



Minnesota State Community and Technical College

ACCESSIBILITY RESOURCES FACULTY HANDBOOK

Minnesota State Community and Technical College is a member of the Minnesota State system and is an equal opportunity employer and educator. This document is available in alternative formats to individuals with disabilities by contacting:

Detroit Lakes, Accessibility Resources Office

Local Phone Number: 218.846.3700

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

Moorhead, Accessibility Resources Office

Local Phone Number : 218.299.6500

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

Fergus Falls, Accessibility Resources Office

Local Phone Number: 218.736.1500

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

Wadena, Accessibility Resources Office

Local Phone Number: 218.631.7800

Toll Free: 877.450.3322

Hours: 8:00 am – 4:30 pm

TABLE OF CONTENTS

ACCESSIBILITY RESOURCES PERSONNEL.....	4
PURPOSE STATEMENT.....	4
ACCESSIBILITY RESOURCES VISION AND MISSION	4
THE LAW	5
What is the ADA?.....	5
A person with a disability includes:.....	5
ACCESSIBILITY RESOURCES ACCOMMODATIONS PROCESS.....	5
ACCOMMODATIONS	8
What is an accommodation?.....	8
How does a student* become eligible for accommodations?.....	8
Frequently Provided Accommodations	8
Additional Accommodations	8
What services are not provided at M State through Accessibility Resources?	9
What about tutoring?	9
If an instructor has questions or concerns about an accommodation:.....	9
Implementing Accommodation Requests	9
Procedures for implementing accommodations	9
Alternative Testing.....	9
Note Taking.....	9
Adjustable Tables or Chairs.....	10
Sign Language	10
Disability-related Absences.....	10
Service Animals	10
Other Accommodations	10
Confidentiality	10
RIGHTS AND RESPONSIBILITIES	11
Rights of Students.....	11
Responsibilities of Students.....	11
Rights of Minnesota State Community and Technical College	11
Responsibilities of Minnesota State Community and Technical College	11
If an instructor IS notified by the Accessibility Resources Personnel	11
If an instructor IS NOT notified	12

TEACHING STUDENTS WITH DISABILITIES	13
Non-apparent Disabilities.....	13
Types of Non-apparent Disabilities	13
Learning Disabilities.....	13
Attention Deficit Hyperactivity Disorder (ADHD).....	13
Mental Health Disabilities	13
Anxiety Disorders	14
Autism Spectrum Disorders (ASD)	15
Tourette’s Disorder.....	15
Eating Disorders	15
Medical/Mobility Impairments	16
Traumatic Brain Injury.....	16
Sensory Impairments	17
 CONSIDERATIONS FOR TEACHING ALL STUDENTS	 19
Universal Design for Learning	19
Comprehensive Syllabus	19
ADA Statement	20
Lectures	20
Guided Notes	20
Student Expectations	20
Inappropriate Behavior	20
 WEB LINKS AND RESOURCES	 21
General	21
Learning Disabilities.....	21
Mental Health Disabilities	21
Brain Injury.....	21
 ACCESSIBILITY RESOURCES FORMS.....	 22
Form 1	22
Form 2	22
Form 3	22
Form 4	22
Form 5	22

ACCESSIBILITY RESOURCES PERSONNEL

Mark Nelson
Detroit Lakes
mark.nelson@minnesota.edu
218.846.3756
Office: F114A

Jon Kragness
Fergus Falls
jon.kragness@minnesota.edu
218.736.1595
Office: C344

Position Vacant
Moorhead
See Student Development
Services for Assistance
218.299.6882
Office: E112A

Paula Rohr
Wadena
paula.rohr@minnesota.edu
218.631.7862
Office: S29

PURPOSE STATEMENT

The purpose of Accessibility Resources is to provide appropriate and reasonable accommodations for students with documented disabilities to ensure equal access to M State campuses, courses, programs and events.

ACCESSIBILITY RESOURCES VISION AND MISSION

Vision Statement: To empower students with varied learning (and physical) (dis)abilities and provide an enriching learning educational experience.

Mission Statement: To support the college in its efforts to provide access to students with disabilities, engaging them in shaping their futures and their communities.

THE LAW

What is the ADA?

The Americans with Disabilities Act (1990, 2008) includes basic civil rights guaranteed for people in the United States who have disabilities. (<http://www.ada.gov/>) With regard to colleges and college students, the ADA upholds and extends the standards set forth in Section 504 of the Rehabilitation Act of 1973, which states:

“No otherwise qualified person with a disability in the United States shall, solely by reason of ... disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.” The term “otherwise qualified individual” means that the student meets the admission requirements for the college.

A person with a disability includes:

“Any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.”

Any person who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities may include: seeing, hearing, speaking, walking, breathing, sleeping, caring for oneself, performing manual tasks, learning, working, standing, lifting, concentrating, and interacting with others.

Eligible students meet admission requirements, have appropriate evidence of a disability and have met with the Accessibility Resources personnel to discuss needs and develop reasonable accommodation requests.

However, certain programs have technical standards in addition to the standards for college admittance. All students must meet these standards for their program. Technical standards must be applied so as not to discriminate against any student.

ACCESSIBILITY RESOURCES ACCOMMODATIONS PROCESS

Students with disabilities are eligible for reasonable accommodations per Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990. Accommodations provide equal opportunity to obtain the same level of achievement while maintaining standards of excellence.

Accessibility Resources personnel work with college faculty, staff and community agencies to provide opportunities for students with disabilities that provide them access to fully participate in and enjoy the benefits of higher education. We recognize that disability reflects diverse characteristics and experiences and is an aspect of diversity integral to society. Accessibility Resources achieves individualized support by honoring the uniqueness of each student and providing resources and services that promote academic success and self-advocacy skills. In addition, we collaborate with instructors, staff, Minnesota State system colleagues and community agencies to create usable, equitable, inclusive and sustainable learning environments.

It is generally understood that this is an interactive process that involves participation by the student, Accessibility Resources personnel and the faculty member(s) providing instruction for the student for the term accommodations are being determined. Accessibility Services personnel must review every student application for services on a case-by-case basis.

1. Student expresses interest in learning about, and/or, receiving Accessibility Resources. *[Student Initiated]*
 - Come from a variety of avenues: Registration event, Student Development Services, faculty, in class, faculty referral, web search, direct call, support center, tour, parentally driven, college fair, high school visit, walk-in, drop-in, student/family-driven application received
2. Apply for Accessibility Resources *[Student Initiated]*
 - Documentation and/or application received. Email is sent to the student to encourage them to complete the rest of the materials (documentation and/or application) depending on what is received first. Email indicates that once those items are received, an appointment is encouraged to complete the intake process.

- Also may include educating students and families about high school accommodations versus college accommodations
3. Review of application and supporting documentation [*Accessibility Resources Personnel*]
 - Application and documentation is received prior to intake meeting
 - Confirm information in application
 - Review documentation and do research on barriers (Research may include review of ADA guidelines, review of current OCR decisions, consultation with legal counsel, etc.)
 - Identify possible obstacles/barriers as well as strengths based on review of documentation and research done and student input
 - Identify possible accommodations based on research and review of documentation
 4. Have a dialogue with student about barriers to their education, guided by survey of limitations documentation based on ADA language and guidelines. Answers help in determining accommodations that are reasonable. [*Accessibility Resources Personnel*]
 - May include reinforcing differences between college and high school as it pertains to Accessibility Resources
 5. Identify possible accommodations request based on provided documentation and student interview. [*Accessibility Resources Personnel*]
 6. Accessibility Resources will communicate the accommodations request to faculty. [*Accessibility Resources Personnel*]
 - In some cases, i.e., for an extension (deadlines, due dates, etc.) request, faculty may receive a communication initiated by the Accessibility Resources personnel with a plan outlining recommended parameters for the extension (deadlines, due dates, etc.) as applicable for each course the student is enrolled in. The communication is the first step in a collaboration with faculty to begin a discussion relative to the accommodation prior to sending out the request.
 7. Faculty review accommodation and implement if no questions. If faculty has questions about the accommodation request, reach out to Accessibility Resources personnel. [*Faculty and Disability Service Personnel*]
 - If a question arises, Accessibility Resources and faculty then discuss accommodations and possible alternatives or denial.
 - Based on Office of Civil Rights guidance, student is to receive accommodation until agreement can be made by faculty and Accessibility Resources personnel.
 - If denial of services is the determined outcome by Accessibility Resources personnel and faculty, provide appeal information. Appeal routed to Student Development Services leadership.

Faculty must consider the following questions when determining how requested accommodations may impact the student's access to the course:

- Would this accommodation negatively impact the integrity of the course outcomes?
 - Would this accommodation alter the fundamental nature of the course?
 - Would this accommodation prevent the student from contributing “in class” or participating with peers?
 - Would this accommodation provide the student with a significant advantage over his/her peers?
8. Complete new Accommodation Request Forms for each semester [*Student Initiated*]
- If a break occurs in attendance, the entire process may need to be repeated. Otherwise, only the accommodation request is sent to new faculty members each semester.

Student is expected to be an on-going participant in the interactive process. They may have to discuss accommodation with faculty for logistics. If student has concerns regarding implementation or effectiveness, then they should contact Accessibility Resources personnel.

As a general rule, faculty should direct questions related to specific student accommodations to Accessibility Resources personnel.

ACCOMMODATIONS

What is an accommodation?

An accommodation is a support that gives a student with a disability an equal opportunity to access, participate and benefit from school. The law requires colleges to provide accommodations for qualified students.

How does a student* become eligible for accommodations?

- Complete the Accessibility Resources Application
- Submit documentation of their disability. Qualified diagnosing professionals, such as a licensed psychologist, disability specialist or medical doctor, may provide this documentation.
- Meet with college Accessibility Resources personnel

**Services for PSEO and concurrent enrolled students may vary. For questions, please contact M State Accessibility Resources Personnel.*

Frequently Provided Accommodations

(please note this is not a comprehensive list)

- Completing exams in a distraction-reduced area/outside the classroom
- Extended time for completion of exams
- Note taking assistance
 - This may include requesting faculty assistance for identifying a note taker

Additional Accommodations

(please note this is not a comprehensive list)

- Increased font size on handouts
- Braille format materials
- Alternate format texts, classroom materials
- Electronic exams/print exams
- Use of a calculator
- Reader for exams
- Scribe for exams
- Preferential seating
- Use of assistive technology
- Sign language interpreters
- Captioning services
- Amplification devices
- Adaptive furniture
- Disability-related absences
- Disability-related extensions for exams and assignments
- Personal Care Attendant

What services are not provided at M State through Accessibility Resources?

- Personal devices such as wheelchairs, hearing aids, glasses or personal care services
- Transportation
- Accommodations that lower or change classroom or program standards
- Accommodations that are not reasonable
- Accommodations that would change the essence of a program

What about tutoring?

Tutoring is a service available to all M State students. It is not an accommodation. Tutoring is available on a drop-in basis on the campuses. Online tutoring is also available.

If an instructor has questions or concerns about an accommodation:

For questions or concerns about a particular accommodation, please contact the Accessibility Resources personnel member identified on the Accommodation Request Form.

Implementing Accommodation Requests

- For each student requesting accommodations, faculty will receive an Accommodation Request Form detailing accommodations for which the student is eligible.
- If the student will be receiving testing accommodations, a copy of the Faculty Exam Form will also be included.
- If a faculty member receives a request directly from a student for accommodations not listed on this form, please refer the student to the Accessibility Resources personnel listed at the bottom of the form.

Procedures for implementing accommodations

Alternative Testing

Alternative testing may include extended time, testing in a quiet room, audio recorded tests, enlarged print, use of a computer or use of a scribe. The Accommodation Request Form will identify what particular accommodation(s) the student receives.

- The instructor may email or drop off exams and the completed Faculty Exam Form.
- Please deliver at least 48 hours prior to the exam. This provides time in the event an exam needs to be audio recorded, enlarged or otherwise altered to meet the student's needs.
- For hand delivery, exams and Faculty Exam Forms can be delivered as follows:

Detroit Lakes Campus: Mark Nelson

Fergus Falls Campus: Jon Kragness

Moorhead Campus: Position Vacant, See Student Development Services for Assistance

Wadena Campus: Paula Rohr

The Accessibility Resources personnel will coordinate test proctoring for the student. Completed tests are delivered to instructors' mailboxes or held in the Accessibility Resources office per the instructors' preference, noted on the Faculty Exam Form.

Note Taking

Students with disabilities that impact their ability to take notes accurately and on pace with classroom lectures are eligible for note taking assistance. At M State, note taking assistance is provided in several ways. The Accessibility Resources personnel may ask instructors for suggestions and/or assistance in recruiting a note taker

- The student may audio record the class lecture
- It may also be helpful if the instructor can provide a copy of their notes if they are not already posted on D2L Brightspace.

The note takers will either come to the Accessibility Resources office and personnel will copy their notes, or they may email a copy of their notes to the Accessibility Resources personnel.

Occasionally, Accessibility Resources personnel will serve as a note taker and scribe in a class. This would likely be the result of a student being unavailable after recruitment efforts are implemented.

Adjustable Tables or Chairs

Special tables and chairs are available through the Accessibility Resources office; most rooms are equipped with adjustable tables. If a student requests a table or chair, have them contact the Accessibility Resources office personnel.

Sign Language

All interpreting services for students are arranged through the Accessibility Resources. If a student in your class uses an interpreter and you are not familiar with this accommodation, please contact the Accessibility Resources personnel with any questions you have.

Disability-related Absences

Students who have chronic illnesses or mental health difficulties may unexpectedly be absent from class because of unforeseen disability-related reasons such as hospitalizations, out-patient treatment or a flare-up from a chronic illness. Because of student need and in response to recent case law, the Accessibility Resources Personnel may request absence leniency, extended assignment deadlines and or extended exam dates.

During the intake process, the Accessibility Resources personnel will determine if a student is eligible to receive disability-related absences as an accommodation. If it is seen as a reasonable accommodation, it will be a part of a student's accommodation plan.

Some students may meet for an intake interview after experiencing a disability-related absence; it's important to note accommodations are not generally provided retroactively. Contact Accessibility Resources if there are questions.

The implementation of the disability-related absences accommodation will be thoroughly explained by the Accessibility Resources personnel to students who request this accommodation. This includes clarifying with students their responsibility and what may qualify as a disability-related absence.

The disability-related absences accommodation will be included on the Accommodation Request Form and will be sent to instructor(s) shortly after the intake process is completed.

Once the instructor and the Accessibility Resources personnel have agreed upon an appropriate plan of action, the Accessibility Resources personnel will contact the student to inform them of the determined plan in response to the disability-related absence request. The Accessibility Resources personnel will encourage students to follow up with their instructor(s) if they have any questions regarding the plan of action.

The Accessibility Resources personnel will follow up with the student about one week after the plan was agreed upon to ensure that the implementation of the plan went smoothly and to see if the student has any final questions or concerns. If needed, the Accessibility Resources personnel may also follow up with the instructor for further clarification.

Service Animals

The use of service animals may be an appropriate accommodation for students with a demonstrated need. Please refer to the Animals on Campus Policy for a complete explanation of service animals and their use on campus. If there are concerns about a service animal in your classroom/lab setting, please contact the Accessibility Resources personnel.

Other Accommodations

Other accommodations may be addressed on an individual basis in consultation with the student, instructor and the Accessibility Resources personnel.

Confidentiality

The confidentiality of the students receiving accommodations in your classes must be maintained. If you have questions, please contact an Accessibility Resources Director.

RIGHTS AND RESPONSIBILITIES

Rights of Students

- The right to equal access to postsecondary education
- The right to not be discriminated against
- The right to participate in and enjoy the benefits of school
- The right to an accessible education
- The right to an appropriate accommodation
- The right to have information about a disability kept private

Responsibilities of Students

- Self-identify disability status to Accessibility Resources personnel
- Provide recent documentation about disability
- Request necessary accommodations in a timely manner
- Follow all M State and Accessibility Resources policies and procedures
- Meet and maintain the same academic qualifications and essential institutional standards as other students on campus
- Follow the college's student code of conduct

Rights of Minnesota State Community and Technical College

- Identify and establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs, activities and facilities and to evaluate accordingly
- Request and receive, through the Accessibility Resources Office, current documentation from a qualified professional that supports requests for accommodations and services
- Deny requests for accommodations if the documentation does not demonstrate that the request is disability related, or if the individual fails to provide appropriate documentation
- Select among equally effective accommodations, adjustments and/or auxiliary aids and services
- Refuse to provide an auxiliary aid or incur an expense if it constitutes undue hardship to the college

Responsibilities of Minnesota State Community and Technical College

- Accommodate the known limitations of an otherwise qualified student with a disability
- Provide information to students, faculty, staff and guests with disabilities in accessible formats upon request
- Evaluate students on their abilities, not their disabilities
- Provide or arrange accommodations, and/or auxiliary aids for students, faculty, staff and guests with disabilities upon their request
- Maintain appropriate confidentiality of records and communication
- Maintain academic standards by providing accommodations without compromising the content, quality or level of instruction

If an instructor IS notified by the Accessibility Resources Personnel

Faculty members have the responsibility to cooperate in providing authorized accommodations in a reasonable and timely manner. Questions or problems regarding implementation of an accommodation should be discussed with Accessibility Resources personnel member identified on campus or as listed on the Accommodation

Request Form. Based on Office of Civil Rights guidance, a student is to receive the accommodation(s) until an agreement can be made by faculty and Accessibility Resources personnel.

If an instructor IS NOT notified

If a student requests an accommodation and the faculty member has not been notified of the student's eligibility for accommodations, then the faculty member should refer the student to the Accessibility Resources personnel. It is not in the faculty's nor the institution's best interest to provide accommodations without an approved Accommodation Request. Providing accommodations without engaging in the established process sets an Accessibility Resources precedent for which the student may not otherwise be eligible.

TEACHING STUDENTS WITH DISABILITIES

Non-apparent Disabilities

Non-apparent disabilities are the most common type of disability among college students. For example, students with learning disabilities, attention deficit hyperactivity disorder and/or psychiatric disabilities may request accommodations even though they do not appear to have a disability. There are numerous other non-apparent disabilities such as a heart condition, chronic fatigue syndrome, fibromyalgia and seizure disorder. It is important to remember that the severity of functional limitations do not depend on the ability to see the disability.

Types of Non-apparent Disabilities

Learning Disabilities

Students with learning disabilities often learn differently than their peers. Although they have average or above average intelligence, there is frequently a discrepancy between their ability and their achievement in specific areas due to a central nervous system dysfunction. A learning disability is a permanent disorder that interferes with integrating, acquiring and/or demonstrating verbal or nonverbal abilities and skills. Frequently, there are some processing or memory deficits.

Each student with a learning disability may need different types of accommodations based on what area(s) of learning is affected by the disability. Students with learning disabilities will have difficulties with some of the following: reading comprehension, written expression, mathematics, oral expression, auditory processing, visual processing, abstract reasoning, processing speed, or visual/spatial skills. Keep in mind that no one individual has difficulty with all of the above areas, generally just a few. Also, it is not unusual for a person with a learning disability to be gifted in some areas.

A learning disability is not a disease, so there is no cure, but there are ways to overcome the challenges it poses through identification and accommodation.

Some examples of a specific learning disability include:

- Dyslexia – difficulty with reading, writing and spelling
- Dyscalculia – difficulty with math functions and using numbers
- Dysgraphia – difficulty with psychomotor skills needed for writing
- Auditory Processing Disorder – difficulty interpreting auditory information
- Expressive Language Disorder – difficulty expressing self in language

Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder is characterized by a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. Students with ADHD will have difficulty with one or more of the following areas: concentration, distractibility, organization, completing tasks, following directions, listening, or sitting for lengthy periods.

Mental Health Disabilities

Students with mental health disabilities exhibit "... a persistent psychological disorder or psychiatric disorder, emotional or mental illness that adversely affects educational performance and/or functioning and frequently requires medication" (https://ada.osu.edu/resources/fastfacts/Invisible_Disabilities.htm). Descriptions of certain types of psychiatric disorders follow:

Depression is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, insomnia and feelings of worthlessness or guilt.

Symptoms of depression include:

- A persistent sad, anxious or "empty" mood
- Sleeping too little or sleeping too much
- Reduced appetite and weight loss, or increased appetite and weight gain

- Loss of interest or pleasure in activities once enjoyed
- Restlessness or irritability
- Difficulty concentrating, remembering or making decisions
- Fatigue or loss of energy
- Feeling guilty, hopeless or worthless
- Thoughts of death or suicide

Untreated depression is the number one cause of suicide. Any talk of suicide by a student needs to be taken seriously and help sought immediately. Additional resources can be found here: <http://www.minnesota.edu/?id=438>.

Bipolar disorder (manic depressive disorder) causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep; however, in the depressive phase, a person may experience a lack of energy and less self-esteem and interest in family, friends and school.

Dysthymia is a form of depression that is less severe than major depression; however, it involves long-term, chronic symptoms that do not disable but keep one from functioning well or from feeling good.

Seasonal Affective Disorder (SAD) is associated with depressive episodes that occur during the winter months (especially in the northern climates), with symptoms subsiding during the spring and summer months. These depressive episodes are related to seasonal variations of light. The most difficult months for people with SAD are January and February.

Anxiety Disorders

Anxiety disorders can disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic and extreme fear. Examples of anxiety disorders include panic disorder, simple phobias and obsessive-compulsive disorder (OCD).

General anxiety disorder (GAD) is characterized by excessive, unrealistic worry that lasts six months or more. In adults, the anxiety may focus on issues such as health, money, relationships or career. In addition to chronic worry, GAD symptoms may include trembling, muscular aches, insomnia, abdominal upsets, dizziness and irritability.

Obsessive-compulsive disorder (OCD) Individuals with OCD are plagued by persistent, recurring thoughts (obsessions) that reflect exaggerated anxiety or fears. Typical obsessions include worry about being contaminated or fears of behaving improperly or acting violently. The obsessions may lead an individual to perform a ritual or routine (compulsion) such as repetitive counting or hand washing.

Panic disorder People with panic disorder suffer severe attacks of panic – which may make them feel like they are having a heart attack or are “going crazy” for no apparent reason. Symptoms include heart palpitations, chest pain or discomfort, sweating, trembling, tingling sensations, feeling of choking, fear of dying, fear of losing control and/or feelings of unreality. Panic disorder often occurs with agoraphobia, in which people are afraid of having a panic attack in a place from which escape would be difficult, so they avoid these places.

Post-traumatic stress disorder (PTSD) PTSD can follow an exposure to a traumatic event such as a sexual or physical assault, witnessing a death, the unexpected death of a loved one or natural disaster. There are three main symptoms associated with PTSD: 1. “reliving” the traumatic event (such as flashbacks and nightmares); 2. avoidance behaviors (such as avoiding places related to the trauma); and 3. physiological arousal such as difficulty sleeping, irritability or poor concentration.

Social anxiety disorder (social phobia). Social anxiety disorder is characterized by extreme anxiety about being judged by others or behaving in a way that might cause embarrassment or ridicule. This intense anxiety may lead to avoidance behavior. Physical symptoms associated with this disorder include heart palpitations, faintness, blushing and/or profuse sweating.

Specific phobias People with specific phobias suffer from an intense fear reaction to a specific object or situation (such as spiders, dogs or heights); the level of fear is usually inappropriate to the situation and is recognized by the sufferer as being irrational. This inordinate fear can lead to the avoidance of common, everyday situations.

Schizophrenia affects how a person thinks, feels and acts. People with schizophrenia may have difficulty distinguishing between what is real and what is imaginary. Others with this disorder may have difficulty behaving “normally” in social situations or may be withdrawn or unresponsive. Schizophrenia, however, is not split personality or multiple personality. The vast majority of people with schizophrenia are not violent and do not pose a danger to others. The signs of schizophrenia are different for everyone. Symptoms may develop slowly over a period of months or years or may appear suddenly. The disease may also appear in cycles of relapse and remission.

Symptoms of schizophrenia may include:

- Delusions or false ideas
- Hallucinations – seeing, hearing, feeling, tasting or smelling something that doesn’t exist
- Disordered thinking and speech
- Social withdrawal
- Extreme apathy
- Lack of drive or initiative
- Emotional unresponsiveness

Autism Spectrum Disorders (ASD)

This is characterized by problems associated with development of social skills and behavior. Asperger’s is a mild form of autism. Individuals with Asperger’s generally have normal intelligence and normal early language acquisition. However, individuals show difficulty with social interaction and nonverbal communication. Individuals with Asperger’s may also show obsessive or repetitive behavior.

Symptoms of ASD may include:

- Marked impairment in the use of multiple nonverbal behaviors (eye-to-eye gaze, facial expressions and body postures)
- Failure to develop peer relationships appropriate to developmental level
- Lack of spontaneous seeking to share enjoyment, interests or achievements with other people
- Apparently inflexible adherence to specific, nonfunctional routines or rituals.
- Persistent preoccupation with parts of objects
- Stereotyped and repetitive motor mannerisms (hand or finger flapping or twisting, or complex whole-body movements)
- Concrete thinking (versus abstract)
- Writing problems and difficulty with math
- Flat and emotionless voice
- Social awareness but inappropriate reciprocal interaction

Tourette’s Disorder

According to the American Psychiatric Association, DSM-IV-TR (2000), the essential features of Tourette’s disorder are multiple motor tics and one or more vocal tics. A tic is a sudden rapid, recurrent, non-rhythmic, stereotyped motor movement or vocalization. Simple motor tics are: eye blinking, nose wrinkling, neck-jerking, shoulder shrugging or facial grimacing. Simple vocal tics are meaningless words or sounds such as throat clearing, clicking, grunting, sniffing, snorting and/or coughing. Tics may occur many times a day recurrently throughout a period of more than a year. The symptoms may be lifelong, though periods of remission lasting from weeks to years may occur.

Eating Disorders

Individuals with eating disorders experience severe disturbances in their eating habits, including unhealthy

reduction of food intake or unhealthy overeating. Eating disorders are real, treatable illnesses. Causes of eating disorders may include low self-esteem, peer pressure to be thin, society or cultural pressures to be thin, or history of sexual abuse. Anorexia nervosa and bulimia nervosa are the two most common types of eating disorders.

Anorexia nervosa symptoms may include:

- Extreme weight loss
- The belief that one is fat despite excessive thinness
- Perfectionist
- Becomes socially isolated
- Has difficulty expressing emotions, primarily anger

Bulimia Nervosa symptoms may include:

- Frequent acts of binge-eating and purging of food to prevent weight gain
- Buys binge food (primarily junk food or high-caloric foods)
- Uses water pills, diet pills or laxatives
- Abuses alcohol or drugs to suppress appetite or to escape emotional hurt
- Displays little impulse control – making poor decisions about sex, commitment money, etc.

In most situations you will not be aware that you have a student with a mental health disability in your classroom. Because students do not show any outward sign of the disability does not mean that their disability is any less disabling than a more visible disability. Many of these students are fearful of and have faced stigmatization because of their disability. Some do not need or request any accommodations, and some require a variety of accommodations. With medication and/or therapy, people with mental health disabilities may learn to manage their symptoms.

Medical/Mobility Impairments

Mobility impairments are often due to conditions such as cerebral palsy, multiple sclerosis, muscular dystrophy or spinal cord injury. Students may use crutches, braces, or a wheelchair. Medical impairments are often invisible disabilities, caused by such conditions as arthritis, asthma, cancer, orthopedic limitations, post-surgery, Chronic Fatigue Syndrome, or seizure disorder. The student may have limited energy; difficulty walking, standing, or sitting for a long time; or other disabling characteristics, such as an inability to write.

Functional limitations may be episodic for some students who may experience dizziness, disorientation and difficulty breathing during a recurrence. For example, with asthma or a seizure disorder, a student may have periods when he can function without any accommodations, but at other times functional limitations are quite severe.

Even with the same disability, students with mobility or medical impairments may have a wide variety of characteristics. For example, persons with a spinal cord injury are likely to show differing degrees of limitation. They may require different types of accommodations or may need no accommodations, depending on functional limitations.

Traumatic Brain Injury

Traumatic brain injury is typically a consequence of an accident but can also be caused from a stroke, lack of oxygen, poisoning, tumor or an infection. At least 1.5 million people sustain traumatic brain injuries in this country every year. Students often display problems with attention deficit, memory and concentration.

The effects of the injury may be highly individual depending on the area of the brain affected. Students with TBI may experience frustration and anger often characterized by a quick temper. They typically exhibit discrepancies in abilities such as reading or spelling. Although there is great variation in the possible effects of a head injury, most injuries result in some degree of difficulties in the following functions:

- Memory – the primary difficulty is the inability to store information for immediate recall. However, long-term memory or previously acquired knowledge is usually intact.

- Cognitive/perceptual communication – students may have difficulty focusing for sufficient lengths of time for learning to take place. Attention and concentration may be influenced by medication, nutrition patterns and fatigue resulting from disturbed sleep.
- Speed of thinking – it often takes the student longer to process information which influences reaction time, speed of response and quickness of data integration.
- Communication – language function (writing, reading, speaking or listening) may be impaired. Problems in pragmatics may include interrupting, talking out of turn, dominating discussions, speaking too loudly or rudely, or standing too close to the listener. The student may have trouble comprehending written or spoken material especially under pressure such as during exams.
- Spatial reasoning – refers to the ability to recognize shapes of objects, judge distances accurately, navigate, read a map, visualize images, comprehend mechanical functions or recognize position in space.
- Conceptualization – TBI often reduces the ability to categorize, sequence, abstract, prioritize and generalize information. The student may be very concrete and stimulus-bound.

Sensory Impairments

Blind or Vision Loss

Visual disabilities can result from a variety of causes, including congenital conditions, injury, eye disease, brain trauma, diabetes or multiple sclerosis. A person is considered legally blind if corrected vision is no better than 20/200, or if peripheral fields are no more than 20 degrees diameters or 10 degrees radius.

Between 80 and 90 percent of people who are legally blind have some measurable vision or light perception. Even those students who may appear to travel and function without assistance are likely to still require some type of classroom accommodation. Most students with visual disabilities use a combination of adaptations for class participation including readers, note takers, Braille, books in alternate format, voice-synthesizing computers, and optical scanning or enlarging devices.

It should be noted that not all students who are totally blind can or want to read Braille. Some medical conditions may actually preclude that skill. Conditions such as diabetes for example, may reduce sensation in the finger tips as a result of poor circulation therefore limiting a person's ability to read Braille.

Instructional Strategies and Potential Accommodations

- Use good contrast in printed material for students who are partially sighted. Write larger and darker when using the chalkboard.
- Try to speak directly facing the class; turning your head away can muffle or distort the sound of your voice.
- Dog guides are trained and well-behaved. Do not worry that they will disrupt your class. They will require no special consideration with the possible exception of planning a field trip.
- The majority of students with visual impairments will use recorders, laptops or other technology for note taking. If not, a note taker may be necessary.

Communication Suggestions

- Introduce yourself and anyone else present when speaking to a student with a visual disability.
- Do not feel uncomfortable using words such as "see" or "look," as students with visual impairments use these terms also.
- When walking with a student who has a visual disability, allow him/her to take your arm just above the elbow. Walk with a natural manner and pace.
- A guide dog is trained as a working animal and should not be petted or spoken to without the permission of the handler. A general rule of thumb is that the dog is working while in a harness.
- In case of emergencies, alert the student to the nature of the situation. Offer assistance to the student

and guide him or her to the nearest emergency exit and away from the building to safety. Some types of emergencies require safety within a building. Depending upon the nature of the emergency, during crisis periods, there may be a lot of commotion and noise. A student who is blind may not be able to orient himself or herself as well as in calmer times. Your assistance is critical to their safety.

Deaf or Hard of Hearing

Students who are deaf or hard of hearing do not all have the same characteristics. Individuals who are deaf rely upon visual input rather than auditory input when communicating. Some hard of hearing individuals have a measure of usable residual hearing and use a device to amplify sounds (assistive listening device). Some choose to speak; others use very little or no oral communication. Some students are extremely adept at speech reading, while others have very limited ability to read lips. For some, sign language and/or finger spelling are the preferred means of communication.

CONSIDERATIONS FOR TEACHING ALL STUDENTS

Universal Design for Learning

“Universal design is an approach to designing course instruction, materials and content to benefit people of all learning styles without adaptation or retrofitting.” By incorporating Universal Design principles in instruction that allow students with disabilities access to the classroom, you may also be designing instruction that works better for everyone in the class. Classes designed with this concept in mind offer a variety of methods of content presentation, flexible teaching strategies, and options for demonstrating mastery of course content.

For additional information, please visit: www.osu.edu/grants/dpg/fastfact/undesign Click the Resource Center Link, Search: Universal Design

Comprehensive Syllabus

A comprehensive syllabus with clearly delineated statements about expectations is helpful to students who need help with structure and organization. Students with early access to the course syllabus can order alternative format textbooks if necessary and balance their course load accordingly. Some need additional time to get started on the material for the course.

Items to Include on your syllabus:

- State course goals and objectives
- Specify exam and assignment dates
- State office hours and encourage students to use them
- Detail assignments and papers for easy reference
- Detail grading and evaluation methods
- List course policies
- Provide as much information about lecture topics as possible

Please include one of the following statements in your syllabi as well. If you are teaching an online course, please check with your academic dean to determine which campus contact information to include.

Moorhead M State is committed to providing equal access to education for all students. Students who have a disability or believe they may have a disability are encouraged to apply for Accessibility Resources at www.minnesota.edu/forms as soon as possible to start the process. For additional information, visit www.minnesota.edu/accessibility-resources. For questions, please contact Accessibility Resources for Assistance with Accessibility Resources) or 218.299.6882 or stop by E112A, the M State - Moorhead Accessibility Resources office.

Detroit Lakes M State is committed to providing equal access to education for all students. Students who have a disability or believe they may have a disability are encouraged to apply for Accessibility Resources at www.minnesota.edu/forms as soon as possible to start the process. For additional information, visit www.minnesota.edu/accessibility-resources. For questions, please contact Mark Nelson at mark.nelson@minnesota.edu or 218.846.3756 or stop by F114A, the M State - Detroit Lakes Accessibility Resources office.

Fergus Falls M State is committed to providing equal access to education for all students. Students who have a disability or believe they may have a disability are encouraged to apply for Accessibility Resources at www.minnesota.edu/forms as soon as possible to start the process. For additional information, visit www.minnesota.edu/disabilityservices. For questions, please contact Jon Kragness at jon.kragness@minnesota.edu or 218.736.1595 or stop by C344, the M State - Fergus Falls Accessibility Resources office.

Wadena M State is committed to providing equal access to education for all students. Students who have a disability or believe they may have a disability are encouraged to apply for Accessibility Resources at www.minnesota.edu/forms as soon as possible to start the process. For additional information, visit www.minnesota.edu/disabilityservices. For questions, please contact Paula Rohr at paula.rohr@minnesota.edu or 218.631.7862 or stop by the Spartan Center, S29, the M State – Wadena Accessibility Resources office.

ADA Statement

Minnesota State Community and Technical College is committed to providing equal access to education for all students, and Accessibility Resources strives to cultivate a college-wide culture and climate that support that commitment.

We work in partnership with faculty, staff and students to remove disability-related barriers to education through reasonable accommodations for qualified students who have documented disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Lectures

Since students have various learning styles, faculty can use a combination of delivery methods to enhance student learning and success for all students.

The following are some suggestions for presenting lecture material:

- Provide an outline with key concepts or vocabulary prior to lecture
- Write key terms and technical vocabulary on the board
- Link previous lecture to current lecture
- State/write class session objective
- Give more than adequate time for students to copy information from visual display or, better yet, provide a handout
- Make notes available on D2L Brightspace
- Encourage students to read the text prior to the lecture discussion
- Summarize or draw conclusions at the end of the lecture
- Keep oral instructions concise and reinforce with cue words
- Repeat or reword complicated directions or provide a detailed handout of the directions
- Use everyday life analogies and examples to make abstract information easier to understand
- Leave time for questions

Guided Notes

Guided notes are instructor-prepared handouts that provide all students with background information and standard cues with specific spaces to write key facts, concepts and/or relationships during a lecture. Students with complete and accurate notes that study them consistently receive higher test scores than students who only listen to a lecture and read the text.

Student Expectations

Although many students with disabilities need accommodations, expect these students to perform at the same level as the rest of the class. It is not recommended that you use a special grading scale or other criteria for them.

Inappropriate Behavior

Students with disabilities are subject to the Student Conduct Code required of any student at M State.

WEB LINKS AND RESOURCES

General

- Minnesota State Council on Disability

www.disability.state.mn.us

Learning Disabilities

- LD Online

www.ldonline.org/index.php

Mental Health Disabilities

- National Alliance for the Mentally Ill (NAMI) Minnesota

www.namihelps.org

- Minnesota State Community and Technical College, Counseling Services

www.minnesota.edu/counseling

- Suicide information and help

www.hopeline.com

Brain Injury

- Brain Injury Association of Minnesota

www.braininjurymn.org

- Brain Injury Resource Center

www.headinjury.com

Accessibility Resources (2014, February 18) Retrieved from

www.mnsu.edu/access/faculty/students/vision-loss.html

Improving the Quality of Education for Students with Disabilities, The Ohio State University Partnership Grant

https://ada.osu.edu/resources/fastfacts/Guided_Notes.htm

ACCESSIBILITY RESOURCES FORMS

Form 1

Accessibility Resources Application. This form is available for students to complete online. It is also available, upon request, in alternate format from Accessibility Resources personnel.

Form 2

Accommodation Request Form. This form is provided each semester to every instructor who has a student in class that is registered with the campus Accessibility Resources Office. The form states accommodations for which the student is eligible.

Form 3

Faculty Exam Form. This form is provided to each instructor for completion and submission along with tests that are to be completed by a student outside the classroom. This form helps ensure that classroom testing conditions are replicated for students with accommodations. If a student is completing an online exam, it is still helpful to have this form completed.

Form 4

Emergency/Drill Evacuation Plan. ***This form is currently under development.*** Once completed, it will be sent to instructors who have students with mobility or sensory disabilities. The Accessibility Resources personnel also reviews the evacuation information with the student each semester.

Form 5

Questions and Answers about Interpreting. ***This form is currently under development.*** Once completed, it will be sent to all faculty who have a student who is deaf and requires the services of a sign language interpreter.



Minnesota State
Community and Technical College

Learn more. **EARN** more.

minnesota.edu • 877.450.3322



MINNESOTA STATE

Minnesota State Community and Technical College,
A member of the Minnesota State system, is an affirmative
action, equal opportunity educator and employer.