

Disability Support Services (DSS)

FACULTY HANDBOOK

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Introduction to DSS

Disability Support Services (DSS) at Cypress College serves more than 900 students with disabilities each year.

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

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

Cypress College DSS follows the Americans with Disabilities Act of 1990, Section 504 and 508 of the Rehabilitation Act of 1973, the California Education Code, and Title V of the California Code of Regulations. Title V regulations provide guidance to the colleges in their legal and fiscal responsibilities to DSS and to students with disabilities. The college is required to provide these services to students. If an instructor has questions about providing the accommodations, they should contact DSS.

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

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

After reviewing this handbook, feel free to contact DSS if you have additional questions or concerns. The Disability Support Services office is located in CCCPLX 100; the telephone number is (714) 484-7104.

Cypress College's DSS office acknowledges and thanks Cuesta College, Mt. San Antonio College, Los Angeles Southwest College, Cerritos College, and Santa Barbara City College for their contributions to the Cypress College DSS Faculty Handbook.

Relevant Laws, Bills, and Statutes At a Glance

Title VI, Civil Rights Act of 1964:

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

Title VII, Civil Rights Act of 1964:

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

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

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

Section 504, Rehabilitation Act of 1973:

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

Assembly Bill 77 (Lanterman Bill, 1974):

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

Americans with Disabilities Act of 1990:

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

Title 5 of the California Code of Regulations:

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

Section 508 of Rehabilitation Act of 1998:

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

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

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

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

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

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

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

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

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

Title IV – Telecommunications: Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to communicate over the phone through teletypewriters (TTYs). Also requires that federally funded television public service messages be closed captioned for viewers who are deaf or hard of hearing.

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

A Guide to Disability Etiquette

1. Ask the student

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

2. Ask before doing

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

3. Be aware of your language

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

4. Relax

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

5. Speak directly to the student

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

6. Give your full attention

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

7. Speak slowly and distinctly

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

8. Appreciate abilities

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

9. Keep it simple

Although some students with disabilities may require significant adaptation and modification in the classroom, more often common sense approaches can be applied to ensure that students have access to course content. Some students don't require technical assistance. Always communicate with the student first to collaborate on solutions.

How to Refer a Student to DSS

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

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

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

- Give specific examples of the reason for your concerns.
- Ask the student to describe his/her educational history. Listen to determine if her/his difficulties are long-standing or situational. If they mention special education or “IEP” in middle or high school, this is a great transition into the “DSS talk”. You might say, “Well, did you know that Cypress College also offers programs and services for students with disabilities?”
- Ask what they are doing, or would be willing to do, to improve their academic performance.
- Inform the student that there are services available that address learning difficulties and that help students to be more successful.
- If appropriate and possible, offer to accompany the student to the DSS office for an appointment to speak with a specialist. DSS office: CCCPLX 100, X47104.

If you are still unsure of how to approach a student you suspect might have a disability, someone in DSS would be happy to discuss this with you. Call the DSS Office at (714) 484-47104.

Instructors are required and asked to place a disability services statement in your syllabus. For example:

“Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disability Support Services (DSS) at (714) 484-7104 or visit the DSS office in room CCCPLX 100.”

Teaching Students with Disabilities

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

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

1. Identifying the Student with a Disability

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

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

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

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

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

2. Dividing the Responsibilities

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

3. Faculty-Student Relationships

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

4. Attendance and Promptness

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

5. Classroom Adjustments

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

6. Functional Problems

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

7. Note-Taking

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

8. Testing and Evaluation

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

Accessibility 101

If you don't have funds to pay for accessibility at an event...

then you cannot afford the event.

If you haven't done captioning or audio description for a video...

then your video isn't finished and cannot be released.

If your flyer or website cannot be read by people with screen readers...

then it's a draft that cannot be shared yet.

If you are remodeling and cannot afford access features...

then you cannot afford the renovation.

If you prohibit service animals in any area...

then that space should be closed to the public.

If your course materials are not accessible to all students...

then no students should be using them.

If you are uncomfortable seeing disabled people at a restaurant...

then you should leave so everyone else can enjoy their meals.

If you don't want to hire people with disabilities as employees...

then you are not qualified to work in a management position.

If your diversity initiatives don't include people with disabilities...

then they aren't about diversity.

If you want people with disabilities to sit in one section at events, be in separate "inclusive" classes, or work in low-paying sheltered workshops...

then that is called segregation.

Disabled people are everywhere.

And so is ableism.

Access is just common sense, good manners, and smart business.

Access is a civil right and the right thing to do.

Rights. Not help. Not considerations. Not special needs. Not pity. Just rights.

Courtesy of NCCSD and DREAM

Specific Disabilities

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

Blind and Low Vision

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

Definition

According to Title 5 regulations, blindness and low vision is defined as a level of vision that limits the student's ability to access the educational process.

Suggestions

- Treat the students with visual disabilities very much like you would any other student. Use words like "see" without being self-conscious.
- If you are in a room alone with a blind person, explain what you are doing, such as shuffling papers. Tell him/her when someone comes in the room or when you leave the room.
- It is never impolite to ask if a student with a visual disability needs or would like assistance.
- When using visual aids in the class, be as descriptive as possible. Words like "this" or "that" can be confusing.
- Make copies of overhead materials or diagrams so that the student can later ask an assistant to describe the information in detail to understand the material better.
- A student may use a Guide Dog. These dogs have been trained to guide people who are blind, to keep out of the way, and to be quiet. These working dogs should not be treated as pets and should not be petted while working.
- When relocation of a class is necessary, a note on the chalk or door is not adequate. It would be helpful to have a sighted student wait for the student with a visual disability to arrive.
- "Talents" are often merely the development of latent mental resources or the result of great persistence. It can be frustrating after such hard work for others to refer to their sensory abilities as a "sixth sense" as it does not acknowledge the tremendous efforts expended.

Possible Accommodations

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

- Academic support (Tutoring)
- Reader services
- Enlarged or Braille printed materials

Deaf and Hard of Hearing (DHH)

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

Definitions

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

Suggestions

Communication

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

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

Seating

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

Participation

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

Testing

Most students will be able to take tests and evaluations in the same way as other students. Some may need additional time in order to gain a full understanding of the test questions. It has been found that if the test is written, some students do better if an interpreter reads and translates the questions to the student in sign language. However, many other students prefer to read tests themselves. If the method of evaluation is oral, the interpreter can serve as the reverse interpreter for the student. Avoid oral administered exams requiring written answers.

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

Interpreters

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

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

Note Takers

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

Possible Accommodations

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

- Academic support (tutoring)
- Interpreter

Learning Disabilities (LD)

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

Definition

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

Learning disability is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the student's ability to access the educational process. To be categorized as a student with an LD, a student must meet the following criteria through psycho-educational assessment verified by a qualified specialist certified to assess learning disabilities.

- *Average to above average intellectual ability; and*
- *Statistically significant processing deficit(s); and/or*
- *Statistically significant aptitude-achievement discrepancies.*

Characteristics

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

Reading

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

Writing

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

Listening

- Difficulty paying attention when spoken to
- Difficulty listening to a lecture and taking notes at the same time
- Easily distracted by background noise or visual stimulation
- Might appear to be hurried in one-to-one meetings
- Inconsistent concentration

Oral Language

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

Math

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

Study Skills

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

Social Skills

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

Suggestions

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Tips

- Emphasize new or technical vocabulary.
- Allow time for students to work in small groups to practice, to solve problems, and to review work.
- Break down teaching into small units. Short daily reading assignments will help the student with learning disabilities learn how to budget and organize study time. Build up to longer units.
- Teach students memory tricks and acronyms as study aids. Use examples from current course work, and encourage students to create their own tricks.
- Encourage students with learning disabilities to sit in front of the classroom.
- Give feedback. Errors need to be corrected as quickly as possible.
- Assist the student in teaming up with a classmate to obtain copies of notes.
- Read aloud material on the board or on transparencies.

- Remind students often of your availability during office hours for individual clarification of lectures, reading, and assignments.
- Periodically offer tips and encourage class discussion of ways for improving studying such as organizational ideas, outlining techniques, summarizing strategies, etc.
- Permit use of a calculator when mathematical disability is severe.
- Permit the use of a dictionary or spell-checker for essay exams.
- In exam questions, avoid unnecessarily intricate sentence structure, double negative and questions embedded within questions.
- Give less weight to spelling when the disability is severe.
- Provide additional scratch paper for exams to help students with overly large or poor handwriting.
- Encourage students to use a word processor with a "spelling check" capability.
- Encourage students to dictate best ideas into a tape recorder before writing a report.
- Use yellow chalk (as opposed to white or other colored chalks) on chalkboards, to help students who have visual impairments.

Possible Accommodations

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

Acquired Brain Injury (ABI)

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

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

Definitions

According to Title 5, *Acquired Brain Injury* is defined as a deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social and/or sensory-perceptual abilities, and limits the student's ability to access the educational process.

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

- Difficulty organizing thoughts, cause-effect relationships, and problem solving
- Difficulty processing information and word retrieving
- Difficulty generalizing and integrating skills

- Difficulty interacting with others
- Compensating for memory loss
- Needing established routines with step-by-step directions
- Needing repetition or some type of reinforcement of information to be learned
- Demonstrating poor judgment and memory problems
- Exhibiting discrepancies in abilities such as reading comprehension at a much lower level than spelling ability
- Having difficulty with projection and clarity in voice

Possible Accommodations

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

Intellectual Disability (ID)

Students with Intellectual Disabilities represent a range of students who experience from mildly to severely delayed intellectual functioning. As a result, the student's general ability must be verified, and the related educational limitations of the students' disability must be identified. Once a determination is made, the certificated staff member may recommend services on or off campus which will enhance the students' goal attainment.

Definition

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

Intellectual disability (ID) is defined as significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process. An individual may have an intellectual disability when:

- a. The person's functioning level is below average intellectual ability; and*
- b. The person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic and practical skills in independent living and employment; and,*
- c. The disability originated before the age of 18.*

Possible Accommodations

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

Mental Health Disability

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

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

Definition

According to Title 5, mental health disability is defined as a persistent psychological or psychiatric disability, or emotional or mental illness that limits the student's ability to access the educational process.

A mental health disability must be verified by an appropriately licensed or certified professional (licensed psychologist or psychiatrist), and the accommodations for the students with mental health disabilities must adhere to disability-related support services defined in Title 5 regulations.

Characteristics might include:

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

Possible Accommodations

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

Autism Spectrum

Autism Spectrum Disorders are defined as neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning.

As specified in Title 5 -- Autism Spectrum Disorders are characterized by significant limitations and may include, but not be limited to any of the following:

Limitations in social-emotional reciprocity (e.g. abnormal social approach; failure of normal back-and-forth conversation; reduced sharing of interests, emotions, or affect; failure to initiate or respond to social interactions);

Limitations in nonverbal communicative behaviors used for social interactions (e.g. poorly integrated verbal and nonverbal communication; abnormalities in eye contact and body language; deficits in understanding and use of gestures; total lack of facial expressions and nonverbal communication);

Limitations in developing, maintaining, and understanding relationships (e.g. difficulties adjusting behavior to suit various social contexts; difficulties in making friends; absence in interest in peers);

Stereotyped or repetitive motor movements, use of objects, or speech (e.g. self-stimulation behaviors such as arm flapping, flipping objects, echolalia, idiosyncratic phrases);

Insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal nonverbal behavior (e.g. extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route every day, need to eat the same food every day);

Highly restricted, fixated interests that are abnormal in intensity or focus (e.g. strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interest);

Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement.).

Attention Deficit Hyperactivity Disorder (ADHD)

Definition

Attention Deficit Hyperactivity Disorder (ADHD) is a chronic neurological condition characterized by problems with attention, focusing and persistence and often, but not always, hyperactivity.

Characteristics

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

Classroom Skills

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

Study Skills

- Difficulty reading or comprehending word problems.
- Compositions lack organization and development of ideas.

- Trouble sustaining attention. Restless, fidgety. Lacks attention to details.
- Forgets things, loses or leaves positions. Difficulty following instructions.
- Impatient and easily frustrated. For many students the harder they try the worse their symptoms become.

Social Skills

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

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

Possible Accommodations

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

Physical Disability

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

Definition

Physical disability is defined as a limitation in locomotion or motor functions. These limitations are the result of specific impacts to the body's muscular-skeletal or nervous systems, and limit the student's ability to access the educational process.

Accessibility

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

Lateness and Absences

Students with physical disabilities may also require more time to get to and from classes because the accessible travel routes are sometimes round about; they are dependent on the elevators being in operating order, and they have more difficulty making up for time lost when an earlier class is held overtime. Other reasons for these students occasionally being late are waiting for assistance in opening doors, and maneuvering along crowded paths and corridors. If a student who uses a wheelchair or has another mobility related disability is frequently

late, it is, of course, appropriate to discuss the situation with him/her and seek solutions. Most students will schedule their classes with ample time between them; however this is not always possible. Students who rely on attendant care or mobility assistance may sometimes experience disruption in their schedules that are beyond their control.

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

Field Trips

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

Classroom Considerations

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

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

Other Tips

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

Possible Accommodations

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

- Adapted equipment

Other Health Conditions and Disabilities

This category includes all students with disabilities with other health conditions, and/or disabilities that affect a major life activities and which limits the student's ability to access the educational process. Some other disabilities are:

Cardiac Disorders

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

Diabetes

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

If a student seems dazed, confused, or is unresponsive, please call the Campus Police emergency number, ext. 47387 to assist the student. These may be a sign of diabetic shock.

Multiple Sclerosis and Muscular Dystrophy

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

Speech Disabilities

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

Suggestions for Dealing with Disruptive Behavior

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

Academic Adjustments/Accommodations and Services

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

If the student gives you, the instructor, his/her disability verification directly, you should ask the student to go to DSS to meet with a specialist. Instructors are not expected to evaluate disability documentation.

Students who are registered with DSS and require academic adjustments must request these accommodations through the DSS office. Disability Support Services will email the student's instructors a copy of the student's "**Accommodations and Services Agreement**" (ASA) form. This form will list all of the appropriate accommodations for which the student is eligible and should be provided. Professors should follow the instructions and responsibilities on the form. If there are any questions or concerns, always contact DSS immediately at (714) 484-7104.

Accommodations requiring little or no involvement by the instructor

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

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

Accommodations requiring the instructor to be minimally involved

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

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

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

Remote Transcription Services: Students who are deaf or hard-of-hearing (DHH) may require real-time transcription during each class meeting. The real-time transcriptionist transcribes lectures from audio to written form using dictation software. The DHH student will use an iPad or laptop with a microphone in which the transcriptionist will access course lectures and discussions remotely and live so that the student can access instruction and participate in classroom discussion.

Extended Test Time: When a recommended accommodation is additional time on tests, instructors should provide the student with the DSS-recommended amount of test time or request that DSS provide the accommodation.

Accommodations requiring more significant involvement by the instructor

Extended Test Time in Distraction-Reduced Environment: Some students require extra test time AND a semi-quiet place to take exams. When this accommodation is needed, DSS will provide the accommodations for the student. Because DSS has VERY limited space with limited staffing, adequate time must be given to arrange for an appropriate proctor/scribe/reader and/or to produce the test in an alternate text format, such as enlarged text. It is the student's responsibility to inform the DSS office no less than three days in advance (5 days for exams requiring an alternate text format) of the need for accommodations on a specific exam. DSS requests that instructors deliver the exam prior to the student's schedule test appointment in the DSS office. Instructors may email the exam to dss-testing@cypresscollege.edu, utilize the campus mail service, or hand-deliver it to the DSS office in CCCPLX 100.

DSS maintains strict test security standards. Each test, when completed, is delivered by a DSS staff or student member, as per the instructor's written request.

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

Students taking exams under DSS supervision are expected to act in accordance with the Cypress College standards of student conduct. In cases where conduct appears to be in violation (such as "cheating"), DSS will write up an incident report which will be delivered to the Dean of Counseling and Student Development. DSS will report any and all incidents in which academic integrity may have been compromised to the instructor for resolution.

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

situations. The goal is to ensure evaluation of the student's achievement in the course, rather than measuring the student's impaired sensory, manual, or speaking skills.

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

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

Facilitating Classroom Accommodations

Classroom Adjustments/Accommodations			
Accommodation	Description	Professor Responsibility	Student Responsibility
Adaptive Furniture	Student will use appropriate furniture placed in the classroom by DSS and/or M&O.	Allow student to use DSS-labeled furniture and restrict use of the furniture to the approved student. If accessible furniture already exists in the classroom, the student does not need to request special DSS furniture. Please ensure the existing furniture is available for the student each class meeting.	Inform DSS of specific furniture needed. Delivery of special furniture may take several days. Inform your professor if the furniture is not available when needed or if the furniture is removed or moved.
Alternate Media	Alternate media is course material (textbooks, handouts, tests, etc.) that are converted into a format accessible to a student with a print disability. Examples: audio books, Braille, e-text.	Provide information on class materials and the class syllabus upon request to allow timely conversion of the materials into the requested format. Materials provided in Word or PDF formats are preferred to paper copies.	Submit a request for all alternate media and purchase textbooks as far in advance as possible. Contact the professor to obtain the syllabus and list of required materials to turn in as soon as possible.
Assistive Listening Device	Assistive listening devices (ALDs) allow people who are hard of hearing to participate more fully in educational activities. They do this by increasing the volume of a desired sound, such as the voice of a Professor, without increasing the loudness of background noises.	Wear a microphone with a transmitter while teaching.	Brings ALD to class. Gives the instructor the mic and transmitter each class session. Student will wear headphones and receiver.
Audio Recording	Student will record lectures.	Allow student to audio-record lecture. Notify student if recording needs to stop due to sensitive lecture material or class discussion that is not appropriate to record. You may generate audio-recording contract and require student to sign contract.	Bring recorder to class and follow requirements of DSS. Student agrees not to release information obtained in class as to not infringe on a potential copyright or to limit freedom of speech. Student also agrees to use the auxiliary aid solely for the purpose of personal study. Student understands that the recordings cannot be used as evidence in the case of student/faculty disputes. Instructor may generate contract that must be signed.
Breaks	Student will be permitted to take a short break(s) during lecture.	Allow student to take a short break(s). Notify student if breaks are considered disruptive or excessive. Notify DSS if	Excuse yourself from class quietly and without disruption. Take only necessary breaks and return to class

		problems persist after speaking with the student.	promptly. Consider sitting near an exit.
Closed/Open Captioned Media	All media, i.e. videos, used in class or online must include captioning.	Ensure all media includes captioning.	Sit near the front of the classroom to see media presentation.
Electronic Note-Taking	Student will use electronic device, i.e. laptop, to take notes.	Allow student to sit near electrical outlet, if needed, and to utilize electronic note-taking device, i.e. laptop.	Sit near an outlet, if needed, and near the front of the classroom to better hear lectures.
Enlargement of Class Materials	Student will receive enlarged copies of class materials.	Communicate with student regarding enlargement needs. Provide enlargement or contact DSS to make arrangements. Enlargement should be completed prior to being distributed or used in class.	Communicate enlargement needs to professor (e.g. font size, types of material needing enlargement, etc.). Bring materials to DSS for enlargement if needed. Provide DSS and professor with sufficient advance notice in order to ensure completion.
Livescribe Smartpen	Student will use a Smartpen device to take notes. A Smartpen digitizes the student's handwriting and records audio that is synchronized with his/her handwritten notes.	Allow student to utilize the Livescribe Smartpen during class.	Make sure the Smartpen is charged and you have Livescribe dot paper before each class meeting. Sit near the front of the classroom to hear lecture.
Note Taker-Shared Notes	Student will receive notes from a classmate. **The volunteer note taker will receive a bookstore gift card in the amount of \$30 for providing notes for 9-16 weeks OR \$15 for 1-8 weeks. To be eligible for the gift card, the volunteer must visit the DSS office to apply as the note taker prior to starting the assignment. The volunteer will be asked to provide a sample copy of her/his notes. The gift cards will be issued at the end of the semester.**	**A note taker is eligible to receive a bookstore gift card. See statement above.** Assist student in locating a volunteer note taker by making an anonymous announcement of note taking need. If you are not able to locate a note taker, you may supply the DSS student with a copy of your lecture notes until a note taker is secured. Only one volunteer note taker is needed per class. If you have multiple DSS students in one class, the note taker may use the DSS copier to make copies of the notes.	**A note taker is eligible to receive a bookstore gift card. See statement above.** If you have not identified a classmate to provide a copy of class notes, ask your instructor to make an anonymous announcement in class that a note taker is needed. Bring note taking paper from DSS to class or make other arrangements with note taker (photocopies, electronic notes, etc.). Notify the professor if a problem develops with finding a note taker or with receiving appropriate notes. Inform DSS if problems are unresolved after speaking with the professor.
Personal Care Attendance	Student will sit in a location that meets his/her needs.	Allow student to sit in preferred location. Relocate other students if needed.	Identify preferred seating location and inform professor. Arrive to class on time.
Real Time Remote Transcription	An off-site transcriber will listen to the class lecture/discussion remotely. The	Allow the student to use the electronic device (i.e. laptop or iPad) and microphone (if needed) to receive the remote transcription services. If you	Bring to class the equipment needed to receive services. Watch the transcription as needed to understand the class lecture/discussion.

	transcriber will type (nearly) verbatim what is said in the classroom by the instructor and students. The transcript is streamed real-time to the student's electronic device.	would like a copy of the notes/transcript emailed to you, please notify DSS.	Questions about the remote transcription services can be directed to the remote transcriber or DSS staff. Keep transcript of class material confidential.
Scribe	DSS will send a designated peer to the student's class to write or manipulate class materials for him/her.	Allow scribe access to the classroom and provide appropriate arrangements (extra chair, etc).	Dictate to the scribe exactly what to write and/or instruct the scribe on how to manipulate class materials.
Service Animal	A service dog will accompany the student to all classes, activities, campus events, etc.. A service dog is trained to do work or perform tasks for the benefit of the student.	Ensure the space around the student's desk is adequate to accommodate the service dog.	The student is responsible for the care and supervision of the service dog. The service dog must be under the control of its handler. The dog must have a harness, leash, or other tether, unless the student is unable to use it because of his/her disability. The student is responsible for feeding the dog and taking care of its toileting needs.
Sign Language Interpreter	Interpreter will facilitate communication between the Deaf/Hard of Hearing student(s) and the instructor and other classmates.	Upon request, provide assistance to the interpreter (ie. may need information repeated or spelled out). Copies of textbooks and/or handouts are greatly appreciated. Questions about the interpreting services can be directed to the student, the interpreter, or Sandra Garcia, DHH Services Coordinator.	Watch the interpreter as needed to understand the class lecture/discussion. Follow the requirements of the Contract for Interpreting Services. Student will contact DSS if there is a problem with the interpreter.

Testing Accommodations

Alternate Media	Alternate media is course material (textbooks, handouts, exams, etc.) that are converted into a format accessible to a student with a print disability. Examples: Braille, e-text, audio format.	Provide your class exam to DSS days ahead of time so DSS has time to convert the text to alternate media.	Schedule your exams with DSS at least 5 school days before the scheduled test date. When scheduling exams with DSS, make sure you request your exams be converted to alternate media.
Alternative Scantron	Student will use a format, other than scantron, to record his/her test answers.	Allow student to record answers in a different format which compensates for the student's disability.	Communicate with DSS to determine how you will record your test answers.
Assistive Technology	Student will have access to necessary adaptive technology (e.g. voice dictation software, enlarged	Permit student to take exam with DSS who will provide approved assistive technology. Complete the attached DSS Testing Accommodations Authorization	Use assistive technology approved by DSS and schedule testing appointment at least 2-3 days before administration

	computer screen, Kurzweil, etc).	and deliver it to DSS. Provide exam to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time.	date. When scheduling a testing appointment, you must inform DSS that specific assistive technology is needed.
Breaks	Student will be permitted to take one 10 minute break during tests or quizzes. The 10 minute break is included in the allotted test time. Using a cell phone is not allowed during breaks.	If student takes test in DSS, DSS will handle the breaks. If test is administered in class by instructor, allow the accommodation. This 10 minute break is included in the allotted test time.	If necessary, remind professor or DSS of break. When taking exam in DSS, students must remain in the DSS office during the break.
Calculator	Student will have access to a basic four function calculator for Math 020C and above per Math Dept/DSS Calculator Policy dated 11/20/2014.	Follow Math Dept/DSS Calculator Policy and permit student to take exam with DSS who will authorize an approved calculator. Calculator Policy is available in DSS or with the Math Dept. Coordinator. Complete the attached DSS Testing Accommodations Authorization and deliver it to DSS. Provide exam to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time.	Obtain a basic four function calculator and schedule exam at least 3 days before administration date. Per the Math Dept/DSS Calculator Policy, a calculator may not be allowed for all exams.
Distraction Reduced Environment	Student will take exam in a quieter location.	Complete the attached DSS Testing Accommodations Authorization and deliver it to DSS. Provide exam to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time. If a professor has an exam that is more than 10 pages in length for more than two students, we ask that she/he hand-deliver it to the DSS office or use campus mail instead of email. If professors prefer, they may make a mutually agreed upon arrangement with the student to administer the exam in a quieter location apart from DSS and apart from the classroom (e.g. professor office, private conference room, etc).	Inform the professor before each exam if a quieter location is needed. Schedule testing appointment with DSS at least 3 days (or 5 days if an alternate format and/or a reader/scribe is required) before the exam is administered.

Enlarged Print Exams	Student will received enlarged copies of exams.	Communicate with student regarding enlargement needs. Provide enlarged exams or contact DSS to make arrangements. Enlargement should be completed prior to being distributed to class.	Communicate enlargement needs to professor (e.g. font size). Provide DSS and professor with sufficient advanced notice in order to ensure completion.
Extra Time (Double Time 2X)	Student will receive double time to complete exam when administered. This extra time applies to timed exams ONLY. It does not apply to take-home exams.	Complete the attached DSS Testing Accommodations Authorization and return it to the student for delivery to DSPS. This Authorization form needs to be completed only once per student per semester. Provide every course exam or quiz to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time. If a professor has an exam that is more than 10 pages in length for more than two students, we ask that she/he hand-deliver it to the DSS office or use campus mail instead of email. If professors prefer, they may make a mutually agreed upon arrangement with the student to administer the exam themselves.	Inform the professor before each exam if additional time is needed. Be aware of your accommodative testing time and the DSS testing center closing time when scheduling testing appointments. All tests must be completed by 5:45 pm.
Extra Time (Time & a Half 1.5X)	Student will receive time and a half to complete exam when administered. This extra time applies to timed exams ONLY. It does not apply to take-home exams.	Complete the attached DSS Testing Accommodations Authorization and deliver it to DSS. This Authorization form needs to be completed only once per student per semester. Provide every course exam or quiz to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time. If a professor has an exam that is more than 10 pages in length for more than two students, we ask that she/he hand-deliver it to the DSS office or use campus mail instead of email. If professors prefer, they may make a mutually agreed upon arrangement with the student to administer the exam themselves.	Inform the professor before each exam if additional time is needed. Be aware of your accommodative testing time and the DSS testing center closing time when scheduling testing appointments. All tests must be completed by 5:45 pm.
Medical Breaks	Student will be permitted to take one 10 minute restroom break during tests or quizzes. The 10 minute	If student takes test in DSS, DSS will handle the medical breaks. If test is administered in class by instructor, allow the	If necessary, remind professor or DSS of break. Medical breaks are

	restroom break is included in the allotted test time.	accommodation. This 10 minute restroom break is included in the allotted test time.	authorized for restroom use only.
Reader	Student will have a person assigned by DSS read exam to him/her.	Permit the student to take exam with DSS who will provide the reader. Complete the attached DSS Testing Accommodations Authorization and deliver it to DSS. Provide exam to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time.	Schedule testing appointment at least 5 days before administration date. When scheduling your testing appointment, you must inform DSS that a reader will be needed.
Scribe	Student will have a person assigned by DSS to write or manipulate exam materials for him/her.	Permit student to take exam with DSS who will provide the scribe. Complete the attached DSS Testing Accommodations Authorization and deliver it to DSS. Provide exam to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time.	Dictate to the scribe exactly what to write and/or instruct the scribe on how to manipulate exam materials. Schedule testing appointment with DSS at least 5 days before administration date. When scheduling a test appointment, you must inform DSS that a scribe will be needed.
Sign Language Interpreter	When needed, the interpreter will read and interpret the exam for the student.	Upon request, provide assistance to the interpreter. Questions about the interpreting services can be directed to the student, the interpreter, or Marylou Garibaldi, Student Services Specialist.	Watch the interpreter as needed to understand the exam. Student will contact DSS if there is a problem with the interpreter.
Spell Checker	Student will have access to a spell checking device or dictionary.	Permit student to take exam with DSS. Notify DSS if spell checker is considered inappropriate given course material. Complete the attached DSS Testing Accommodations Authorization and deliver it to DSS. Provide exam to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time.	Obtain spell checking device and schedule testing appointment at least 3 days before administration date.
Word Processor	Student will have access to a word processing program (e.g. MS Word).	Permit student to take exam with DSS who will provide word processing program. Notify DSS if word processing features are considered inappropriate given	Use a word processing program provided by DSS and schedule testing appointment at least two

		course material (e.g. grammar / spell checking). Complete the attached DSS Testing Accommodations Authorization and deliver it to DSS. Provide exam to DSS prior to scheduled exam time. Professors may hand deliver (CCCPLX 100 DSS Office), email (dss-testing@cypresscollege.edu), or send the exam to DSS via campus mail prior to the student's reserved time.	days before administration date.
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Faculty Rights

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

Faculty Responsibilities

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

Examples:

- Do not ask the student to come to the classroom and then leave with a test in hand.
 - Do not place the student in any obvious place to take an exam because you want to be close to them in case they have a question.
 - Do not discuss the student's needs or accommodations other than in a private place.
 - Do not make comparisons between students with disabilities and other students.
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- **Syllabus Statement.** It is recommended that each course syllabus contain a Reasonable Accommodation statement. For example: "If you have a disability and might need accommodations (support services) in this class, please contact Disability Support Services in CCCPLX 100 as soon as possible to ensure that you receive the accommodations in a timely manner. You may also discuss your need for accommodations with me."

Accommodation Complaint Resolution Procedure

Cypress College strives to accommodate the needs of all qualified students with disabilities. “Qualified” students include those students with verified disabilities and demonstrated need for accommodations. The list of qualifying disabilities includes, but is not limited to, learning disabilities, acquired brain injuries, intellectual disabilities, deaf and hard of hearing, blindness and low vision, ADHD, mental health disabilities, Autism Spectrum Disorder, and other health conditions and disabilities.

DSS prides itself on providing appropriate accommodations in a timely manner. However, in rare instances a student may feel that he/she has been treated unfairly. There are two processes used to resolve complaints: (1) an informal resolution process described below involving DSS staff and student services management; and (2) a formal complaint process through the District Director of Equity and Diversity.

The formal process is available to the student at any time and during or after any step in the informal process. For more information on the formal complaint process contact the District Director of Equity and Diversity at (714) 808-4830.

Informal Resolution Process

If a student has a complaint about services or accommodations, he/she should contact the DSS staff member responsible for that specific service.

Step 1: The DSS staff member responsible for the service will investigate the complaint and make every effort to issue a written response within a reasonable time, not to exceed two weeks, following the initial contact with the student.

Step 2: If a student is dissatisfied with this decision, he/she may submit a letter of appeal to the DSS Director at:

Cypress College DSS
CC Complex – Room 100
Attn: Celeste Phelps
9200 Valley View St.
Cypress, CA 90630

or e-mail: cphelps@cypresscollege.edu.

The Director will also investigate the complaint and endeavor to issue a written decision in a timely manner, not to exceed two weeks, following receipt of the appeal.

Step 3: A student who is dissatisfied with the Director’s decision may file a written appeal or meet with the interim Dean of Counseling and Student Development.

Dr. Flor Huerta
(714) 484-7271
E-mail: fhuerta@cypresscollege.edu

The Dean will render a decision in a timely fashion, not to exceed two weeks, following receipt of an appeal.

Step 4: If the student is still dissatisfied, he/she should contact the Vice President of Student Services.

Dr. Paul deDios
(714) 484-7335
pdedios@cypresscollege.edu

The Vice President of Student Services will investigate and render a decision.

The student still has the right of external appeal to the Office of Civil Rights under Section 504 of the Rehabilitation Act of 1973. Contact information: V: 1-800-421-3481 TTY: 1-877-521-2172. [The US Department of Education Office for Civil Rights](#) offers guidance on how to file a discrimination complaint with the Office for Civil Rights. Visit <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Timelines shown for submitting and ruling on a complaint may be extended at the discretion of the DSS Director or the administrator investigating the complaint. In situations where the administrator is unavailable to review a complaint (e.g., he/she is ill, on vacation or away on business), an alternate administrator will be designated to carry out the procedures.

Questions about the Accommodation Complaint Resolution Procedure should be directed to the DSS Director.

* A student who has difficulty with writing or reading may request accommodations from the DSS Office to assist in filing a complaint/appeal. Contact may be made by phone at (714) 484-7104 or email cphelps@cypresscollege.edu.

FAQ's - Faculty

What is the function of the Disability Support Services (DSS)?

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

What are the obligations of students with disabilities?

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

How does DSS know whether a student is disabled?

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

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

Who qualifies for DSS services?

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

What is an educational limitation?

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

What are support services?

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

How is one determined eligible for DSS?

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

- Observation by DSS certificated staff; or
- Assessment by appropriate DSS certificated staff; or
- Certified or licensed professionals outside of DSS qualified to make a valid assessment.

How do students know what services they need?

After the student's educational limitations have been identified by appropriate DSS professional staff or other qualified professional, the DSS counselor will meet with the student to complete an Academic Accommodations Plan (AAP), which identifies the appropriate services to accommodate the educational limitations.

Is a student's disability information kept confidential?

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

An instructor asks, when I have a student with a disability in my class, may I contact DSS for more information about the student's disability?

Although DSS may not share the student's specific disability diagnoses, they may provide information about the student's disability-related symptoms **as related to the student's performance in class** as long as the student has signed all the appropriate release forms.

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

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

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

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

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

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

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

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

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

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

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

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

Are all students with disabilities registered with DSS?

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

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

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

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

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

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

NOTE: The DSS Office can be contacted at (714) 484-7104 for a consultation for additional information.

Closed Captioning of Videos and DVDs is Required

Both state and federal law requires all educational materials be accurately captioned regardless of the presence of a deaf or hard hearing individual(s). Creating a video library that is accessible ensures you are able to accommodate any student from the first day of instruction. Review your media material in advance to ensure it meets the above requirements. If the material is not captioned accurately, it cannot be shown in class nor posted on any student supplemental material forum. NOTE: Even though a video displays the “CC” option, often the captions are created with Auto-Captioning” software. Auto-Captioning is notorious for inaccuracies. Please click on the “CC” option and choose materials that offer “Captions” only.

The use of a transcript or an interpreter/CART provider is not a substitute for access to video content. Please do not ask the interpreter/CART provider to do so. The attempt at interpreting or live captioning a video creates further confusion on the part of the student.

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

EVACUATION PROCEDURES FOR PEOPLE WITH DISABILITIES

I Suggestions for People with Disabilities:

- A. Be familiar with all standard Cypress College emergency evacuation procedures.
- B. Become aware of exits in buildings and offices.
- C. Establish a buddy system and alternate for each class or working area. Instruct these buddies on how to assist you in the event of an emergency. Some people may need two buddies.
- D. People who are deaf may wish to prepare a written card requesting non-verbal emergency assistance and guidance (in writing or gesture).
- E. If assistance is not immediately available and you cannot exit the building you should remain calm and move to the safest area possible, such as an enclosed stairwell or an office with the door shut, which is a good distance from the hazard and away from falling debris. Rescue personnel will first check all exit corridors and stairwells for those trapped.
- F. Continue to call for help or use a whistle or noisemaker until rescued.

II In all emergencies, after an evacuation has been ordered:

- A. Evacuation of people with disabilities will be given the highest priority in all emergencies and will be carried out if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort. Always ask someone with a disability how you can help before attempting any rescue technique or giving assistance.
- B. Attempt a rescue evacuation ONLY if you have had rescue training.
- C. Escort people with special needs to a safe haven during an evacuation. If they have a "buddy" have that person stay with them while you leave to notify Campus Safety of their whereabouts.
- D. Do NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

III Emergency Responses by Disability

A. Blindness or Low Vision

- i) Most persons who are blind or have low vision will be familiar with the immediate area they are in and may have learned locations of exits and fire alarms in advance.
- ii) Tell the person the nature of the emergency and offer to guide him/her by offering your elbow (this is the preferred method when acting as a "Sighted Guide"). Do NOT grasp a blind or person with low vision's arm.
- iii) Ask the person to bring their white cane, their guide dog, and any other mobility aids.
- iv) Give verbal instructions to advise about the safest route or direction using compass directions, estimated distances, and directional terms or information (i.e. elevators cannot be used or if there is debris or a crowd).
- v) As you walk, tell the person where you are and advise of any obstacles, e.g. stairs, overhanging objects, uneven pavement, curbs, or narrow passageways.
- vi) When you have reached a safe lawn, parking lot or designated evacuation center, orient the person to where he/she is and ask if any further assistance is needed.
- vii) Some individuals may have guide dogs that may be disoriented during the emergency and may require additional assistance.

B. Deaf or Hard of Hearing

- i) Some structures may not be equipped with visual (flashing light) evacuation alarms and persons who are deaf or hard of hearing may not perceive an emergency exists. An alternative warning technique is required. Two (2) methods of warning are:
 - (1) Write a note stating what the emergency is and what the evacuation route is- i.e. "Fire-go out the rear door to Parking Lot".
 - (2) Turn the room lights on and off to gain attention - then indicate through hand gestures or writing (i.e. on a black board) what is happening and where to go.
- ii) Offer visual instructions to advise the individual of the safest route or give directions by pointing toward exits or evacuation map.
- iii) People who cannot speak loudly, or who have voice/speech impairments, may be carrying a whistle or have other means of attracting attention of others.

C. Physical Disabilities

- i) Untrained personnel should NOT evacuate mobility-impaired persons unless the situation is life threatening. It may be necessary to help clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.
- ii) Be sure the person has crutches, canes, walkers or any other mobility aid with them.
- iii) If people with mobility impairments cannot exit, they should move to a safer area, e.g. most enclosed stairwells, or an office with the door shut which is a good distance from the hazard (and away from falling debris in the case of earthquakes).
- iv) Notify Campus Safety, police or fire personnel immediately about any people remaining in the building and their locations.
- v) If people are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary to evacuate them using an evacuation chair (if available) or a carrying technique. Carrying options include using a two-person lock-arm position, or having the person sit in a sturdy chair - preferably with arms. **BEFORE TAKING ACTION, ALWAYS ASK** the person their preferred method of assistance.

D. Non-Ambulatory

- i) Most non-ambulatory people will be able to exit safely without assistance out of single story buildings.
- ii) Frequently, non-ambulatory persons have respiratory complications or rely on electric artificial respirators. They should be given priority assistance if there is smoke or fumes as their ability to breathe is seriously in danger.
- iii) All two+-story buildings will require persons to be carried out if evacuation assistance is needed. **ALWAYS ASK** the person what method of assistance they prefer. Some people have physical conditions where moving and lifting them may be dangerous to their well-being. If the person prefers to be moved in their wheelchair follow the procedure below.

Moving a person in a wheelchair down a flight of stairs:

- (1) If the person is to be moved in their wheelchair it is desirable to have a minimum to two assisting persons, with four assisting persons preferred for adults with heavy wheelchairs.
- (2) Secure the wheelchair seatbelt.
- (3) The wheelchair battery may have to be removed. **(NEVER REMOVE THE BATTERIES FROM THE WHEELCHAIR OF A PERSON WHO USES A RESPIRATOR).**
- (4) The strongest person(s) should be placed at the back of the chair and will grip the chair handles.
- (5) The other assisting person(s) will note what parts of the chair are removable such as wheels, arm rests, footplates so they do NOT lift the chair by those parts. They will grip the front seat frame or non-removable leg rests.

- (6) Always keep the person in the wheelchair facing away from the stairs (roll the chair down backwards).
- (7) ROLL the wheelchair up or down the stairs. DO NOT carry as this may cause back trouble for the assistant. Let the wheelchair carry the weight.
- (8) Keep the wheelchair slightly tilted back to keep the wheelchair user secure. However, do not tilt it too far as this could cause the assistant to lose balance and pitch forward.

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

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

Moving a person in wheelchair over rough terrain:

- (1) Secure the wheelchair seatbelt.
- (2) When approaching surfaces that may cause a problem for wheels such as grates, soft lawns, pitted floors or sand turn the wheelchair around and go backwards.
- (3) Lift the front wheels up very slightly to put the weight of the chair on the rear wheels. Do not tilt the chair too far back.
- (4) If the person prefers to be removed from their wheelchair, their needs and preferences will vary. Always consult the person as to his/her preferences and needs.

Transferring a person out of a wheelchair:

- (1) Check that the individual is not at risk when transferred or carried and make sure there is a safe place to put a person down once you get outside. **NEVER TRANSFER A PERSON ON A RESPIRATOR.**
- (2) Note the location of the wheelchair and upon exiting the building immediately inform rescue personnel of the location of the wheelchair so they can retrieve it. The wheelchair is essential to the person's mobility and safety and should be retrieved as soon as possible.
- (3) Use a two-person chair carrying technique when the two assistants link arms to form a backrest and grip wrists to form a seat.
- (4) Semi-ambulatory person may lean against assistants back while assistant holds both persons arms over assistant's shoulders. The assistant leans forward slightly to take most of the person's weight.
- (5) Two assistants carry person by extremities. One assistant stands behind and wraps arms around person's chest under person's arms. Second assistant stands facing away from the person between their legs and lifts person's legs under knees.