

**RICHLAND COMMUNITY COLLEGE
TEACHING AND LEARNING SUPPORT SERVICES
LEARNING ACCOMMODATION SERVICES**

FACULTY/STAFF HANDBOOK



**TEACHING AND LEARNING SUPPORT SERVICES
LEARNING ACCOMMODATION SERVICES**

Faculty and Staff:

The purpose of this handbook is to acquaint you with our office, the services we offer, and to give you some helpful guidelines to help you work effectively with students with disabilities.

Our office exists not only to provide accommodations and assistance for students with disabilities but also to support those of you who work with our students.

I want to make it clear that the purpose of LAS is not to give an unfair advantage to students with disabilities but to give them the support they need to be successful. We hold our students to high attendance, behavior and academic expectations. Most of our students work harder than those without disabilities.

Any student who receives an accommodation must first furnish LAS with documentation of a disability from a qualified individual. Accommodations are based on specific disabilities. Accommodations must given as indicated on the accommodation sheet included in this handbook.

I cannot stress enough the importance of maintaining confidentiality. In no way should you ever reveal that a student is an individual with a disability.

We are fortunate to have faculty tutors in the Resource Room. They are Tami Calloway, Brad Kiick, Scott Scheibly, and Diane Thomas. Tami and Scott primarily work with math students, and Diane and Brad work with reading and writing.

If at any time during the semester you have questions, please feel free to talk with anyone in the LAS office.

Mary Atkins, Director
Learning Accommodation Services

The LAS Mission and Goals

Mission:

The mission of Learning Accommodation Services (LAS) is to work in partnership with the greater College community to help provide equal access for students with disabilities to the educational programs, services and activities of Richland Community College.

Goals:

- to provide accommodations for all students with documented disabilities at the request of the student;

- to offer educational assistance and tutoring to students in order to enable each student to achieve his/her greatest potential;

- to assess student learning skills/styles and develop an individualized educational plan to enable the student to be successful;

- to help students identify and use adaptive equipment that would enable them to be more successful;

- to be an educational resource on disability concerns for our students, faculty, staff and community.

LAS does not:

- ask faculty to compromise the quality of instruction or evaluation or to sacrifice academic standards;

- provide transportation for students;

- provide students with disabilities personal aides.

College Responsibilities

1. Provide accommodations as requested in a timely manner.
2. Maintain confidentiality.

RICHLAND COMMUNITY COLLEGE

Teaching and Learning Support Services
Learning Accommodation Services
Accommodation Notification (Must Be Kept Confidential)

Student _____ ID# _____ Date _____

Course _____ Section _____ Room _____ Instructor _____

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), this student has requested accommodation services. Documentation has been presented and reviewed to verify this request. Please note: The accommodations indicated below should be given as requested. Being served by LAS does not relieve a student of assuming responsibility for themselves or meeting reasonable deadlines. It is expected that the student will need the following accommodations in your course:

ACADEMIC ACCOMMODATIONS

(Please see explanation on the back)

- | | |
|---------------------------------|--------------------------------------|
| _____ tape classroom lecture | _____ note-taker/carboned paper |
| _____ books on tape | _____ enlarged print (Font of 18) |
| _____ sign language interpreter | _____ braille (conversion from disk) |
| _____ accessible seating | _____ adaptive computer equipment |
| _____ reader | _____ other _____ |

TEST ACCOMMODATIONS

(Please see explanation on the back)

- | | |
|-------------------------|-------------------------|
| _____ 1 ½ time on exams | _____ test reader |
| quiet room: | _____ assistive aids |
| _____ LAS | |
| _____ Testing Center | |
| _____ SLC | _____ must use computer |
| _____ writer | _____ other _____ |

For additional clarification regarding these accommodations, please contact the Learning Accommodation Services Director at Ext. 362.

Learning Accommodation Services Director

Accommodation	Person(s) Responsible	Comments
1. Tape classroom lecture	Student	Upon instructor request, student will sign contract to guarantee tapes will be used only for study and given to LAS Director at end of semester.
2. Books on tape	Student LAS office	Student should contact LAS office as soon as possible to make arrangements (4-6 weeks before start of semester).
3. Sign language interpreter	LAS office	Works as interpreter only, <u>not</u> a tutor.
4. Accessible seating	LAS office Instructor	Please make sure trap table is <u>reserved</u> for LAS student and is <u>easily accessible</u> .
5. Reader	LAS office	
6. Notetaker	Student Instructor LAS office	Instructor should ask for a volunteer notetaker. A special carbon notebook is available in C136 which the LAS student should get. Be careful not to identify the student needing the notetaker.
7. Enlarged print (font of 18 or greater)	LAS office Instructor	Student must bring book(s) to LAS office 2-3 weeks before class starts. The LAS office will get text books enlarged. We can also enlarge handouts, tests, etc. with enough notice. However, if you type a test or handouts on the computer, it would be easier if you would provide the necessary font adjustment.
8. Braille	LAS office	Books are ordered. We can convert material to braille. If you can save your material to a disk and get the disk to us, it would help. You may also email the material to us.
9. Adaptive equipment	LAS office	
10. 1 ½ time	Student Instructor LAS office	The student, instructor, and LAS Director should work together to provide suitable accommodations. Tests can be taken in the testing center or LAS office. 24-hour notice is needed.
11. Quiet room	Student Instructor LAS office	The student, instructor, and LAS Director should work together to provide suitable accommodations. Tests can be taken in the testing center or LAS office. 24-hour notice is needed.

12. Writer	LAS office	The student, instructor, and LAS Director should work together to provide suitable accommodations.
13. Test reader	LAS office	The student, instructor, and LAS Director should work together to provide suitable accommodations. The student needs to schedule the appointment for a test reader. Instructors to supply 2 copies of test to test reader.
14. Assistive aids	LAS office	The student, instructor, and LAS Director should work together to provide suitable accommodations.

Student Responsibilities (Given to all new students)

- 1) Once you have been assigned an accommodation, it is your responsibility to do everything you can to take advantage of that accommodation. Accommodations are to assist you, not to do away with the need for you to do your work. Accommodations must be arranged each semester.
- 2) RCC provides academic accommodations; personal assistants, if needed, are the student's responsibility and must be approved by LAS. It is not appropriate for family members to act as the personal assistant. DORS might be a possible source of help.
- 3) If you have been assigned a tutor, you will be expected to meet as scheduled. If you need to be absent, it is your responsibility to notify LAS at 875-7211, ext 379. Make every effort to be prompt. **TWO CANCELLATIONS** will require a conference.
- 4) **NO** children/friends are to be present during the session.
- 5) If, at any time, you feel there is a problem/concern, please contact the LAS Director (Mary) for an appointment.
- 6) If tutoring hours need to be changed, please see the Learning Specialist (Josh) to make arrangements.
- 7) If you need material typed for Braille or enlarged, get it to us as soon as possible--at least 1-2 days before you need it.
- 8) If a note taker is one of your accommodations, you need to ask the instructor of the class for a recommendation. If the instructor does not recommend anyone in the class, you should try to identify someone that would take good notes. A carbonless notebook should be picked up by you from the LAS Office. Let LAS know if there's a problem.
- 9) If books on cd is one of your accommodations, you need to find out what book/s you are using for each of your classes. We will pay the registration fee each year to RFBD. We will notify you when your cds come in. You will be responsible for returning them to LAS at the end of the semester or a hold will be put on your account.

10) If you are coming to the LAS office for a test or quiz, schedule the appointment at least a day ahead.

11) It is your responsibility to notify your instructor if you are going to be absent; don't ask us to make the call.

12) The Resource Room is always busy. Please don't ask to use the phone; enter quietly, and do not bring food with you. All cell phones, blue tooth, etc. must be turned off and put up.

13) A student with any kind of disability who might need assistance in evacuating the building in case of an emergency should identify him/herself to the Director of LAS and discuss the help that would be needed. This would include not only mobility, but also vision, hearing, panic attacks, heart problems, etc. There is an "Area of Rescue Assistance" at the top of each stairwell. There is a three-inch HELP button that a student should press to alert security. It is important that the student remain in that area until help arrives.

SOCIAL TIPS FOR THE NON-DISABLED

GENERAL

1. Converse with an individual with a disability in spirit, content and approach as you would with anyone else.
2. When you think someone with a disability may need help, ask, "Do you need help? How should I help you?" Occasionally, well-meaning persons are more of a hindrance than help because they are unsure of what to do.
3. Don't be embarrassed over common expressions that might seem awkward, such as asking a blind person whether she has seen a particular movie.
4. Do not "talk over" or provide the words for someone who stutters or speaks with difficulty. Be patient and listen and let the person speak for him/herself. It is appropriate to repeat the thought back to confirm the meaning, but not to out-guess the thought and words and assume you know what he/she is trying to say.
5. Speak directly to a person with a disability. Do not direct conversation to an attendant, interpreter, assistant or nearby companion.
6. Do not call special attention to a person with a disability. Approach them as another person who happens to have a disability –not a disability which belongs to a person.
7. When you attempt to help a person with a disability, consider first, "Who am I helping?" If the answer is yourself, then you are doing no one any favors. If the answer is clearly the person with the disability, then participate with them; don't do things to, at, or for them.

Wheelchairs

8. Do not hang or lean on a person's wheelchair. It is part of their personal space.
9. If conversation lasts more than a few minutes, sit down or position yourself on the same level as the person in the wheelchair.
10. Do not discourage children from asking questions. Open communication helps overcome negative attitudes, but be sensitive to the person's willingness or unwillingness to talk about the disability.
11. When a person "transfers" out of a wheelchair to a chair, do not move the wheelchair out of reach.
12. If assistance is requested, back the wheelchair on and off elevators, through doorways, and down steep ramps.

Learning Disabilities

By the very nature of the definition of learning disabilities, a person diagnosed as learning disabled has average or above intelligence. They simply have a learning disability that interferes with learning.

There are many different kinds of learning disabilities that can cause problems with reading, spelling, writing, sequencing, perceiving, processing, computing numbers, etc.

Because of the complexity of the many possible disabilities, this manual cannot include every one. There are resources available in the LAS Office that can be copied and used. Please see the Director for additional help.

Remember each person is unique and each one learns differently. Be sure to see the person and not the disability. Keep trying different techniques until you find what works.

Coping Strategies for the Student

The following ideas might help a person with a learning disability learn to manage better:

1. Make a daily "to do" list and keep it handy at all times.
2. Maintain an appointment or planning calendar.
3. Post appointments, schedules, etc. at home and work.
4. Color code objects, files, notes
5. Use a highlighter when reading to maintain attention.
6. Take notes when reading.
7. Divide large projects into smaller ones.
8. Schedule rest, relaxation and exercise.
9. Preview a chapter before it's covered in class.

Management Strategies for the Tutor

1. Provide regular and frequent feedback and encouragement.
2. Never “nag” about not paying attention; try to eliminate anything that would distract.
3. Take frequent, short breaks.
4. Color code.
5. Be positive.
6. Reinforce desired behavior.
7. Identify the best learning style.
8. Use repetition and drill.
9. Be specific, concrete, to the point.

Deaf and Hearing Impaired

General Background

Hearing loss the most prevalent physical disability.

24 million Americans have significant hearing impairment.

Nearly 10 million work.

Types of Problems

Deaf students are often several years behind in social understanding and skills:

Communication very difficult—excluded from radio, T. V., movies, etc.

Generally over protected and under involved.

May *appear* to be immature

Cut off from normal “talk” around them

Vocabulary and sentence structure not developed.

“A deaf student is a foreign student who could very easily remain, as far as communication is concerned, almost as foreign at graduation as on the first day of freshman year.” *The Deaf Student in College*, by Gallaudet College

Miss out on basics that hearing students take for granted.

Using phone

Communication

Written communication

Insufficient education/training

Misconceptions of society

Limited options for education and work

Personal acceptance of hearing loss

Subjected to discrimination

Frustration, fatigue, stress

Guidelines

1. Do not exaggerate lip movements. Speak naturally in a normal tone of voice.
2. Make sure the light is in front of the speaker, not behind. Glare can make it difficult to see the speaker's face.
3. Moustaches make it more difficult to speech read. Other barriers include beards and cigarettes.
4. Face the person and look directly at them.
5. Keep sentence structure simple.
6. When you are in a group, remember, one speaker at a time.
7. Do not speak with your hands near your mouth. Try to stand still.
8. Remember to address the *person, not the disability*.
9. Be sensitive to special communication needs.
10. Have a positive attitude.
11. Be patient.
12. Be open-minded and flexible.
13. Communicate clearly without using slang or vague expressions.
14. As you can, learn some basic signs—phrases, terms, and expressions that are often used.
15. Whenever possible, choose a quiet place to talk.
16. To get a deaf person's attention, wave your hand or arm, use physical contact.
17. Use gesture to help understanding and communication.
18. Help the student to:
 - develop independence
 - learn the ways of hearing society
 - explore his/her own talents and interests

1. Arrange seating so the deaf person can see both the tutor and interpreter.
2. Avoid placing anyone in positions with bad lighting.
3. Speak directly to the deaf person rather than to the interpreter.
4. Avoid private conversations within hearing of the interpreter; interpreters will sign everything they hear.
5. If the interpreter is voicing for a deaf person, remember that the thoughts expressed are the deaf person's, and your responses should be addressed to him or her.
6. Avoid asking the interpreter to engage in private conversation.

BLIND/VISUALLY IMPAIRED

General Background:

Sight is not the only source of information for the brain. Most people with vision disabilities have lost only that one source.

“Given proper training and opportunity, the average blind person can do the standard job in the typical place of business—and do it as well as his or her sighted neighbor.” (*Training Employees with Disabilities* by William R. Tracey)

There are 750,000 blind people in the U. S. 50,000 people become blind annually.

You must have patience, empathy not pity, and be objective.

Use hearing, touch, smell but don't overload the senses.

General Guidelines

1. Identify yourself when greeting a student who is blind. When you are leaving, let the student know.
2. Speak directly to a student, not through a third party. Look at the student when you are speaking.
3. It is not necessary to raise your voice when speaking to a student who is blind or visually impaired.
4. Face the student when speaking.
5. If requested, provide large print copies of materials used.

6. Do not pet guide dogs when they are in harness. They are working for the student and petting will distract them from the task.
7. Do not hesitate to use phrases such as “see you later.”
8. When giving directions, always use “left” or “right” rather than “over there.”

9. When offering a seat, place the person's hand on the back or arm of the chair.
10. If the room arrangement is changed, inform the student.
11. Be sure the student knows the location of any breakable or potentially harmful objects.
12. Remember that people who are blind use the wall (or perimeter) for investigation. Do not obstruct their access to these areas.
13. If you are walking with someone who is blind, do not grab their arm. If they wish, they will take your arm and walk a half-step behind to anticipate curbs or steps. If there is a handrail on stairs or on your route of travel, place the student's hand on it.
14. Help the student feel safe, comfortable, and welcome.
15. Don't assume that because you know one blind/visually impaired person and his or her capabilities, you know all blind/visually impaired people. There is as much variation in competencies among visually impaired as there is among sighted people.
16. Be especially sensitive to the potential for high levels of frustration, anxiety, and even anger. Don't take this personally.
17. Leave doors completely open or shut. Leaving them ajar is unsafe.
18. Emphasize the positive; communicate high expectations.

Mental, Developmental, and Psychiatric Disabilities

Please note: This is by no means an exhaustive study of these disabilities; it is provided to help you understand the disability better. If you need more information or additional help to provide services to students, please see the LAS Director.

Background Information:

Mental retardation:

- lowered intelligence
- usually present at birth
- shows up before age 18
- fundamental difficulty in learning and performing certain daily life skills
- limitation in conceptual, practical and social intelligence
- limitation in adaptive skills—communication, self-care, home living, social skills, community use, self direction, health and safety, functional academics, leisure, work
- third or fourth grade reading and math
- difficulty communicating

Developmental disabilities:

- Down Syndrome
- Autism

Psychiatric disabilities:

- long term disorder
- causes severe disturbance in thinking, feeling and relating
- diminished capacity for coping
- any age and any family
- difficulty developing and maintaining good interpersonal relationships
- negative self image
- dependent

kinds:

- depression

- most common of psychiatric disorders
 - major cause of suicide
 - involves the whole body and the person's mood and thoughts

kinds:

- clinical:

- persistent feelings of sadness, anxiety, or irritability
 - feelings of helplessness
 - feelings of guilt or worthlessness
 - loss of interest in activities previously enjoyed
 - sleep disturbances
 - difficulty concentrating, remembering
 - fatigue

persistent physical symptoms such as headaches
thoughts about life not being worthwhile

dysthymia

involves long-term, chronic symptoms that are not
disabling but keep the person from functioning at top speed
or from feeling good

bipolar

in most cases, inherited
swing between high and low moods
affects thinking, judgment, and social behavior
boundless energy and enthusiasm
disconnected and racing thoughts
grandiose ideas and poor judgment
short temper
rapid switch to depression

schizophrenia

one of the most serious
affects about one person in a hundred
usually appears in the later teens or early 20s
no known single cause
symptoms:

distorted perceptions of the world around them
hallucinations
delusions
disordered thinking and inability to concentrate
disconnected and confusing language
poor reasoning, memory and judgment
high levels of anxiety
deterioration of appearance and personal hygiene
loss of motivation and poor concentration
tendencies to withdraw from others

severe anxiety

panic disorder

uncontrollable panic response to ordinary, non-threatening situations
characterized by sweating, hot or cold flashes, racing heart, trembling,
faintness, disorientation,

phobia

irrational, involuntary, and inappropriate fear or response to ordinary
situations

personality disorder

Factors in Learning Ability:

absence of drive or motivation
accidents, infections, and diseases
cultural or language deprivation
emotional trauma
family problems, tensions
inconsistencies among factors of ability, achievement, and aspiration
lack of acceptance
low parental expectations
meager educational resources
poor self-image
school-related factors—irregular attendance, poor study habits, repeated failure
socioeconomic limitations

Types of Deficits:

difficulty with abstract concepts
deficits in use of learning strategies
inability to plan, schedule and predict outcomes
deficiencies in language and communication ability
deficits in short-term memory
inability to generalize acquired skills and transfer them
acquired personality problems such as over-dependence, excessive anxiety, low frustration

Characteristics:

short attention and interest span
limited ability to think creatively
slow reaction time
apathy
limited reading ability
limited reasoning power and judgment
unable to see consequences
limited powers of self-direction
easily confused
action based on impulse
impatient

Guidelines for Tutoring:

Be patient.
Be flexible.

Encourage student to develop a check list for what needs to be done.
Be clear, definite, precise.
Learn one step at a time in logical sequence.
Simplify materials.
Review frequently.
Relate material to be learned to something the student already knows.
Take frequent, short breaks.
Use repetition.
Do practice quizzes.
Build on strengths.

Student Tips for Developing Organizational Skills

1.) Use a Checklist

Get into the habit of using a “**To- Do**” list. Checklists can be used to list assignments, household chores or to remember to bring appropriate materials you need. It is recommended that you keep a pad or notebook dedicated to listing things you need to do. Crossing completed items off the list will help you feel a sense of accomplishment.

2. Organize your “To-Do” list

Number the items in the order in which they are to be done. Start with the one that’s not too long or difficult but avoid saving the longest or hardest item for last.

3. Set a designed work space

You should try to work in the same place every day where your supplies and materials are close at hand. This place should be a quiet place with few distractions.

4. Set a designated study time

Try to set assign a certain time every day to work on the items on your list.

5. Keep organized notebooks

Keep track of papers by organizing them in a binder or notebook. Having a separate “to do” and “done” folder helps organize worksheets, notices, and other items.

6. Conduct weekly clean-up

You should go through and sort out notebooks on a weekly basis. Old papers should be organized and kept in a separate file or tossed if no longer needed.

7. Create and maintain a consistent schedule

Try to establish and stick to a regular schedule.

8. Keep a master Calendar

Keep a large wall-sized calendar that lists your commitments, schedules for activities, days off and major events. This will help avoid conflicts in scheduling.

9. Prepare for the day ahead

Do what every is necessary to be ready for the next day's activities.

10. Provide necessary support for yourself as you become better organized

Remind yourself to fill in your calendar, keep track of papers, organized materials into notebooks and clean out notebooks weekly. Use positive self talk to keep yourself motivated

Sdrive 1/24/05 Tips for Developing Organization Skills

Adapted from an article by the Coordinated Campaign for Learning

RICHLAND COMMUNITY COLLEGE

Teaching and Learning Support Services

Decision Tree For ADHD Referral To Mary Atkins

Observations:

1. Student has excessive physical movement.
2. Student seems to be distracted by objects in the office.
3. Student tends to not let you speak or interrupts excessively.
4. As you speak to student, the student seems to lose interest or has a “far off stare” in their eyes.
5. The student speaks about being bored easily or a lot.
6. The student has a history of not sticking to a job or has a lot shifting interests.
7. Student states that he/she has trouble concentrating or remembering.

If the student has two or more of the above observable behaviors then ask the following questions:

1. Has anyone told you that you have ADHD?
2. In grade school, did teachers say that you were lazy, did not work up to your ability or day dreamed during class?
3. Do you now have any of the following:
 - a) Fidgetiness or feeling restless
 - b) Difficulty remaining satisfied
 - c) Being easily distracted
 - d) Difficulty waiting your turn
 - e) Blurting out answers before the question is completed
 - f) Difficulty following through or completing tasks
 - g) Sustaining attention while doing tasks
 - h) Frequently shifting from one task to another
 - i) Difficulty doing tasks alone
 - j) Talking too much

- k) Interrupting or intruding on others
 - l) Not listening to others
 - m) Losing important things or forgetting a lot
 - n) Always on the go, as if driven by a motor
- Positive answers to the observation section and/or questions 1 or 2 should result in a referral to Mary Atkins.
 - Positive answers to letters A through N should result in a referral to Mary Atkins.