staff	Resources for Trainers and Administrators
The Student Services Conference Room The Student Services Conference Room is a space for staff and administrators at postsecondary institutions to learn how to create facilities, services, and information resources that are accessible to all students, including those with disabilities. It includes six primary areas that address issues faced by postsecondary campus service staff.				
Visual warning systems for lab emergencies are beneficial to students with hearing impairments. Did You Know?				
Universal Design Strategies for creating (universal design) student services that are accessible to students with a wide range of abilities and disabilities.				
Accommodation Strategies Strategies for modifying (accommodations) student services so that they are accessible to students with a wide range of abilities and disabilities.				
Rights and Responsibilities The rights and responsibilities of student services staff and students with disabilities regarding accommodations.				
Resources for Student Service Staff Resources to help staff fully include students with disabilities in their student services.				
Resources for Trainers and Administrators Resources for staff and administrators who provide professional development and support campus service units in making their programs, services, and resources accessible to students with disabilities.				
Searchable Knowledge Base A searchable database of frequently asked questions and case studies related to how postsecondary staff and administrators can make student services fully accessible to students with disabilities.				
Search Knowledge Base Searchable Knowledge Base				
Knowledge Base Articles by Topic Knowledge Base Articles by Topic				
About The Conference Room project About The Conference Room project				
Enter Faculty Room, Board Room, or Student Lounge Enter Faculty Room, Board Room, or Student Lounge				
Evaluate this site Evaluate this site				
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Accessible Student Services: Short Presentation Sample Script



Today I will deliver a short presentation about how you can effectively work with students who have disabilities and wish to use your campus service. We will discuss your rights and responsibilities as well as those of students with disabilities. You will learn strategies for working with students who have disabilities. I will also inform you of how to access resources for assistance with accommodations.

Advancements in technology and increased job specialization have resulted in career opportunities in fields that were once considered unsuitable for individuals with disabilities. Many of these careers require knowledge and skills obtained through higher education. Although the number of individuals with disabilities seeking postsecondary education has increased significantly in recent years, they are still underrepresented in many academic and career areas and are less successful than other students.

Federal legislation prohibits discrimination against students with disabilities and mandates that they have equal access to postsecondary programs and services. This includes access to student services, courses and information resources.

The handout *Equal Access: Universal Design of Student Services* (and/or other handout(s) provided to the audience) provides an overview of staff and student legal rights and responsibilities, along with examples of universal design strategies, accommodations, and resources to assist us in our efforts to ensure equal opportunities for all students in our programs and services. The video that I will now show highlights key steps in designing an accessible service.

Show video Equal Access: Student Services or other selected video for a specific campus service—Access to the Future: Preparing Students with Disabilities for Careers, Equal Access: Computer Labs, Equal Access: Libraries, Equal Access: Universal Design of Instruction (for faculty or tutoring and learning center staff), or Real Connections: Making Distance Learning Accessible to Everyone (for distance learning designers and instructors).

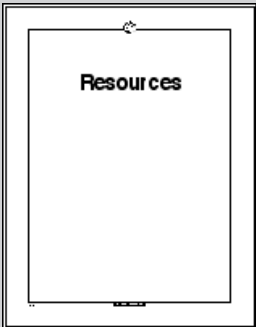
The people featured in this video have described accessibility problems and solutions. We have seen how effective universal design solutions and accommodation strategies are often simple. They require awareness, creativity, and flexibility.

Your handout expands the concepts presented in the video into a checklist of items to consider in making your service unit accessible to everyone. (*Discuss list as time permits.*) Are there any questions or comments related to access issues in your campus service unit? What could be a next step toward a more accessible services?



Resources

*Show visual #2:
with your
campus
resources
added.*

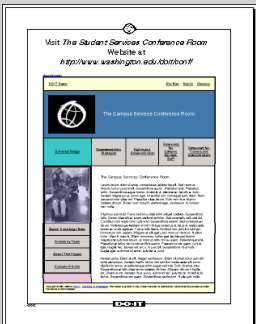


programs accessible to all students. You can link to this resource from ____ (*Arrange to make the link from your campus/departmental disabled student services home page before the presentation*). Consider linking to this website from your departmental or office web pages.

Thank you for your time today and for your interest in finding ways to ensure that all of the students in our programs have equal opportunities to learn, explore interests, and express ideas.

Here are some resources that might be useful to you as you work to create equal access to your campus services for all students. (*Elaborate.*)

Show visual #3



For comprehensive information on working with students with disabilities in postsecondary campus services, including universal design strategies, accommodations, a wide range of case studies, frequently asked questions, and general resources, visit *The Student Services Conference Room* at <http://www.washington.edu/doi/Conf/>.

This resource was developed by DO-IT at the University of Washington as part of a nationwide collaboration of more than twenty postsecondary institutions. It provides resources to staff and administrators so that they can make their services and

Accessible Student Services: Comprehensive Presentation



Purpose

After this presentation, staff and administrators will be able to

- summarize rights, responsibilities, potential contributions, and needs of students with disabilities;
- describe departmental and individual legal rights and responsibilities for ensuring equal access and opportunities for all students in campus programs and services;
- list universal design strategies and describe typical accommodations for students with disabilities;
- describe campus resources available to assist in the provision of accommodations to students with disabilities; and
- list actions that individuals and departments can take to ensure that students with disabilities have access to campus services equal to that of their nondisabled peers.

Length

Approximately 1–2 hours; content can be expanded and covered over several meetings.

Presenters

Student services administrator or support staff or staff from the disability services office. Experience working with students with disabilities is required. This comprehensive presentation may be copresented with or presented by a staff member of a campus unit responsible for providing accommodations for students with disabilities.

Preparation

- Select presenter(s).
- Contact the unit to whom you will be delivering a presentation to determine audience characteristics, office climate, and experience working with students who have disabilities. Use this information to tailor the presentation to the audience.
- Develop presentation outline and activities using the sample script and the ideas listed in the *Presentation Tips* section of this handbook.
- Create transparencies from overhead transparency templates, or use the PowerPoint™ version of the visual aids (available online at <http://www.washington.edu/doit/AdminN/>; follow the “PowerPoint Presentation Slides” link). Add information about resources available to your campus to the overhead transparency or PowerPoint slide entitled “Resources” and to printed publications, as appropriate.
- Choose video(s):
 - *Access to the Future: Preparing College Students with Disabilities for Careers*,
 - *Equal Access: Universal Design of Computer Labs*,
 - *Equal Access: Campus Libraries*,
 - *Equal Access: Universal Design of Instruction*, or
 - *Equal Access: Student Services* (for other student service units or mixed audiences)
 - *Real Connections: Making Distance Learning Accessible to Everyone*



- Choose and photocopy relevant handout template(s):
 - *Access to the Future: Preparing Students with Disabilities for Careers*
 - *Equal Access: Universal Design of Advising*
 - *Equal Access: Universal Design of Career Services*
 - *Equal Access: Universal Design of Computer Labs*
 - *Equal Access: Universal Design of Distance Learning*
 - *Equal Access: Universal Design of Financial Aid Offices*
 - *Equal Access: Universal Design of Housing and Residential Life*
 - *Equal Access: Universal Design of Instruction*
 - *Equal Access: Universal Design of Libraries*
 - *Equal Access: Universal Design of Recruitment and Undergraduate Admissions*
 - *Equal Access: Universal Design of Registration*
 - *Equal Access: Universal Design of Student Organizations*
 - *Equal Access: Universal Design of Student Services* (for other student service units or mixed audiences).
 - *Equal Access: Universal Design of Tutoring and Learning Centers*
 - *Real Connections: Making Distance Learning Courses Accessible to Everyone*

- Photocopy a presentation evaluation instrument from pages 133-136, or create and photocopy your own instrument.


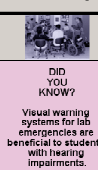
- Link from your unit's web pages to *The Student Services Conference Room* at <http://www.washington.edu/doit/Conf/>.

Equipment and Tools

- Overhead visual and projection system; Internet connection (*optional*)
- Presentation evaluation instrument (pages 133–136)

Presentation Outline

1. Distribute handouts.
2. Facilitate introductions.
3. Introduce topic.
4. Introduce and play video.
5. Hold discussion on universal design and typical disability-related accommodations for facilities, services, and resources.
6. Discuss department/campus issues and resources.
7. Distribute and collect completed evaluation instruments.

DO-IT Home		Glossary		
 The Student Services Conference Room				
Universal Design	Accommodation Strategies	Rights and Responsibilities	Resources for Student Services Staff	Resources for Trainers and Administrators
 <p>DID YOU KNOW? Visual warning systems for lab emergencies are beneficial to students with hearing impairments.</p>	<p>The Student Services Conference Room</p> <p>The Student Services Conference Room is a space for staff and administrators of postsecondary institutions to learn how to create facilities, services, and information resources that are accessible to all students, including those with disabilities. It includes six primary areas that address issues faced by postsecondary campus service staff.</p> <p>Universal Design Strategies for creating (universal design) student services that are accessible to students with a wide range of abilities and disabilities.</p> <p>Accommodation Strategies Strategies for modifying (accommodations) student services so that they are accessible to students with a wide range of abilities and disabilities.</p> <p>Rights and Responsibilities The rights and responsibilities of student services staff and students with disabilities regarding accommodations.</p> <p>Resources for Student Service Staff Resources to help staff fully include students with disabilities in their student services.</p> <p>Resources for Trainers and Administrators Resources for staff and administrators who provide professional development and support campus service units in making their programs, services, and resources accessible to students with disabilities.</p> <p>Searchable Knowledge Base A searchable database of frequently asked questions and case studies related to how postsecondary staff and administrators can make student services fully accessible to students with disabilities.</p>			
Search Knowledge Base				
Knowledge Base Articles by Topic				
About The Conference Room project				
Enter Faculty Room, Board Room, or Student Lounge				
Evaluate this site				
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Resources

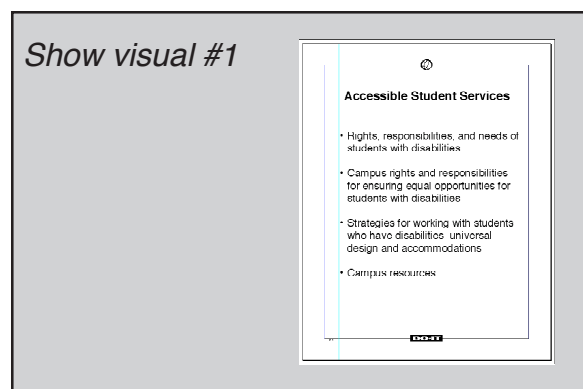
For further preparation for this presentation, consult *The Student Services Conference Room* at <http://www.washington.edu/doit/Conf/>.



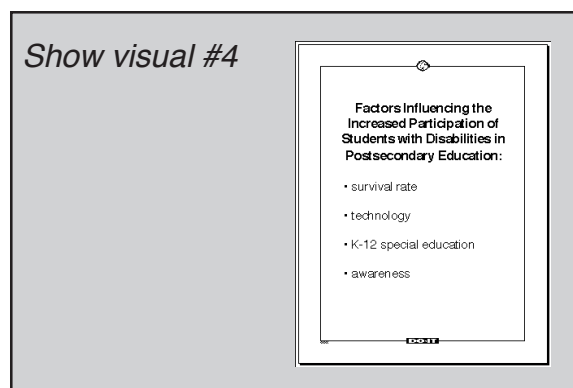
Accessible to Student Services: Comprehensive Presentation Sample Script

Today we will discuss strategies that can help you make your campus service accessible to all students, including students with disabilities.

As increasing numbers of people with disabilities pursue postsecondary educational opportunities, the accessibility of recruiting and admissions offices, registration, financial aid, libraries, housing and residential life, computer labs, tutoring and learning centers, and other student services is of increasing importance. The goal is simply equal access; everyone who needs to use your services should be able to do so comfortably and efficiently.



The objectives of this presentation are for you to gain knowledge about rights, responsibilities, and needs of students with disabilities and of the institution, strategies for working with students who have disabilities, and campus resources.



Postsecondary Enrollment of Students with Disabilities

The number of individuals with disabilities seeking postsecondary education has increased significantly in recent years. Reasons cited for this increase include the following:

- advances in medical technology and techniques resulting in greater numbers of people who survive traumatic accidents and problematic births;
- improvements in technology making it possible for more people with disabilities to live independently and have productive lives;
- federal and state mandates for precollege academic support programs helping more students with disabilities complete high school and consider postsecondary education options; and
- publicity of federal disability-related legislation increasing awareness of rights to accommodation and equal opportunities in education and employment.



Show visual #5
or develop a
visual
using the
demographics of
your
campus

Undergraduates Reporting a Disability	
Among the 6% of undergraduates who reported a disability, the percentage of each type:	
Learning disabilities	46%
Mobility or orthopedic impairments	14%
Health impairments	12%
Mental illness or emotional disturbance	8%
Hearing impairments	6%
Blindness and visual impairments	5%
Speech or language impairments	1%
Other impairments	9%

Source: National Center for Education Statistics (1999)

The probability that a student with a disability will use your campus service is quite high. In a survey by the National Center for Education Statistics (1999), 6% of all undergraduates reported having a disability. In this group, 46% reported having a learning disability, 14% reported an orthopedic or mobility impairment, 8% reported mental illness or emotional disability, 6% reported being deaf or hard of hearing, 4% reported visual impairments, and 9% reported a speech impairment.

Staff who are familiar with disability access issues are better prepared to make arrangements that will ensure that students with disabilities have equal opportunities to access their programs and services.

Today we will go over our legal rights and responsibilities, universal design strategies, examples of accommodation strategies, and resources available to help you work with students who have disabilities. We'll also discuss the specific challenges in our department in working with students who have disabilities and explore strategies for improving access. Your handout *Equal Access: Universal Design of Student Services (or other handout)* provides an overview of legal rights and responsibilities; examples of universal design and accommodation strategies for your service unit; and a list of resources available on campus to assist us in

our efforts to ensure equal opportunities for all students.

Show visual #6

Section 504 of the Rehabilitation Act of 1973

"No otherwise qualified individual with a disability 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 of a public entity."

Disability Legislation

Let's begin with our legal obligations.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. According to these laws, no otherwise qualified person with a disability 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 of a public entity. This means that campus services and information resources, as well as academic offerings, must be accessible to qualified students with disabilities.

Show visual #7

"Otherwise qualified"

meets the academic and technical standards requisite to admission or participation

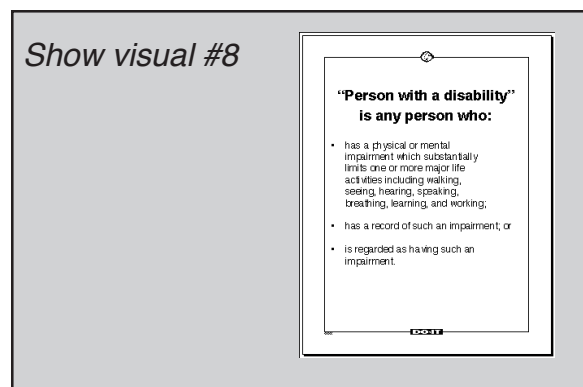
with or without

- reasonable modifications to rules, policies, or practices;
- removal of architectural, communication or transportation barriers; or
- provision of auxiliary aids and services.

What does a person with a disability who is "otherwise qualified" mean? "Otherwise



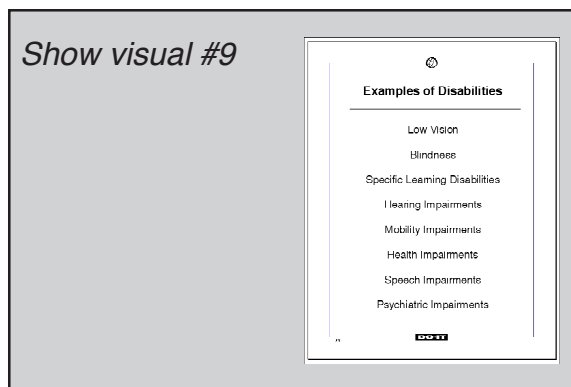
qualified” with respect to postsecondary educational services refers to “a person who meets the academic and technical standards requisite to admission or participation in the program or activity, with or without reasonable modification to rules, policies, or practices; the removal of architectural, communication, or transportation barriers; or the provision of auxiliary aids and services.” In other words, a person who has a disability is “otherwise qualified” if he can perform the essential tasks of a program or assignment when reasonable accommodations are made. All of the students with disabilities enrolled in our institution are covered under federal legislation and are therefore entitled to use services to which their peers without disabilities have access.



So what exactly does “person with a disability” mean? “Person with a disability” means “any person who has a physical or mental impairment which substantially limits one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, and working; has a record of such an impairment; or is regarded as having such an impairment.”

Disabilities covered by legislation include but are not limited to spinal cord injuries, loss of limbs, Multiple Sclerosis, Muscular Dystrophy, Cerebral Palsy, hearing impairments, speech impairments, specific

learning disabilities, head injuries, psychiatric disorders, Diabetes, Cancer, and AIDS. Some of these conditions are readily apparent; some are not.



Students who have conditions with the same label may have very different abilities when it comes to performing specific tasks. For example, one student who has Cerebral Palsy may have difficulty walking. For another student, Cerebral Palsy may result in no functional use of her hands. For another, it may limit the use of his voice.

Ultimately, a student who has a disability requires accommodations only when faced with a task that requires a skill that his disability precludes. If a student informs a staff member that he has a disability and would like to arrange an accommodation, the staff member can ask him to suggest strategies that could eliminate or minimize access barriers. The student is the best source of information about his disability. Sometimes an effective solution can be found by thinking creatively about how the environment can be modified. Many accommodations are simple, creative alternatives for traditional ways of doing things. Our campus disability service office can be involved in this process. For example, this office can arrange for sign language interpreters.



In summary, federal legislation requires that we accept otherwise qualified students with disabilities into our programs. We should work with students who have disclosed their disabilities to identify and implement reasonable accommodations in order to ensure that they have equal access to student services.

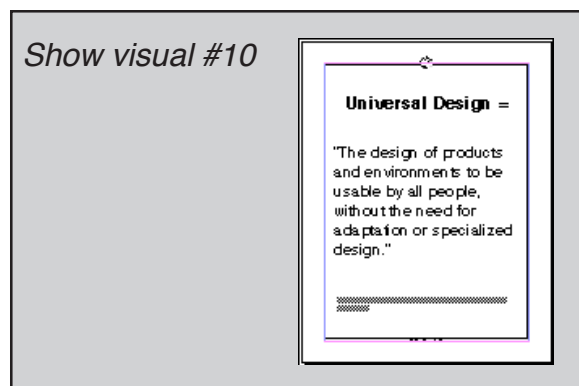
Staff and Students with Disabilities

Next we'll watch the video presentation *Equal Access: Student Services (or other student service video)*. You'll learn about disabilities that may impact students' access or participation in your campus service, examples of accommodations, and resources. Teamwork between the staff member, the student, and the office that supports students with disabilities on our campus is key. The information covered is also included in the handout entitled *Equal Access: Universal Design of Student Services (or other student service publication)*.

Show video *Equal Access: Student Services* (14 minutes) or *other student service video*.

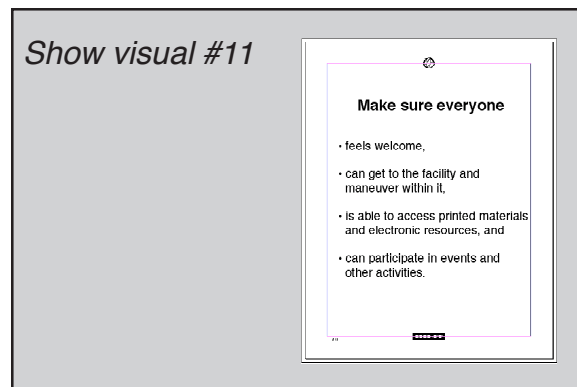
Universal Design of Student Services

Now we will discuss universal design strategies you can employ to make your facilities, services, and information resources accessible.



Universal design means that rather than designing your facility, services, and information resources for the average user, you design them for people with a broad range of characteristics. This includes people with disabilities, older adults, and individuals of different races and cultures, men and women, and those who have different native languages. Keep in mind that students and other visitors may have learning disabilities or visual, speech, hearing, and mobility impairments.

Preparing your program to be accessible will minimize the need for special accommodations for students and visitors who use your services, as well as for current and future employees.

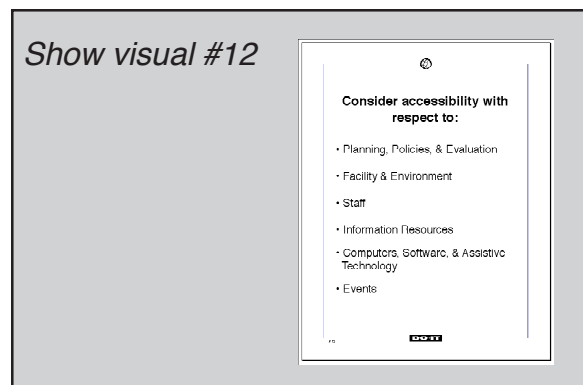


Consider all of your potential visitors, including those with disabilities, as you plan services. Make sure everyone

- feels welcome,
- can get to the facility and maneuver within it,
- is able to access printed materials and electronic resources, and
- can participate in events and other activities.



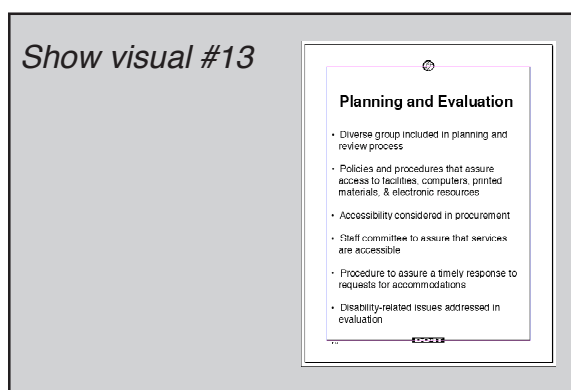
Also make sure that staff are trained to support people with disabilities, respond to specific requests for accommodations in a timely manner, and know who they can contact on campus if they have disability-related questions. With these key issues in mind, you can make your services accessible to everyone.



Consider the design and accessibility of these specific components of your services:

- planning and evaluation,
- facility and environment,
- information resources,
- computers and assistive technology, and
- events.

Specific questions that can help guide you in making your services universally accessible in each of these areas can be found in your handout *Equal Access: Universal Design of Student Services* (or other specialized publication). We will discuss them together.



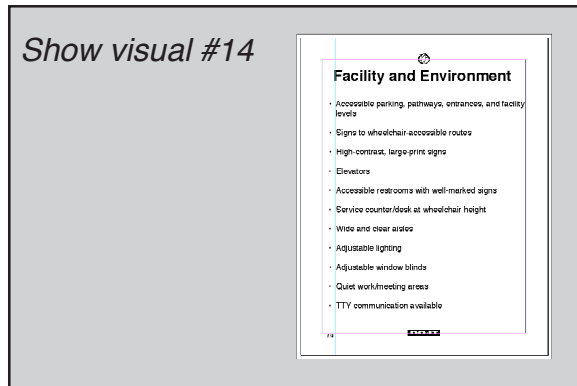
Planning, Policies, and Evaluation

Consider diversity as you plan and evaluate services. (*Discuss each of the following items in the context of the audience and their areas of responsibility. You can also use the specific list included in the handout you have selected or this presentation.*)

- Are people with disabilities, racial/ethnic minorities, men and women, young and old students, and other groups included in student service planning and review processes and advisory committees?
- Do you have policies and procedures that assure access to facilities, printed materials, computers, and electronic resources for people with disabilities?
- Is accessibility considered in the procurement process?
- Do you have a designated staff member and/or committee who assures that services are accessible to students with disabilities and responds to requests for accommodations?
- Do you have a procedure to assure a timely response to requests for disability-related accommodations?



- Are disability-related access issues addressed in your evaluation methods?



Facility and Environment

Efforts should be made to make your facility accessible to everyone.

(Discuss each item in the context of the audience and their areas of responsibility).

- Are parking areas, pathways, and entrances to the building wheelchair-accessible?
- Are all levels of the facility connected via an accessible route of travel?
- Is there signage outside the building indicating which entrances are wheelchair-accessible?
- Are there ample high-contrast, large-print directional signs to and throughout the office?
- Do elevators have both auditory and visual signals for floors? Are elevator controls accessible from a seated position and available in large print and Braille or raised notation?
- Are wheelchair-accessible restrooms with well-marked signs available in or near the office?

- Is at least part of a service counter / desk at a height accessible to a wheelchair user?

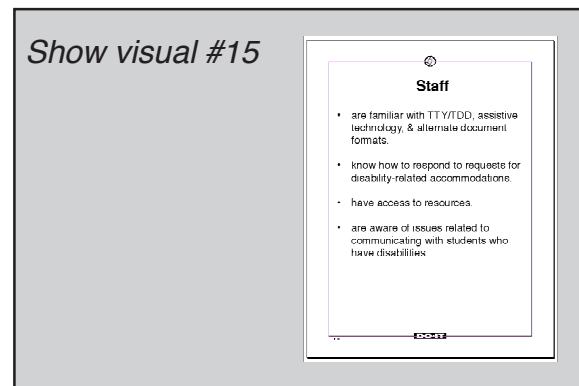
- Are aisles kept wide and clear for wheelchair users and protruding objects removed or minimized for the safety of users who are visually impaired?

- Is lighting adjustable by the individual?

- Are window blinds available to reduce glare, especially on computer screens?

- Are there quiet work and/or meeting areas where noise and other distractions are minimized or facility rules (e.g., no cell phone use) minimize noise?

- Are telecommunication devices for the deaf (TTY / TDD) available?



Staff

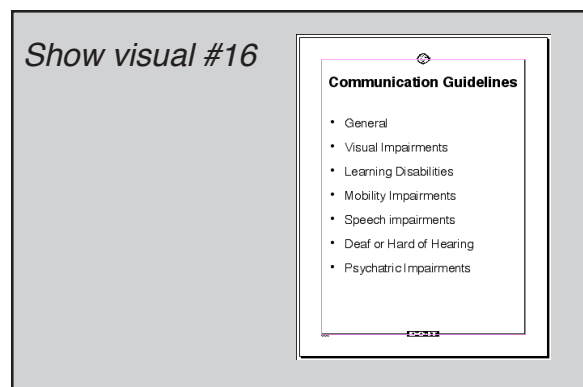
Staff should be prepared to work with students who have disabilities.

(Discuss each item in the context of the audience and their areas of responsibility).

- Are all staff members familiar with the availability and use of a TTY / TDD, the Telecommunications Relay Service, assistive technology, and alternate document formats?



- Do staff members know how to respond to requests for disability-related accommodations, such as sign language interpreters?
- Do staff members have ready access to a list of on and/or off-campus resources for students with disabilities?
- Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair" is more appropriate than "a person confined to a wheelchair."
- Ask permission before you interact with a person's guide dog or service dog.



- Are all staff members aware of issues related to communicating with students of different races/ethnicities and ages and with students who have disabilities?

There are no strict rules when it comes to relating to people with disabilities. However, here are some helpful hints listed on the back page of your handout.

General Guidelines

- Ask a person with a disability if he/she needs help before providing assistance.
- Talk directly to the person with a disability, not through the person's companion or interpreter.
- Refer to a person's disability only if it is relevant to the conversation. If so, refer to the person first and then the disability. "A man who is blind" is better than "a blind man" because it emphasizes the person first.

Visual Impairments

- Be descriptive for people with visual impairments. Say, "The computer is about three feet to your left," rather than "The computer is over there."
- When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.

Learning Disabilities

- Offer directions/instruction both orally and in writing. If asked, read instructions to individuals who have specific learning disabilities.

Mobility Impairments

- Sitting or otherwise position yourself at the approximate height of people who use wheelchairs when you interact.

Speech Impairments

- Listen carefully to individuals with speech impairments. Repeat what you think you understand for confirmation, and then ask the person with a speech impairment to repeat the portion of what was said that you didn't understand.

Hearing Impairments

- Face people with hearing impairments so that they can see your lips.
- Speak clearly at a normal volume. Speak more loudly only if requested.

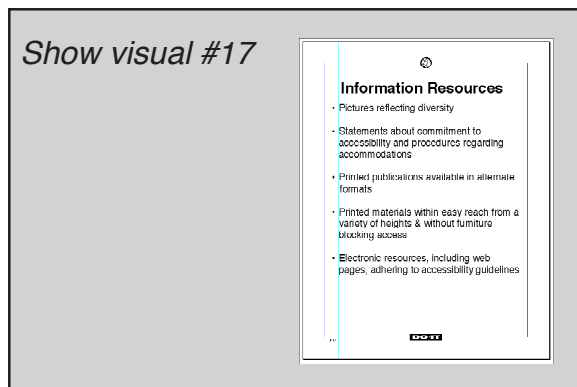


- Use paper and pencil if the deaf person does not read lips or if more accurate communication is needed.
- In groups raise hands to be recognized, so the person who is deaf knows who is speaking.

Psychiatric Impairments

- Provide information in clear, calm, respectful tones.
- Allow opportunities for addressing specific questions.

What other suggestions do you have for helping staff members effectively communicate with people who have disabilities?



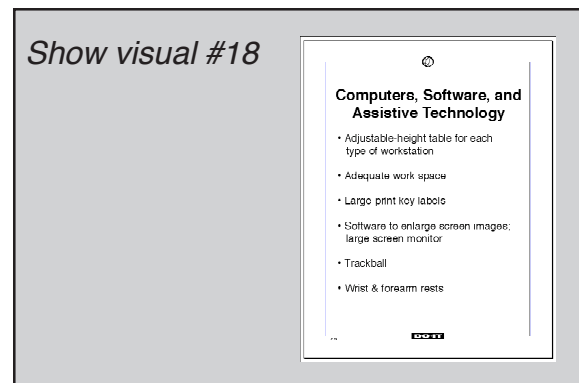
Information Resources

Assure that publications and websites welcome a diverse group and that information is available in accessible formats. *(Discuss each item in the context of the audience and their areas of responsibility).*

- Do pictures in your publications and website include people with diverse characteristics with respect to race, gender, age, and disability?
- In key publications, do you include a statement about your commitment to

universal access and procedures for requesting disability-related accommodations? For example, you could include the following statement: “Our goal is to make all materials and services accessible. Please inform staff of accessibility barriers you encounter, and request accommodations that will make activities and information resources accessible to you.”

- Are all printed publications available (immediately or in a timely manner) in alternate formats such as Braille, large print, and electronic text?
- Are printed materials within easy reach from a variety of heights and without furniture blocking access?
- Do electronic resources, including web pages, adhere to accessibility guidelines or standards adopted by your institution or your specific project or funding source?
- Are videos used by your service captioned? Audio described?





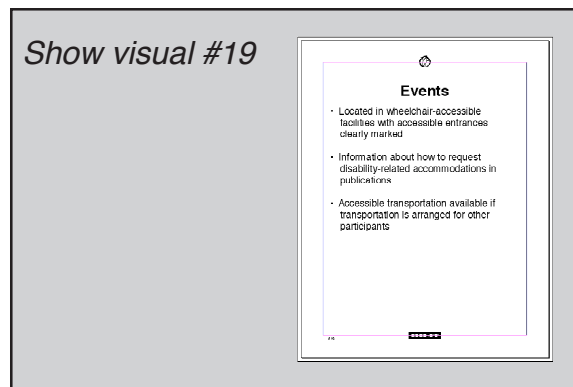
Computers, Software, and Assistive Technology. If used, make technology accessible to all visitors.

Some student service units use computers as information sources. The organization need not have special technology on hand for every type of disability but should have available commonly used assistive technology. Assistive technology includes special hardware and software that allows people with disabilities to access computer operations and software. Start with a few key items, and add new technology as students request it. Purchasing the following computer products will get you started (*Discuss each item in the context of the audience and their areas of responsibility*):

- An adjustable-height table for each type of workstation can assist students who use wheelchairs or are small or large in stature.
- Providing adequate work space for both left- and right-handed users is important.
- Large-print key labels can assist students with low vision.
- Software to enlarge screen images and a large monitor can assist students with low vision and learning disabilities.
- A trackball can be used by someone who has difficulty controlling a mouse.
- Wrist and forearm rests can assist some people with mobility impairments.

What initial steps can be taken to assure that the technology in a service area is accessible to students with disabilities?

Show visual #19

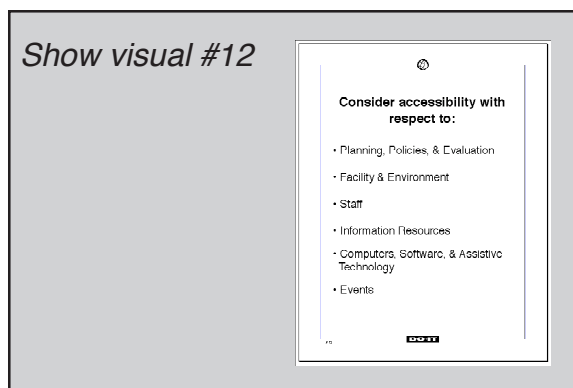


Events

Assure that everyone feels welcome and can participate in events sponsored by the organization. (*Discuss each item in the context of the audience and their areas of responsibility*).

- Are events located in wheelchair-accessible facilities? Is the accessible entrance clearly marked?
- Is information about how to request disability-related accommodations included in publications promoting events?
- Is accessible transportation available if transportation is arranged for other participants?

Show visual #12



We've discussed strategies for the universal design of campus services, focusing on five key areas. What other steps can be taken to assure that our campus services are



accessible to students with disabilities? (*Lead discussion.*) What could be a first step in this process? (*Lead discussion.*)

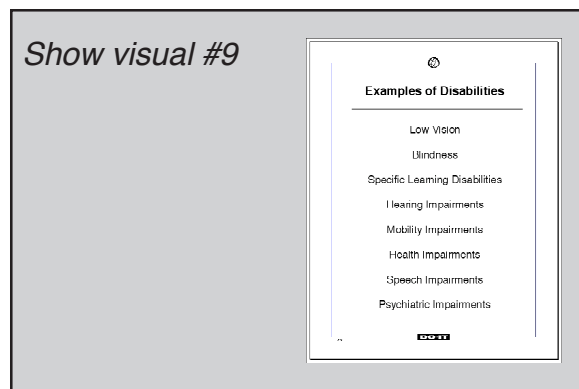
For further information regarding accessibility for students with disabilities and a fuller understanding about campus disability services, contact the disabled student services office on campus.

Checklist Updates

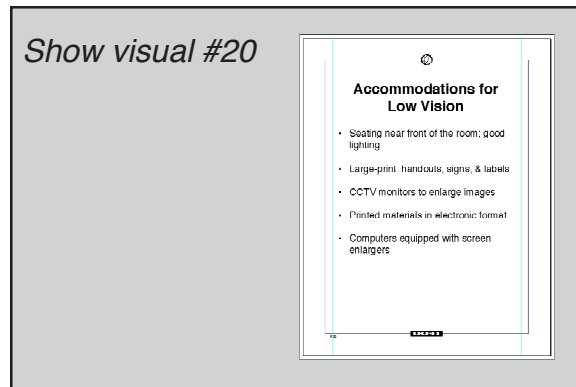
The checklist in your handout was field-tested at more than twenty postsecondary institutions nationwide (see <http://www.washington.edu/doi/Brochures/Academics/admin.html>). To increase the usefulness of this working document, suggest improvements to sherylb@u.washington.edu.

Accommodations for Specific Disabilities (*optional*)

(*This optional section includes information on access issues and accommodation strategies for specific disabilities.*)



Now we will review how disabilities may affect the ability to participate in specific activities or to access our information resources and what typical accommodations we might provide. I'll organize this discussion around eight disability types: low vision, blindness, specific learning disabili-



ties, hearing impairments, mobility impairments, health impairments, speech impairments, and psychiatric disabilities. We'll discuss examples of accommodations. I emphasize that these are only examples, since disabilities and specific accommodations are unique to the individual. You, the student, and campus support staff for students with disabilities may generate many other effective strategies that are appropriate for that student.

(*Following are examples of accommodations. The lists are by no means comprehensive. You may wish to substitute or add strategies that are pertinent to your audience.*)

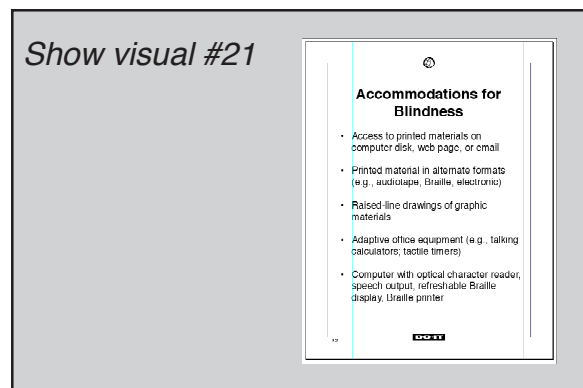
Low Vision

For some students who have low vision, standard written materials are too small to read, and/or objects appear blurry. Others may only see objects within a specific field of vision. Still others may see an image with sections missing or blacked out. Reading may take longer and may be more fatiguing for people who have low vision than for people who do not.

Examples of accommodations for students with low vision include seating near the front of the room when presentations are given, good lighting, and large-print handouts, signs, and labels. Other examples of accommodations include Closed Circuit



TV (CCTV) monitors, enlarged printed images, printed materials made available in electronic formats, and computers equipped with software that enlarges screen images.



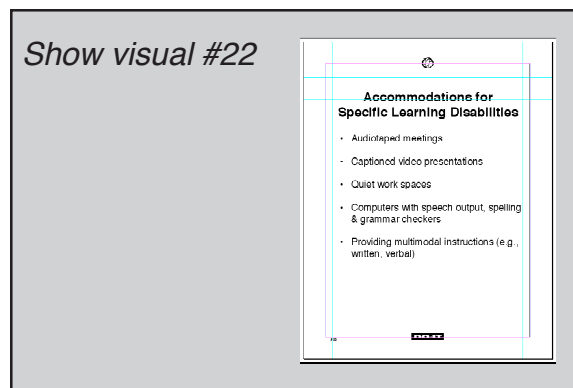
Blindness

Students who have no sight cannot read standard printed materials. Students who have had no vision since birth may have difficulty understanding verbal descriptions of visual materials and abstract concepts. Consider the example “This diagram of our organizational chart looks like a tree.” If one has never seen a tree, it may not be readily apparent that the structure of note has several lines of ancestry that can be traced back to one central family. Students who lost their vision later in life may find it easier to understand such verbal descriptions.

Ready access to printed materials on computer disk, in an electronic mail message, or in text on a web page can allow a blind person who has text-to-speech technology to use computers to read the text aloud and/or produce it in Braille. Some materials are best transferred to audiotape.

During presentations, clear, concise narration of the basic points being represented in visual aids is helpful. Other examples of accommodations for blind students include raised-line drawings of

graphic materials; adaptive office equipment, such as talking calculators and tactile timers; and computers with optical character readers, speech output, refreshable Braille screen displays, and Braille printers.



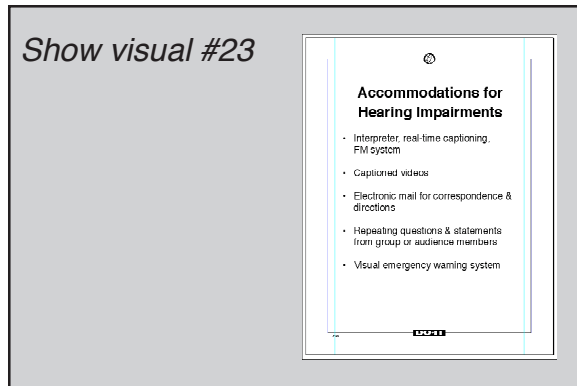
Specific Learning Disabilities

Students with specific learning disabilities have average to above average intelligence but may have difficulties understanding content and/or demonstrating knowledge. For a student who has a learning disability, auditory, visual, or tactile information can become jumbled when it is transmitted, received, processed, and/or retransmitted. It may take longer for some students who have learning disabilities to process written information, making lengthy reading or writing tasks difficult to complete in a standard amount of time. Some students who have learning disabilities may find it difficult to process verbal instructions. Other students who have learning disabilities may be able to organize and communicate their thoughts in a quiet one-to-one conversation but may find it difficult to articulate those same ideas in a noisy environment.

Examples of accommodations for students who have learning disabilities include audiotaped meetings, captioned video presentations, and quiet work spaces. Computers with speech output and spelling



and grammar checkers are also helpful for some students with learning disabilities.



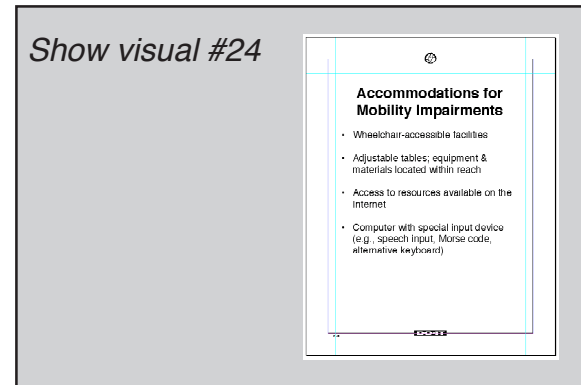
Hearing Impairments

Students who have hearing impairments may hear only specific frequencies, sounds within a narrow volume range, or nothing at all. Students who are deaf from birth generally have more difficulty speaking and understanding English language structure than those who lose their hearing later in life.

Students who are deaf or hard of hearing may have difficulty following presentations in large rooms or when the speaker talks quietly, rapidly, or unclearly. Also, people who are deaf or hard of hearing may find it difficult to simultaneously watch demonstrations and follow verbal descriptions, particularly if they are watching a sign language interpreter, a real-time captioned screen, or a speaker's lips. Discussion that is fast-paced and unmoderated may be difficult to follow, since there is often a lag time between a speaker's comments and interpretation.

Examples of accommodations for students who are deaf or hard of hearing include interpreters, sound amplification (FM) systems, and captioning. During presentations, it is important for a student with a hearing impairment that you face your

audience when speaking and repeat questions and statements made by others. Students with hearing impairments benefit when electronic mail is used for correspondence and discussions. Providing visual warning systems to alert for emergencies is a must.



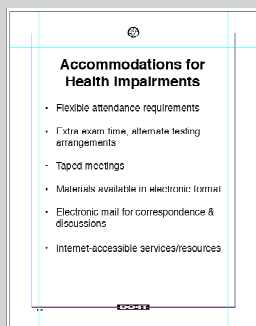
Mobility Impairments

Mobility impairments range from lower-body limitations, which may require use of canes, walkers, or wheelchairs, to upper-body impairments, which may result in limited or no use of the hands or upper extremities. It may take longer for students with mobility impairments to get from one location to another. It may be difficult for some students to manipulate objects, turn pages, write with a pen or pencil, type on a keyboard, or retrieve research materials.

Examples of accommodations for students with mobility impairments include wheelchair-accessible facilities; adjustable tables; equipment and materials located within reach; printed materials available in electronic formats; computers with special devices, such as text-to-speech systems and alternative keyboards; and access to resources on the Internet.



Show visual #25

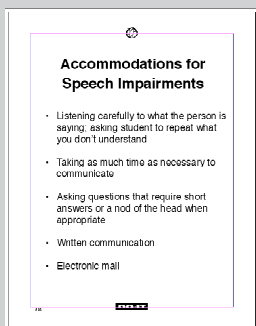


Health Impairments

Health impairments may not be visible (e.g., Diabetes), and they vary widely in terms of how they can impact a student's functioning. Some health conditions and medications affect memory, mobility, and/or energy levels. Additionally, some students who have health impairments may have difficulty participating on campus full-time or on a daily basis.

Examples of accommodations for students who have health impairments include flexible attendance requirements, taped meetings, materials available in electronic format, Internet accessible services and/or resources, and electronic mail for correspondence and discussions.

Show visual #26



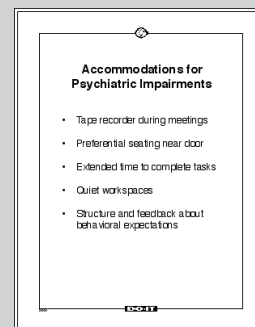
Speech Impairments

Speech impairments have a variety of origins, which may or may not be related to other disabilities. Qualities of speech

impairments include mild to severe word pronunciation and articulation differences, as well as variations in rate, tone, and volume. It often takes longer for a student with a speech impairment to speak and express himself.

Helpful accommodations and communication strategies in working with a student who has a speech impairment include the following: Allow ample time for communication, and listen carefully to what the person is saying. Ask the student to repeat a word or statement that you don't understand. Ask questions that require short answers or a nod of the head when appropriate. Written communication through note writing can be of assistance as well. Discussions and correspondence in electronic mail can facilitate communication. Ask the student to repeat a word or statement that you don't understand.

Show visual #27



Psychiatric Impairments

Increasing numbers of students with psychiatric disabilities are pursuing postsecondary education. The National Center for Educational Statistics (1999) reported that more than 400,000 students enrolled in postsecondary institutions report having a mental illness or emotional disturbance. Functional difficulties related to anxiety, disorganization, or concentration difficulty may occur as a result of mood



disturbance, cognitive changes, side effects, medication, or altered perceptions.

Providing a consistent yet flexible approach and maintaining a positive attitude with high expectations promotes success for students with psychiatric disabilities. Specific accommodations for students with psychiatric disabilities include use of a tape recorder or note taker during meetings, preferential seating near the door to allow for breaks as needed, and quiet work spaces. Structure and clear practical feedback regarding behavioral expectations is helpful for self-monitoring by students with psychiatric disabilities.

Discussion Questions

(Address some or all of the following questions).

- Are you aware of situations where students with disabilities have used our services? What types of disabilities did they have? What accommodation strategies did you find to be successful or unsuccessful?
- What can we do to make our services more accessible to students who have
 - __ low vision?
 - __ blindness?
 - __ specific learning disabilities?
 - __ hearing impairments?
 - __ mobility impairments?
 - __ health impairments?
 - __ speech impairments?
 - __ psychiatric impairments?

Consider the following examples of modifications that enhance accessibility:

- *Visual impairments: Braille labels, large-print signage, materials in large-print and electronic format, assistive technology for computer labs*
- *Mobility impairments: wheelchair-accessible entrances clearly marked and notices posted at each nonaccessible entrance regarding the location of accessible entrances; assistive technology for computers*
- *Visual, health, and mobility impairments: hallways, service areas, and offices kept clear of obstacles*

We should consider

- surveying facilities regarding accessibility;
- identifying and beginning the procedure to procure signage, equipment, and/or assistive technology;
- inviting someone from the disabled student services office or a group of students with different types of disabilities to answer specific questions and give us advice regarding appropriate accommodations;
- designating someone to find out if there are disability access activities currently in progress on campus that we can contribute to and/or learn from.

Are there any comments or questions?
(Discuss remaining service-specific issues.)

Action Plan (optional)

As appropriate, have the group or a smaller group develop an action plan for a service unit. Tailor the checklist in the handout to the specific service unit. Check off questions that can now be answered in the affirmative. Identify the items from the checklist where improvement is needed, identify priorities, assign tasks to staff members,



and develop a timeline for completion. Consider using *The Action Plan for a More Accessible Service Unit* that is provided after the evaluation instruments in this notebook section.

Case Study (optional)

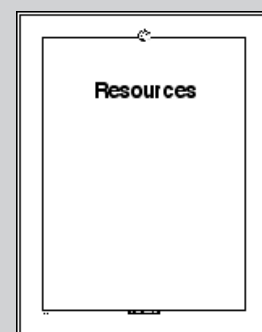
(Consider having participants discuss one of the case studies presented in the reproducible handouts on pages 83–100.) Each case study is based on a real situation on a postsecondary campus. It is presented on the front of each handout and the actual solution is presented on the back. Consider having presentation attendees meet in small groups to discuss cases and then summarize their discussion for the larger group. Encourage them to consider the solution presented as well as discuss alternative solutions.

Search *The Student Services Conference Room* at <http://www.washington.edu/doi/Conf/> by student service areas or disability type to find additional case studies that may be applicable for your training session or develop your own case study based on a specific situation on your campus.

Conclusion

Today we've discussed the rights and responsibilities of campus service staff and administrators, disabled student services staff, and students with disabilities. We've also talked about universal design strategies for making our facilities, services, and information resources accessible to all students. Additionally, we've considered some typical accommodations for students with specific disabilities. Staff and students should work together to develop the best accommodation strategies. The ultimate result can be improved postsecondary education and career outcomes for people with disabilities.

Show visual #2 with your campus resources added

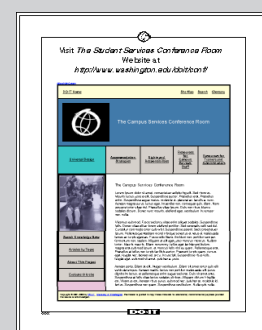


Here are some resources that might be useful to you as you work to maximize access and participation for all students in your campus service. (*Elaborate.*)

For comprehensive information on accommodations, a wide range of case studies, frequently asked questions, and general resources, visit *The Student Services Conference Room* at <http://www.washington.edu/doi/Conf/>.

This resource was developed at the University of Washington as part of a nationwide collaboration of more than twenty postsecondary institutions. It provides resources to staff and administrators so that they can make their services and programs accessible to all students. You can link to this resource from ____ (*Arrange to make the link from your campus/departmental disabled student services home page and/or from your student service web pages before the presentation.*)

Show visual #3





Thank you for your time today and for your interest in finding ways to ensure that all of the students at our institution have equal opportunities to learn, explore interests, and express ideas.

Case Studies



Following are case study handouts that can be used in presentations. Permission is granted to modify and these materials as long as the source is acknowledged.







Case Study #1

Admissions

Disability Awareness 101: A Case Study on Students with Disabilities and College Admissions Offices Staff

Background

My name is Amy. I have a mild speech impairment, although my speech is clear enough to be understood by most people. I am a high school senior, and I plan to attend a local community college after I graduate.

Access Issue

I went to the community college admissions office to get some help with my application. I was immediately referred to the college's disabled student services office.

1. Discuss issues regarding the case described.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the prospective student, admissions office staff, and disabled student services staff in providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

Source: *The Student Services Conference Room*, <http://www.washington.edu/doit/Conf>, DO-IT, University of Washington. Permission is granted to reproduce this handout for educational noncommercial purposes.



Case Study #1 Solution

Following is the solution that was actually employed in this case.

When I arrived at the disabled student services office, I explained that I had questions about the application. The disabled student services coordinator took me back to the admissions office to make sure they provided me with the assistance that I requested. We explained that I was not looking for accommodations but that I simply needed an explanation about some of the information requested to complete the forms.

Conclusion

This case study illustrates the following:

1. Admissions office staff, as well as staff of other student service offices, need to understand the role of the disabled student services office.
2. Students with disabilities may not need accommodations; often their questions are the same as those asked by other students.
3. Front-line personnel need to be trained to address the needs of students with disabilities and understand when referrals to disabled student services should be made for disability-related accommodations.



Case Study #2 Financial Aid

Reduced Course Loads as an Academic Accommodation: A Case Study on Financial Aid Eligibility

Background

Sam is a sophomore with Attention-Deficit/Hyperactivity Disorder (AD/HD). He is having difficulty managing a full-time preengineering course load. He does not have enough time to keep up with all of his courses.

Access Issue

Sam wants to take a reduced course load but needs to remain eligible for financial assistance. He was told by staff in the financial aid office that he would be ineligible for financial aid if he was not registered as a full-time student.

1. Discuss potential solutions to the problem described. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student, financial aid office staff, and disabled student services staff in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

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Case Study #2 Solution

Following is the solution that was actually employed in this case.

The disabled student services counselor explained that, with her help, Sam could request to take a reduced credit load and still be considered for financial aid. The counselor helped Sam complete the university procedure for requesting a reduced credit load due to a disability. Sam completed the process and was able to continue his part-time studies and remain eligible for financial aid, although at a reduced level and for a limited amount of time. Working with disabled student services and the housing office, Sam was also able to remain in the residence hall even though typically campus housing requires that residents be full-time students.

Conclusion

This case study illustrates the following:

1. Part-time course loads may be a reasonable accommodation for some students with disabilities, particularly during terms when they are enrolled in difficult courses.
2. Students with disabilities may be eligible for financial aid and housing, even if they are not taking a full-time credit load.
3. Financial aid and housing staff and administrators should be aware of special procedures, documentation, and accommodations for students with disabilities.



Case Study #3 Computer Labs

Simple Solutions: A Case Study on Low-Tech Accommodations and Campus Computer Labs

Background

My name is Lisa. I am a full-time graduate student majoring in Women's Studies. I have a seizure disorder.

Access Issue

I began experiencing an increase in the frequency of my seizures as a result of the glare from the computer screens used in the computer lab. Therefore, I could not use the campus computers for assignments or research.

1. Discuss potential solutions to the access issue described. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student, computer lab staff, and disabled student services staff in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

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Case Study #3 Solution

Following is the solution that was actually employed in this case.

I met with the manager of the computer lab and told him of my need for an antiglare screen on the computer I use. Two computer nonglare inserts were purchased and placed on computers in the lab that I use for my studies. The disabled student services office also purchased an additional insert that could be loaned to other campus facilities that I might need to use.

Conclusions

This case study illustrates the following:

1. Low-tech devices can solve some computer access problems.
2. Sometimes the student with a disability can work directly with computer support staff to obtain accessible products; sometimes disabled student services staff need to get involved.



Case Study #4 Recruiting and Admissions

Reconsidering Policies: A Case Study on Hardship Withdrawals and a Student with a Psychiatric Impairment

Background

Suzanne is a junior with a psychiatric impairment. She had an episode of depression that resulted in her inability to attend classes for several days. Because of her absence, she fell behind in her coursework and petitioned to drop one of her three classes as a "hardship withdrawal." Suzanne had received a hardship withdrawal three quarters earlier because she missed a week of class as a result of hospitalization related to her disability.

Access Issue

Suzanne's hardship withdrawal petition was denied on the basis of a university policy that prohibited another hardship withdrawal based on the same condition for which a previous hardship withdrawal was approved.

1. Discuss potential solutions to the issue described. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student and campus staff in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

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Case Study #4 Solution

Following is the solution that was actually employed in this case.

Suzanne met with the director of disabled student services to voice her concerns about the hardship withdrawal policy. She felt the policy was unfair because it did not consider the special circumstances resulting from her disability. The director contacted the associate registrar to discuss the situation. The associate registrar approved her hardship withdrawal petition as a disability-related accommodation after he received more information about the impact of her psychiatric impairment and the current situation.

Conclusions

This case study illustrates the following:

1. University administrators should consider making exceptions to policies as a disability-related accommodation. Procedures should be put in place for requesting such exceptions.
2. Students with psychiatric and other disabilities may require flexible withdrawal policies as an academic accommodation.
3. Successful accommodations are often best reached through collaboration between the student, disabled student services staff, and campus administrators.



Case Study #5 Housing and Residential Life

Reconsidering Policies: A Case Study on Emergency and Evacuation Procedures

Background

Dan is a sophomore living on the fourth floor of Johnson Hall. He has paraplegia and uses a wheelchair for mobility.

Access Issue

Dan had a concern about a recent fire drill that occurred in his residence hall. He was not notified before the drill. He saw the flashing signs and heard the alarm and assumed it was an actual fire. He was distressed because during the entire drill, no one came to assist him. When he reported his concerns to dorm staff, they showed little interest.

1. Discuss potential solutions to the issue described. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student, housing staff, and disabled student services staff in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

Source: *The Student Services Conference Room*, <http://www.washington.edu/doit/Conf>, DO-IT, University of Washington. Permission is granted to reproduce this handout for educational noncommercial purposes.



Case Study #5 Solution

Following is the solution that was actually employed in this case.

Dan called his counselor at the disabled student services office and explained the situation and his concerns. The counselor contacted the residence hall director to inquire about the procedures for a fire drill. There were no evacuation policies or procedures in place. The disabled student service counselor worked with the campus housing office, the student, and the residence hall director to solve the immediate problem but also to establish a policy that required the identification of a common area on each floor where people with disabilities should gather in case of an emergency and to establish evacuation procedures to protect the students. Campus and local police and fire departments were consulted. All of the resident assistants were informed of the final policy and procedures.

Conclusions

This case study illustrates the following:

1. Emergency and evacuation procedures for students with disabilities need to be established in residence halls and other campus buildings in consultation with local police and fire departments.
2. All housing staff should to be informed about residence hall emergency and fire evacuation procedures.
3. Students with disabilities should be informed of campus emergency and evacuation routes and procedures and make their specific needs known to housing staff.



Case Study #6 Libraries

Electronic Course Reserves: A Case Study on Universal Access to Electronic Information in Academic Libraries

Background

My name is Rick and I am legally blind. I use Braille and speech output on a computer to access electronic information. This quarter, one of my sociology courses requires reading several articles that are on electronic library reserve.

Access Issue

When I opened the electronic documents, my text-to-speech software could not read them. I was unable to access the reserve articles through the library because the format was incompatible with my screen-reading software.

1. Discuss potential solutions to the access issue described. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student, instructor, library staff, and disabled student services staff in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

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Case Study #6 Solution

Following is the solution that was actually employed in this case.

I explained the access situation to my disabled student services counselor. My counselor contacted library staff and informed them of the problem. The library scanned the printed articles with a flatbed scanner and optical character recognition software and saved the files as text on a disk that could be read by my text-to-speech computer system.

Conclusions

This case study illustrates the following:

1. Some electronic information may not be accessible, even with the use of assistive technology (e.g., screen readers).
2. Campus instructors and library staff need to be aware of the accessibility of electronic information when it is required course material.
3. Postsecondary students can work with disabled student services, faculty, and / or library staff to make sure course materials are accessible, ideally before the beginning of a term.



Case Study #7

Tutoring and Learning Centers

Mnemonics for All: A Case Study on Tutoring Centers and a Student with a Learning Disability

Background

My name is Jen. I am a freshman majoring in Fashion Merchandising and enrolled in a retailing course. I have Dyslexia and a visual-processing problem.

Access Issue

In order to pass my midterm exam, I needed a way to memorize information about fashion designers and the materials with which they work. I doubted my ability to do this.

1. Discuss potential solutions to the access issue described. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student, instructor, and campus support services in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

Source: *The Student Services Conference Room*, <http://www.washington.edu/doit/Conf>, DO-IT, University of Washington. Permission is granted to reproduce this handout for educational noncommercial purposes.



Case Study #7 Solution

Following is the solution that was actually employed in this case.

I went to the disabled student services office for help. A counselor there referred me to the learning center. I went to the learning center and asked for a tutor who also has a background in learning strategies. I worked with someone who helped me with mnemonic techniques to memorize the designers and other content.

Conclusions

This case study illustrates the following:

1. Students with learning disabilities can benefit from learning strategy and study skill support.
2. Campus tutors and learning support specialists should be aware of the needs of students with disabilities.
3. Disabled student services staff and faculty should be aware of campus support services that can benefit students with disabilities.



Case Study #8 Student Organization

The Equestrian Team: A Case Study on Access to Student Organizations

Background

Susan is a sophomore who is blind. She has joined several campus organizations and would also like to join the equestrian team.

Access Issue

The advisor and trainer of the equestrian team was concerned about how Susan could handle this type of activity, as well as the liability of the university if she had an accident.

1. Discuss potential solutions to the access issue described. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student, advisor, trainer of a sports-related organization, and disabled student services staff in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

Source: *The Student Services Conference Room*, <http://www.washington.edu/doit/Conf>, DO-IT, University of Washington. Permission is granted to reproduce this handout for educational noncommercial purposes.



Case Study #8 Solution

Following is the solution that was actually employed in this case.

The advisor and trainer of the equestrian team called the campus disability services office to ask whether the student should be allowed to join the team. The disabled services director told her that the student should be allowed to join the organization because it is a university-sponsored activity. The director suggested that they talk with the student about what reasonable accommodations would allow full access and participation. The student informed them that she could distinguish light and dark and that, since the fencing around the corral where they practiced was painted white, she would be able to detect how to steer her horse around the corral. They agreed to give this a try. They also agreed to evaluate the environments of horse shows to assure her safety before approving her participation and to continue to work together to make the best decisions to maximize her participation and her safety, as well as that of others.

Conclusions

This case study illustrates the following:

1. Students with disabilities should be allowed to participate in campus-sponsored organizations and activities.
2. Students are often the best source of information about the accommodations and strategies they need to fully and safely participate in an activity.
3. Communication, creativity, and flexibility among all parties involved can lead to a workable solution to most access issues.



Case Study #9 Advising

Jack and Course Substitutions: A Case Study on Academic Advising

Background

My name is Jack. I am a sophomore majoring in Travel/Tourism. I have a learning disability.

Access Issue

I have a one-semester foreign language requirement for my major. Because of my learning disability, I scored low on the Modern Language Aptitude Test and did not take a foreign language in high school. I requested a course substitution; however, the dean denied my request because the foreign language requirement is an integral part of the program. I enrolled in Spanish I as part of my regular course load for the quarter, but I decided to drop the course when my performance in other classes began to suffer. I petitioned to take the class during summer quarter. However, I soon realized it was offered during a four-week summer session, which I thought would move too quickly for me to successfully complete the class.

1. Discuss potential solutions to this dilemma. There can be more than one good solution.
2. Discuss the advantages and disadvantages of each proposed solution.
3. Clarify the appropriate roles of the student, the instructor, and campus support services in reaching a decision and providing accommodations if needed.
4. After you have completed your discussion, read the access solution that actually occurred in this case. It is printed on the back of this handout. Compare your proposed solutions with this solution. Discuss the conclusions listed, and add at least one more.

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Case Study #9 Solution

Following is the solution that was actually employed in this case.

My college advisor found a course given at a nearby community college, Introduction to Spanish Conversation Skills. The class was eight weeks long and concentrated on introducing Spanish for everyday use. We proposed this option to the dean, and he was willing to grant me credit for this class. Under these circumstances, I successfully completed the foreign language requirement for my Travel/Tourism major.

Conclusions

This case study illustrates the following:

1. Alternatives other than course substitutions may be available for required courses.
2. Academic advisors need to work closely with students who have disabilities to fully understand their needs.
3. Reduced course loads and the timing and pacing of academic classes are important factors to consider when advising some students who have disabilities.

Overhead Templates



Following are templates that can be used to create overhead transparencies. A PowerPoint™ version of these visuals are available online at <http://www.washington.edu/doi/AdminN/>; follow the “PowerPoint Presentation Slides” link.





Accessible Student Services

- Rights, responsibilities, and needs of students with disabilities
- Campus rights and responsibilities for ensuring equal opportunities for students with disabilities
- Strategies for working with students who have disabilities—universal design and accommodations
- Campus resources



Resources



Visit *The Student Services Conference Room* at
<http://www.washington.edu/doi/Conf/>

DO-IT Home

Glossary



The Student Services Conference Room

Universal Design

Accommodation
Strategies

Rights and
Responsibilities

Resources for Student
Services Staff

Resources for Trainers
and Administrators



**DID
YOU
KNOW?**

Visual warning
systems for lab
emergencies are
beneficial to students
with hearing
impairments.

Search Knowledge
Base

Knowledge Base
Articles by Topic

About The Conference
Room project

Enter Faculty Room,
Board Room, or
Student Lounge

Evaluate this site

The Student Services Conference Room

The Student Services Conference Room is a space for staff and administrators at postsecondary institutions to learn how to create facilities, services, and information resources that are accessible to all students, including those with disabilities. It includes six primary areas that address issues faced by postsecondary campus service staff.

[Universal Design](#)

Strategies for creating (universal design) student services that are accessible to students with a wide range of abilities and disabilities.

[Accommodation Strategies](#)

Strategies for modifying (accommodations) student services so that they are accessible to students with a wide range of abilities and disabilities.

[Rights and Responsibilities](#)

The rights and responsibilities of student services staff and students with disabilities regarding accommodations.

[Resources for Student Service Staff](#)

Resources to help staff fully include students with disabilities in their student services.

[Resources for Trainers and Administrators](#)

Resources for staff and administrators who provide professional development and support campus service units in making their programs, services, and resources accessible to students with disabilities.

[Searchable Knowledge Base](#)

A searchable database of frequently asked questions and case studies related to how postsecondary staff and administrators can make student services fully accessible to students with disabilities.

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Factors Influencing the Increased Participation of Students with Disabilities in Postsecondary Education

- Survival rate
- Technology
- K-12 special education
- Awareness



Undergraduates Reporting a Disability

Among the 6% of undergraduates who reported a disability, the percentage of each type:

Learning disabilities	46%
Mobility or orthopedic impairments	14%
Health impairments	12%
Mental illness or emotional disturbance	8%
Hearing impairments	6%
Blindness and visual impairments	5%
Speech or language impairments	1%
Other impairments	9%

Source: National Center for Education Statistics (1999)



Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with a disability 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 of a public entity.”



“Otherwise qualified”

meets the academic and technical standards requisite to admission or participation

with or without

- reasonable modifications to rules, policies, or practices;
- removal of architectural, communication, or transportation barriers; or
- provision of auxiliary aids and services.



“Person with a disability” is any person who

- has a physical or mental impairment that substantially limits one or more major life activities, including walking, seeing, hearing, speaking, breathing, learning, and working;
- has a record of such an impairment; or
- is regarded as having such an impairment.



Examples of Disabilities

Low Vision

Blindness

Specific Learning Disabilities

Hearing Impairments

Mobility Impairments

Health Impairments

Speech Impairments

Psychiatric Impairments



Universal Design =

“The design of products and environments to be usable by all people, without the need for adaptation or specialized design.”

Source: Center for Universal Design, North Carolina State University



Make sure everyone

- feels welcome,
- can get to the facility and maneuver within it,
- is able to access printed materials and electronic resources, and
- can participate in events and other activities.



Consider accessibility with respect to:

- Planning, Policies, & Evaluation
- Facility & Environment
- Staff
- Information Resources
- Computers, Software, & Assistive Technology
- Events



Planning and Evaluation

- Diverse group included in planning and review process
- Policies and procedures that assure access to facilities, computers, printed materials, & electronic resources
- Accessibility considered in procurement
- Staff committee to assure that services are accessible
- Procedure to assure a timely response to requests for accommodations
- Disability-related issues addressed in evaluation



Facility and Environment

- Accessible parking, pathways, entrances, and facility levels
- Signs to wheelchair-accessible routes
- High-contrast, large-print signs
- Elevators
- Accessible restrooms with well-marked signs
- Service counter/desk at wheelchair height
- Wide and clear aisles
- Adjustable lighting
- Adjustable window blinds
- Quiet work/meeting areas
- TTY communication available



Staff

- are familiar with TTY/TDD, assistive technology, & alternate document formats.
- know how to respond to requests for disability-related accommodations.
- have access to resources.
- are aware of issues related to communicating with students who have disabilities.



Staff Communication Guidelines

- General
- Visual Impairments
- Learning Disabilities
- Mobility Impairments
- Speech Impairments
- Hearing Impairments
- Psychiatric Impairments



Information Resources

- Pictures reflecting diversity
- Statements about commitment to accessibility and procedures regarding accommodations
- Printed publications available in alternate formats
- Printed materials within easy reach from a variety of heights & without furniture blocking access
- Electronic resources, including web pages, adhering to accessibility guidelines



Computers, Software, and Assistive Technology

- Adjustable-height table for each type of workstation
- Adequate work space
- Large-print key labels
- Software to enlarge screen images; large screen monitor
- Trackball
- Wrist & forearm rests



Events

- Located in wheelchair-accessible facilities with accessible entrances clearly marked
- Information about how to request disability-related accommodations in publications
- Accessible transportation available if transportation is arranged for other participants



Accommodations for Low Vision

- Seating near front of the room; good lighting
- Large-print handouts, signs, & labels
- CCTV monitors to enlarge images
- Printed materials in electronic format
- Computers equipped with screen enlargers



Accommodations for Blindness

- Access to printed materials on computer disk, web page, or email
- Printed material in alternate formats (e.g., audiotape, Braille, electronic)
- Raised-line drawings of graphic materials
- Adaptive office equipment (e.g., talking calculators; tactile timers)
- Computer with optical character reader, speech output, refreshable Braille display, Braille printer



Accommodations for Specific Learning Disabilities

- Audiotaped meetings
- Captioned video presentations
- Quiet work spaces
- Computers with speech output, spelling & grammar checkers
- Providing multimodal instructions (e.g., written, verbal)



Accommodations for Hearing Impairments

- Interpreter, real-time captioning, FM system
- Captioned videos
- Electronic mail for correspondence & directions
- Repeating questions & statements from group or audience members
- Visual emergency warning system



Accommodations for Mobility Impairments

- Wheelchair-accessible facilities
- Adjustable tables; equipment & materials located within reach
- Access to resources available on the Internet
- Computer with special input device (e.g., speech input, Morse code, alternative keyboard)



Accommodations for Health Impairments

- Flexible attendance requirements
- Extra exam time, alternate testing arrangements
- Taped meetings
- Materials available in electronic format
- Electronic mail for correspondence & discussions
- Internet-accessible services/resources



Accommodations for Speech Impairments

- Listening carefully to what the person is saying; asking student to repeat what you don't understand
- Taking as much time as necessary to communicate
- Asking questions that require short answers or a nod of the head when appropriate
- Written communication
- Electronic mail



Accommodations for Psychiatric Impairments

- Tape recorder during meetings
- Preferential seating near door
- Extended time to complete tasks
- Quiet work spaces
- Structure and feedback about behavioral expectations

Evaluation Instruments



The following pages provide a short evaluation instrument and a comprehensive instrument. Select one that is appropriate for the length of your presentation and the audience. If you would like to tailor an instrument to better meet your needs, you can obtain an electronic version in the Presentations section of *The Student Services Conference Room* at <http://www.washington.edu/doi/Conf/>. The short form can be photocopied onto half sheets of 8.5 x 11-inch paper. Following is a two-page comprehensive form that fits onto double-sided 8.5 x 11 inch paper.







Presentation Evaluation

1. Please indicate your agreement or disagreement with these statements where 1= Strongly Disagree and 5= Strongly Agree. N/A = Not Applicable.

	<u>Strongly Disagree</u>					<u>Strongly Agree</u>
• I am better able to find resources on my campus to accommodate students with disabilities.	1	2	3	4	5	N/A
• I gained knowledge about legal obligations relating to students with disabilities.	1	2	3	4	5	N/A
• I gained knowledge about specific accommodations for students with disabilities.	1	2	3	4	5	N/A
• I gained knowledge about technology available to support students with disabilities.	1	2	3	4	5	N/A
• The presenter(s) was (were) well prepared.	1	2	3	4	5	
• Overall, the information presented was useful.	1	2	3	4	5	
• The handouts will be useful.	1	2	3	4	5	N/A
2. The length of the presentation was ___about right ___too short ___too long						
3. The amount of material was ___about right ___not enough ___too much						
4. Please tell us about yourself ___male ___female						
___staff ___administrator ___other department/student service:_____						

Please make specific comments about this presentation on the back of this form.





Presentation Evaluation

DO-IT

Part One: Help us know what you learned as a result of this presentation. Please indicate your agreement or disagreement with these statements where 1= Strongly Disagree and 5= Strongly Agree. N/A = Not Applicable.

	<u>Strongly Disagree</u>			<u>Strongly Agree</u>			
	1	2	3	4	5	N/A	
1. I am better able to find resources on my campus to accommodate students with disabilities.	1	2	3	4	5	N/A	
2. I gained knowledge about legal obligations relating to students with disabilities.	1	2	3	4	5	N/A	
3. I gained knowledge about specific accommodations for students with disabilities.	1	2	3	4	5	N/A	
4. I gained knowledge about technology available to support students with disabilities.	1	2	3	4	5	N/A	
5. Please answer the following questions with responses based on today's presentation (as opposed to what you already knew). Describe one thing you learned today about each of the following:							
a. Legal issues affecting students with disabilities:							
b. Campus services and resources for students with disabilities:							
c. Accommodations that can be used for students with disabilities in your service area:							
6. Describe additional information you would like to have in order to more fully include students with disabilities in your student service area.							



Part Two: Please provide input to help us improve our professional development offerings.

1. Please indicate your agreement or disagreement with the following statements where 1 = Strongly Disagree and 5 = Strongly Agree. N/A = Not Applicable.

	<u>Strongly</u> <u>Disagree</u>				<u>Strongly</u> <u>Agree</u>	
•The facility for this presentation was appropriate.	1	2	3	4	5	
•The presenter(s) was (were) well prepared.	1	2	3	4	5	
•Overall, the information presented was useful.	1	2	3	4	5	
•The pace of the presentation was appropriate.	1	2	3	4	5	
•The question and answer time was useful.	1	2	3	4	5	N/A
•The handouts will be useful.	1	2	3	4	5	N/A

2. Which part of the presentation/material was the most useful to you and why?

3. Describe what could make the presentation more useful.

4. To whom would you recommend a workshop on this topic (check all that apply)?

- Faculty
- Teaching Assistants
- Administrators
- Other (please specify): _____

5. The length of the presentation was about right ____ too short ____ too long ____

6. The amount of material was about right ____ not enough ____ too much ____



Part Three: Please tell us about yourself.

Male
 Staff
 Other

Female
 Administrator

Have you ever provided an accommodation to a student with a disability? Yes__ No__

If yes, please give an example:



Action Plan for a More Accessible Service Unit



Identify priority action items, assign staff, and establish timelines that will result in improved accessibility of student services

Planning and Evaluation Tasks

Assigned Staff

Completion Dates

Facility and Environment Tasks

Assigned Staff

Completion Dates

Staff Training Tasks

Assigned Staff

Completion Dates

Information Resources Tasks

Assigned Staff

Completion Dates



**Computers and
Assistive Technology
Tasks**

Assigned Staff

Completion Dates

Event Tasks

Assigned Staff

Completion Dates

Other Tasks

Assigned Staff

Completion Dates



Included in this section are common questions asked by postsecondary student services staff and administrators, along with answers to these questions. They provide a few examples of frequently asked questions (FAQs) that may be helpful as you prepare for your presentation. These and additional FAQs can be found in *The Student Services Conference Room* searchable Knowledge Base at <http://www.washington.edu/doit/Conf/kb.html>. You can search the Knowledge Base by student service areas or disability types to find and review frequently asked questions, case studies, and promising practices that may be applicable to your training session.

Recruiting and Admissions

The following Q&As apply to recruiting and admissions offices.

Q Must postsecondary institutions provide accommodations for prospective student visitors or their family members?

A Yes. It is the responsibility of the postsecondary institution to provide reasonable accommodations to ensure that a campus program or event is accessible to a participant with a disability. For example, prospective students and their family members who are visiting campus for a campus preview day have the right to reasonable disability-related accommodations. Visit the Knowledge Base article "How can we create more accessible campus tours?" (<http://www.washington.edu/doit/Conf/articles?167>) for a list of items that should be considered to make a campus tour accessible.

Q Should admissions office staff refer all students with disabilities to the disabled student services office?

A You should assist students with disabilities as you would other students. It is their responsibility to disclose information about their disabilities and request accommodations. Some students do not

require accommodations or choose not to disclose their disabilities. Other students may have invisible disabilities (such as learning disabilities or health impairments), which may be difficult or even impossible to recognize. It is helpful for you to have information about what services the campus disabled student services office provides should a student request an accommodation, such as a sign language interpreter or materials in an alternate format.

Advising

The following Q&As apply to advising services.

Q How can I help a two-year college student transition to a four-year school?

A Fewer students with disabilities attend postsecondary institutions, and of those who do, fewer attend four-year institutions and eventually earn bachelor's degrees than their nondisabled peers. A study conducted by the National Center for Education Statistics (<http://nces.ed.gov>) found that two years after high school, 63% of the students with disabilities had enrolled in some form of postsecondary education, compared to 72% of the students without disabilities. Of those enrolled, 42% of the students with disabilities were in four-year schools, com-



pared to 62% of the students without disabilities. After five years, 53% of the students with disabilities that attained a degree or certificate were still enrolled, compared to 64% of the students without disabilities. Of the students with disabilities, 16% earned a bachelor's degree, and 25% earned an associate's degree or vocational certificate. Of the students without disabilities, 27% attained a bachelor's degree, and 25% earned an associate's degree or vocational certificate.

Many two-year college students with disabilities who have the desire and potential to succeed in a four-year post-secondary program have difficulties making a successful transition.

Encourage two-year students who wish to make this transition to develop a plan for success and use resources available to them. For specific suggestions, consult *Moving On: The Two-Four Step* (<http://www.washington.edu/doit/Brochures/Academics/24.html>) or view the video (http://www.washington.edu/doit/Video/24_step.html) by the same title.

Q How can students with disabilities get accommodations for the GRE, MCAT, LSAT, and other standardized graduate or professional entrance exams?

A All national testing services are required by law to provide reasonable accommodations to test takers with disabilities, and most have detailed information on their websites about how to document a disability and request accommodations. However, students must be self-advocates and get all documentation prepared well in advance. For most tests, the testing services request all documen-

tation be mailed at least six weeks prior to the registration deadline to be reviewed for approval of accommodations.

The Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Test of English as a Foreign Language (TOEFL), and Professional Assessments for Beginning Teachers (PRAXIS) tests are all part of the Educational Testing Service (ETS) testing series. Most graduate schools require students to take the GRE or GMAT (business students) exams for entrance. The TOEFL is required of students who speak English as a second language. The PRAXIS series is required for teacher certification in some states.

To find out more about requesting accommodations on any of these tests, consult the ETS Disabilities and Testing Site, which provides general information about documentation of a disability for ETS as well as links to information specific to various ETS tests.

Taking the Medical College Admission Test (MCAT) is an entrance requirement for most U.S. medical schools. To request accommodations on the MCAT, a student with a disability should consult the official MCAT website. The information on disability accommodations is in a PDF file entitled *MCAT Disabilities Accommodations*.

Taking the Law School Admission Test (LSAT) is required for entrance to law schools in the U.S. Students requesting LSAT accommodations should already be registered to take the test. For information on obtaining accommodations for the LSAT, consult the Law School Admission Council—Accommodated Testing website.



Financial Aid

The following Q&A applies to financial aid offices.

Q If, because of his or her disability, a student needs to exceed the allotted time set by the school to complete a degree, is the impact of the student's disability a consideration for an extension of financial aid?

A Financial aid directors often have professional discretion in dealing with unique situations. A student's disability can be a consideration for an extension of financial aid. The financial aid director and the disability support services person should discuss what time extension options are available given the student's unique situation.



Housing and Residential Life

The following Q&A applies to services related to housing and residential life.

Q Does the campus need to provide housing that is accessible to students with disabilities?

A Universities must provide accessible housing to students with disabilities if such housing is available to other students. The American with Disabilities Act (ADA) requires that goods, services, and activities associated with student life be accessible to students with disabilities. Students with disabilities should not be denied access to comparable housing or segregated from the general student population.

For information and resources on how to make campus housing accessible to students with disabilities, consult the Housing and Residential Life area of *The Student Services Conference Room* (<http://www.washington.edu/doi/Conf>).

Distance Learning

The following Q&As apply to distance learning programs.

Q What are some of the barriers students face in distance learning courses?

A Thousands of specialized hardware and software products available today allow individuals with a wide range of abilities and disabilities to productively use computing and networking technologies. However, assistive technology alone does not remove all access barriers. Described below are examples of access challenges faced by students and instructors in typical distance learning courses.

Blindness

A student or instructor who is blind may use a computer equipped with screen reader software and a speech synthesizer. Basically, this system reads with a synthesized voice whatever text appears on the screen. He may use a Braille



refreshable display that prints screen text line by line. He can use a text-only browser to navigate the World Wide Web or simply turn off the graphics-loading feature of a multimedia web browser. He cannot interpret graphics (including photographs, drawings, and image maps) unless text alternatives are provided. Printed materials, videotapes, televised presentations, overhead transparencies, and other visual materials also create access challenges for him. These barriers can be overcome with alternative media such as audiotapes, Braille printouts, electronic text, tactile drawings, and aural descriptions.

Other Visual Impairments

A student or instructor who has limited vision can use special software to enlarge screen images. He may see only a small portion of a web page at a time. Consequently, he can easily become confused when web pages are cluttered and when the page layout changes from page to page. Standard printed materials may also be inaccessible to him; he may require large print or electronic text. Individuals who are color-blind cannot successfully navigate web pages that require the user to distinguish colors.

Specific Learning Disabilities

Some specific learning disabilities impact the ability to read, write, and/or process information. A student with a learning disability may use audiotaped books. To help her read text efficiently, she may also use a speech output or screen enlargement system similar to those used by people with visual impairments. She may have difficulty understanding websites when the information is cluttered and when the screen layout changes from one page to the next.

Mobility Impairments

A student or instructor with a mobility impairment may not be able to move his hands; he may use an alternative keyboard and mouse or speech input to gain access to Internet-based course materials and communication tools. Another student or instructor may be able to use standard input devices but lack the fine motor skills required to select small buttons on the screen. If his input method is slow, a person with a mobility impairment may not be able to effectively participate in real-time "chat" communications. If any place-bound meetings are required in a distance learning course, a participant with a mobility impairment may require that the location be wheelchair accessible.

Hearing Impairments

Most Internet resources are accessible to people with hearing impairments because these resources do not require the ability to hear. However, when websites include audio output without providing text captioning or transcription, a student who is deaf is denied access to the information. Course videotapes that are not captioned are also inaccessible to this student. She may also be unable to participate in a telephone conference or videoconference unless accommodations (e.g., sign language interpreters) are provided for that part of a distance learning course.

Speech Impairments

A student with a speech impairment may not be able to effectively participate in interactive telephone conferences or videoconferences. However, modes of participation that do not require the ability to speak, such as electronic mail, are fully accessible.



Seizure Disorders

Some attention-grabbing features of web pages include flickers. Flickers at certain rates (often between 2 and 55 hertz) can induce seizures for people who are susceptible to them.

For more information on this topic, consult *Technology and Universal Design* (<http://www.washington.edu/doit/Resources/technology.html>) and the *Real Connections: Making Distance Learning Accessible to Everyone* publication (<http://www.washington.edu/doit/Brochures/Technology/distance.learn.html>) and video (http://www.washington.edu/doit/Video/real_con.html).

- Q** How can I get started in making my distance learning course accessible to all students?
- A** Be proactive in making distance learning courses accessible. Don't wait until someone with a disability enrolls to address accessibility issues; consider them from the start. Applying universal design principles benefits people both with and without disabilities.
- Think about the wide range of abilities and disabilities potential students might have.
 - In promotional publications, include information on how to request accommodations and publications in alternative format.
 - Make sure media can be accessed with sight or hearing alone.
 - Arrange accessible facilities for any on-site instruction.

- Be prepared to offer additional accommodations as requested.

Distance learning program administrators should adopt and enforce accessibility standards or guidelines (e.g., the Section 508 (<http://www.section508.gov/>) or Web Accessibility Initiative (WAI) (<http://www.w3.org/WAI/>) standards for web accessibility) for their course materials and strategies. They should also establish procedures for students with disabilities to request and receive accommodations. Administrators should provide information about standards, training, and support to key staff. Course developers should use the accessibility features of authoring tools they use (e.g., Blackboard™, WebCT™) and avoid including design features that are inaccessible to students with disabilities. Standards, procedures, and support issues should be reviewed and updated periodically.

For more information, consult the *Real Connections: Making Distance Learning Accessible to Everyone* publication (<http://www.washington.edu/doit/Brochures/Technology/distance.learn.html>) and video (http://www.washington.edu/doit/Video/real_con.html) and *IMS Guidelines for Developing Accessible Learning Applications* (<http://ncam.wgbh.org/salt/guidelines/>).





Libraries

The following Q&As apply to library services.

Q As a library employee, am I required to find research material for a patron who is disabled?

A You are required to provide access to the information and materials, but you are not required to do the research for the patron. For example, you should retrieve a requested book, but you are not required to find a book not specified.

Q How can library databases be made more accessible?

A Principles of universal design should be employed in making library databases more accessible to patrons with disabilities. "Universal design" means that rather than designing your services and facility for the average user, you design them for people with a broad range of abilities and disabilities. The following questions can help database developers design library databases that are universally accessible to and usable by people with disabilities.

- Can the library's electronic resources, including online catalogs, indexes, full-text databases, and CD-ROMs, be accessed with a variety of adaptive computer technologies, such as screen readers and speech synthesizers?
- Do electronic resources with images and sound provide text alternatives or information to these formats?
- Are speech output systems available to patrons with low vision, blindness, and learning disabilities?

- Is the library's web page designed in an accessible format (i.e., clear navigation paths, thoughtful use of color, consistency, and simplicity)?
- Do collection development policy statements specifically state that electronic products should be evaluated for accessibility as part of the purchasing process?
- Are librarians prepared to assist patrons with electronic resources that they cannot access by providing research consultations or materials in other formats?
- To what extent are keyboard equivalents available for all mouse functions?

For more information on this topic, consult *Equal Access: Universal Design of Libraries* (http://www.washington.edu/doi/Brochures/Academics/equal_access_lib.html) and *Library Services for People with Disabilities Policy Passes* (<http://www.ala.org/ala/ascla/asclaissues/libraryservices.htm>).

Career Services

The following Q&As apply to career service units.

Q Who is responsible for providing accommodations for student interns?

A The employee or intern is responsible for providing personal accommodations, such as hearing aids, wheelchairs, and personal attendants. In most cases, it is the employer's responsibility to provide on-site job accommodations for an employee who has a disability. It is sometimes possible for the employer to receive tax credits and incentives for doing so. In some cases, the school may loan



the student and the employer the necessary adaptive technology for the length of the internship experience.

Q Who is responsible for providing accessible transportation to a postsecondary student's internship or co-op?

A The policy regarding transportation should be the same for students with disabilities as it is for students without disabilities. It is most often the case that students arrange their own transportation to and from internships. In this case, the student services office may be able to assist with this process. If the student is a client of Vocational Rehabilitation (VR), he or she might also ask their VR counselor for assistance.

For more information about accommodations in the work setting, consult *Finding Gold: Hiring the Best and the Brightest* (<http://www.washington.edu/doi/Brochures/Careers/gold.html>).

Computer Labs

The following Q&A applies to computer labs.

Q What are the main features of an accessible computer lab?

A Designing a lab that is universally accessible begins with the physical environment of the facility. Considerations for making a computer lab facility more accessible include the following:

- Make sure doorway openings are at least 32 inches wide and doorway thresholds are no higher than 1/2 inch.

- Keep aisles wide and clear for wheelchair users. Have protruding objects removed or minimized for the safety of users who are visually impaired.
- Make sure all levels of the lab are connected by a wheelchair accessible route of travel.
- For students with mobility impairments, make sure there are procedures in place for retrieving materials that may be inaccessible.
- Make sure ramps and/or elevators are provided as an alternative to stairs. Elevators should have both auditory and visual signals for floors. Elevator buttons should be marked in large print and Braille or raised notation and easily reachable by wheelchair users.
- Locate the lab near wheelchair-accessible restrooms with well-marked signs.
- Service desks need to be wheelchair-accessible.
- Provide ample, high-contrast, large print directional signs throughout the lab. Mark equipment in the same fashion.
- Provide study carrels, hearing protectors, or private study rooms for users who are easily distracted by noise and movement around them.
- Have wrist rests available to those who require extra wrist support while typing.



- Keep document holders available to help those users position documents for easy reading.

For more information about accessible computer labs, consult the publication and video *Equal Access: Computer Labs* (<http://www.washington.edu/doi/Video/equal.html>).

Registration

The following Q&A applies to registration offices.

- Q** What types of accommodations might college students with disabilities need during the registration process?
- A** With a universally designed (consult *Universal Design: Principles, Process, and Applications* at <http://www.washington.edu/doi/Brochures/Programs/ud.html>) registration process, students with disabilities should be able to access web-based registration functions without accommodations. Some students with disabilities benefit from priority registration. For example, a student with a mobility impairment could select course times and locations to allow adequate passing time between classes on a large campus. A student with a health impairment could secure classes during specific time periods when the impact of health-related issues (e.g., fatigue) is minimal. Students who need to procure textbooks in alternative formats also benefit from early registration. Clear procedures related to registration for students with disabilities, how to request accommodations, and the timely distribution of this information are important to include in key registration documents.

Tutoring and Learning Centers

The following Q&A applies to tutoring and learning centers.

- Q** What are some specific study skills that benefit students with learning disabilities?
- A** Students with learning disabilities and Attention-Deficit/Hyperactivity Disorder who participated in a study at Virginia Commonwealth University identified the following study skills as helpful to their success in postsecondary education:
- Writing strategies
 - Proofreading strategies
 - Color-coded information
 - Test-taking strategies
 - Time management strategies
 - Organizational strategies for reviewing research articles
 - Videotaping for self-evaluation
 - Role-playing practicum exam questions

These strategies were considered helpful in the context of other supports, which included academic accommodations, the development of self-advocacy and personal skills (e.g., understanding their disability and its impact on learning), and the use of technology.

Source: Assisting LD students to overcome personal issues helps them succeed. *Disability Compliance for Higher Education*, 2004. volume 9, issue 9.