



IU Kokomo **Accessibility** G U I D E

The Career and Accessibility Center offers access to equal education for students who qualify as having a documented disability.

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**INDIANA UNIVERSITY
KOKOMO**

STUDENT DEVELOPMENT AND CAMPUS LIFE
Career and Accessibility Center



INDIANA UNIVERSITY

KOKOMO HAS AN
UNIQUE ADVANTAGE TO
CONSTRUCT AN
ENVIRONMENT FOR
STUDENTS WITH
DISABILITIES. OUR
UNIVERSITY THRIVES ON
DIVERSITY. BEING
EQUIPPED TO FACE THE
TASKS THAT SURROUND A
VARIED POPULATION
ENTREATS US TO VARY
OUR APPROACHES TO
ENSURE STUDENT
SUCCESS FOR ALL.

What is EQUAL ACCESS to EDUCATION?

Section 504 of the Rehabilitation Act of 1973; states that “no otherwise qualified handicapped individual shall, solely by reason of the 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.” Compliance with this law requires that academic institutions like Indiana University Kokomo provide the same opportunity for students with disabilities to achieve success in the classroom that it provides to other students. In other words, equal access to education is achieved when physical and instructional barriers to learning are removed and the student is allowed to compete on the basis of his or her academic abilities alone. The Americans with Disabilities Act of 1990 (ADA) reinforced the provisions of the Rehabilitation Act by requiring that all public facilities, services, and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless an undue burden would result.

What is REASONABLE ACCOMMODATION?

Reasonable accommodation is the term used by the ADA for modifications made to the learning environment that help create equal educational opportunity. It does not require that students with disabilities be given special advantages in order to help them pass nor does it require they be graded on a scale different from their classmates. On the contrary, it refers to steps that can be taken without significant difficulty or expense to allow otherwise qualified students to fulfill course requirements by limiting as much as possible the effects of their disabilities on their performance. If reasonable accommodations are not evident, effort must be made to look for accommodations by:

- providing alternative ways to fulfill course requirements,
- developing and implementing innovative teaching techniques,
- providing supervised tutorial assistance and adaptive technology,
- tailoring course requirements to individual needs, and
- modifying testing procedures to ensure measurement of a student’s abilities and not his or her disability.

Who qualifies as a DISABLED INDIVIDUAL under the LAW?

The ADA defines an individual with a disability as a person who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of the person, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This definition can cover a broad range of disabilities.

What are my RIGHTS and RESPONSIBILITIES as an INSTRUCTOR?

If a student identifies himself or herself as having a disability and requests accommodation, generally it is the instructor's responsibility to ensure that the learning environment is accessible. Due to the very personal and private nature of some disabilities, it is important that instructors create an atmosphere where students feel comfortable about coming forward to discuss any modifications, accommodations, or supportive services. Instructors can demonstrate their openness and willingness to help students by including on their syllabi a statement encouraging students to make an appointment with the instructor. This meeting is vitally important to ensure safety as the student may need course adaptations or accommodations, have emergency medical information that the instructor should know, or may need special arrangements in the event the building must be evacuated.

It is strongly recommended that the instructor make arrangements to meet with students who choose to identify themselves in order to discuss in detail the particular accommodations that will be necessary. At a minimum, an instructor should (1) make sure the student is aware of services available from the Career and Accessibility Center, (2) inquire into the extent of any limitations as it relates to fulfilling course requirements, (3) discuss the possible accommodations that may be made, and (4) contact the Career and Accessibility Center if the instructor has any further questions. An instructor should also look to his or her academic department for assistance in providing accommodations. If there are ever any questions regarding an approved accommodation, the instructor is advised to call the Career and Accessibility Center at 765-455-9301.

To summarize the rights and responsibilities note below points.

Faculty members have the following rights:

- Determine the content of each course and how it is taught.
- Decide how to best instruct students and assess student learning.
- Consult with knowledgeable professionals on methods to accommodate the learning needs of students with disabilities.
- Right to be informed of accommodation needs in each semester, to be able to support students with disabilities.
- Maintain academic standards of courses.
- Question and negotiate specific accommodations to ensure that they will not change essential requirements of course.
- Right to award grades appropriate to the level of student's mastery of course material.
- Be treated respectfully by all students.

Faculty members have the following responsibilities:

- Reasonably accommodate students who provide Accommodation letters from the Accessibility Center.
- Refer students to the Accessibility Center who request accommodations for a disability, but do not provide Accommodation letters from the Center.
- Maintain student confidentiality by not asking for specific information regarding a student's disability.
- Understand policies and law regarding students with disabilities.
- Ensure Testing Center arrangements are made for students in a timely manner.
- Understand that some behaviors are not related to disability, and that there is no obligation to treat these students differently than any other.
- Enforce Indiana University Kokomo Student Handbook policies equally for all students.
- Contact the Accessibility Center (765-455-9301) whenever there is a question regarding a reasonable accommodation.

SAMPLE SYLLABUS NOTIFICATION

Disability needs: Students who have a documented disability or other needs that may require consideration during this course are responsible for contacting the Accessibility Center at 765.455.9301, Kelley Center Room 200 or via e-mail at disserv@iuk.edu. The Accessibility Center will make an assessment and then provide written notification for the faculty. Please contact the office within the first week of the semester or as soon as the need is identified since faculty cannot make arrangements for special considerations until written notification is provided. Documentation requirements and student responsibilities can be found on the website at: <http://www.iuk.edu/ada>

What are the RESPONSIBILITIES of STUDENTS WITH DISABILITIES?

Although it is an instructor's responsibility to create an accessible learning environment, there is a point at which the responsibility shifts from the instructor to the student. Generally, a student is responsible for:

- Registering with the Career and Accessibility Center,
- Identify himself or herself as needing accommodations by providing an Accommodation letter,
- Ordering special materials for class such as taped or Braille textbooks or large print material through the Accessibility Center,
- Identify in-class note takers; with the understanding the instructor may be able to assist them in this
- Arrange for interpreters or tape recording lectures through the Accessibility Center
- Finding, training, and employing attendants if necessary,
- Requesting special testing procedures in advance and arrange with the instructor to have a special exam taken. Test can be taken in the Testing Center or an arranged place the instructor sets up.

Each student provides detailed documentation from their physician, to the Career and Accessibility Center, and is required to have an assessment appointment. Upon review of the documents, the staff will evaluate the appropriate accommodations and will provide the student with letters to give to each instructor. Each student is entitled to the reasonable accommodations that are indicated on the form. For more information or for questions regarding the approved modifications, please call the Career and Accessibility Center at 765-455-9301.

What are some of the SHARED responsibilities?

The collaborative relationship between faculty members and students with disabilities is significant. Having a shared understanding of both parties' expectations will define each role. Open communication will streamline processes such as using the Testing Center for extra time or quiet modifications or needing excused absences for medical appointments.

What are some POSSIBLE ACCOMMODATIONS?

A broad range of disabilities can affect a student's performance in the classroom. It should be remembered that each student is an expert concerning his or her own specific disability and in some cases has a lifetime of experience at creating accommodations. Communicating with the student is therefore, essential to discovering methods of accommodation. In thinking about necessary accommodations, an instructor should consider a student's physical accessibility to the classroom as well as the student's ability to fully participate in all course activities. Learning styles play a significant role in student's mastery of content. Having a variety of learning tools (visual, auditory, and kinesthetic) will be beneficial for all students.

Accommodation:

- Prepare syllabus and textbook information in advance so the student can have assignments.
- Break assignments, exercises, and exams into smaller components.
- Recommend alternative methods of taking notes, e.g., tape recording, photocopying, note taker, etc.
- Provide PowerPoint's, written copies or dated outlines of lectures.
- For written assignments or tests, allow the student to use a typewriter, computer, or tape recorder, or to dictate answers to another student (use of a scribe.)
- Encourage the use of word processors, spell checkers, and grammar checkers.
- Provide special testing conditions (extra time, room with fewer distractions, etc.)
- Recommend tutoring if the student demonstrates a need for it.

What are some POSSIBLE ASSISTIVE TECHNOLOGY SERVICES?

Assistive technology offers many students with disabilities the ability to meet their full potential within their educational program. The consideration and provision of AT for students with disabilities is a support service offered by the university.

The following are typical assistive technologies used on this campus:

- **Kurzweil 3000** is a program that enables conversion of print to electronic text which can be read to the user. The program also offers a variety of study skills tools to make learning easy.
- **Zoom Text** is a program that magnifies the computer screen for visually impaired users. This program also has the ability to speak to the user as he/she works.
- **Inspiration** enables users to conceptually organize thoughts and ideas using graphic organizers for representation. These representations can be used for later outlining and studying purposes.

How can I better assist students with disabilities?

Communication is key to providing an environment where a student with a disability can realize his or her academic potential. The following are some general tips for positive communication and some suggested accommodations that may be taken to reduce the effects of certain disabilities:

Students with Motor Disabilities

Communication:

- Do not provide assistance to a student in a wheelchair unless assistance is requested.
- Avoid demeaning or patronizing gestures.
- Do not lean or hang on the wheelchair as this is an invasion of personal space.
- For lengthy conversations, sit down and speak to the student at eye level.

Accommodation:

- Keep the classroom free from physical barriers and obstructions.
- Make all materials and equipment accessible before the student is called upon to use them.
- Minimize the amount of movement required to complete tasks.
- Allow for the use of adaptive tools and methods that the student finds helpful.
- Allow extra time for exams.
- In laboratory classes, allow the student to instruct his or her aid in detail for completion of the assignments.
- Give advance notice of field trips to allow the student time to plan his or her transportation.
- If the final exam is scheduled in another room, make sure that the room is handicapped accessible and make sure that the student is reminded so accommodations may be arranged if necessary.

Students with Speech Impairments

Communication:

- Speak directly to the student and not to the interpreter.
- Be attentive to gestures and facial expressions.
- Accept and respond to all attempts at communication.
- Avoid the temptation to complete words or phrases for the student.
- Acknowledge when you do not understand the student's response and ask the student to try again.

Accommodation:

- Try to reserve front row seats for the student and the interpreter.
- Consider replacing verbal assignments with written assignments.
- Allow students who are unable to communicate orally to use a typewriter, word processor, sign board, or sign interpreter in class.

Visually Impaired Student

Communication:

- Introduce yourself and anyone else who may be present when speaking with the student
- Do not avoid using words such as see or look with the student as blind and visually impaired persons use these words also.

- When walking with the student, allow him or her to take your arm just above the elbow. Walk in a natural manner and pace.
- When offering a seat to the student, place the student's hand on the back or arm of the seat and allow the student to seat him or herself.
- If the student is accompanied by a guide dog, do not pet or distract the guide dog.
- Inform the student when furniture is rearranged.
- Use verbal descriptions to supplement use of visual aids.

Accommodation:

- Offer to seat the student close to the blackboard. This will enable him or her to see and to hear class discussions more easily.
- Offer to seat the student in appropriately lighted areas, avoiding shadows and/or glare.
- Keep pathways clear of obstructions.
- Make sure that printed material is readable, avoiding poor quality copies and illegible inks.
- Select textbooks early so the student will have time to acquire material in large print, braille, or on cassette.
- Discuss special evacuation procedures.

Hearing Impaired Students

Communication:

- Face the student when speaking.
- Speak with a clear and resonant voice.
- Avoid hand-to-face gestures that might obstruct a student's hearing path or prevent him or her from reading lips.
- Encourage other students to be aware of those who may not be able to hear.

Accommodation:

- Arrange to be in a classroom with proper acoustics.
- Reduce as much as possible interfering sounds emitted from lights, vents, air conditioning units, etc.
- Close doors and windows to reduce interference from outside noise.
- Offer to seat the student close to the instructor.
- Have videos assessable outside of class if available

Students with Learning Disabilities

Communication:

- Repeat information and/or answer questions patiently.
- Provide the student with timely feedback to correct errors as soon as possible.
- Give praise to the student when merited to build confidence.

Accommodation:

- Provide assistance with finding a notetaker and/or provide PowerPoint's and lecture notes
- Offer a seat up front
- Offer office hours for questions

What INFORMATION can I obtain regarding SPECIFIC DISABILITIES?

Attention Deficit Disorder (ADD)/ Attention Deficit/ Hyperactivity Disorder (ADHD)
a persistent pattern of inattention and hyperactivity-impulsivity or both, occurring more frequently and severely than is typical in individuals at a comparable level of development.

Aspergers Syndrome

Also known as Aspergers Disorder or Autistic Psychopathy, is a **Pervasive Developmental Disorder (PDD)** characterized by severe and sustained impairment in social interaction, development of restricted and repetitive patterns of behavior, interests, and activities. These characteristics result in clinically significant impairment in social, occupational, or other important areas of functioning.

Autism

a psychiatric disorder of childhood characterized by marked deficits in communication and social interaction, preoccupation with fantasy, language impairment, and abnormal behavior, such as repetitive acts and excessive attachment to certain objects. It is usually associated with intellectual impairment.

Cerebral Palsy

is congenital brain damage resulting in motor, sensory and perceptual difficulties. The most common functional limitations are coordination impairments of limbs, speech and/or sight, and limitations in functional activities, especially mobility. Accommodations should be sought according to the student's specific resulting impairment.

Cystic Fibrosis

is an inherited disease of the exocrine glands which pour secretions into or out of the body instead of into the blood. This disease causes respiratory distress and blockage of formation of many organs. It is recommended that the instructor discuss the nature of the student's impairment and work with him or her accordingly with respect to his or her individual condition.

Diabetes Mellitus

is a chronic disorder in which the pancreas produces an inadequate supply of insulin. This lack of insulin causes a disorder of the metabolism that transports glucose into the cells of the body. Due to special dietary restrictions, diabetics may be required to eat during class. If food does not correct the situation immediately, the student is experiencing "diabetic shock," and the instructor should keep the student warm and still until medical assistance arrives.

Dyscalculia

is a learning disability characterized by severe difficulty with math. See *Students with Learning Disabilities*.

Dysgraphia

is a learning disability characterized by severe difficulty with written expression. See *Students with Learning Disabilities*.

Dyslexia

is a learning disability which causes a student to read letters but not words or to read words but not understand them. The most common functional limitation of this disorder is

the inability to read or read at a normal rate. Students with this condition may require more time to complete exercises. They may also require verbal instructions and examinations as opposed to traditional written formats.

Epilepsy

Is a common seizure disorder. See *Seizure Disorders*.

Fatigue

is a result of many chronic medical problems including cardiac illness, respiratory illness, AIDS, and various medication side effects. Typical signs of fatigue include chronic absenteeism, sluggish appearance, poor endurance, an inability to complete tasks in an allotted time, confusion, or an inability to concentrate. If a student is missing class, encourage him or her to copy a classmate's notes. If he or she is unable to take adequate notes, allow him or her to record lectures. Allow the student to attend other sections of the course to prevent him or her from missing important material. Provide a rest period for the student during exams.

Hypoglycemia

is a disorder which causes the body to utilize too much blood sugar, leaving a sugar deficiency which can result in fatigue, lightheadedness, and dizziness. These effects can be controlled by monitoring activity and diet. Students with this disorder may require sustenance and/or rest before they are able to function at their normal capacity and may also require additional time to complete assignments and/or exams.

Multiple Sclerosis

is usually a progressive degeneration of the myelin sheath which surrounds the central nervous system. This disorder can affect sight, speech, hearing, coordination, ambulation, or general activity. When determining what accommodations are necessary, the instructor should discuss with the student the nature of the student's impairment.

Muscular Dystrophy

is usually a progressive degeneration of the body's muscle fibers which are replaced by fatty and fibrous tissue. This disorder affects strength, mobility, and physical activity. See *Students with Motor Disabilities*.

Paraplegia

is paralysis of the lower part of the body. The most common functional limitations are limited physical activity or ambulation. See *Students with Motor Disabilities*.

Quadriplegia

is total paralysis of the body from the neck down. The most common functional limitations are limited physical activity or ambulation. See *Students with Motor Disabilities*.

Seizure Disorders

are caused by a disturbance in the central nervous system and are sometimes marked by periods of unconsciousness, involuntary motor activity, and inappropriate behavior. The "petit mal" seizure is characterized by such subtle signs as picking at clothes, eyelid flickering, wandering around, or appearing to be in a trance state for more than few seconds. If a student reports experiencing one of these seizures, allow him or her additional time to complete the activity that has been interrupted. If the seizure is

characterized by sudden loss of consciousness and rigidity, the student is experiencing a “grand mal” seizure.

The duration of a grand mal seizure is usually a few minutes. During that time, the instructor should:

- (1) remain calm,
 - (2) help the student safely to the floor,
 - (3) place padding beneath his or her head,
 - (4) tilt the student’s head to release saliva,
 - (5) remove any objects that may injure the student, and
 - (6) cover the student, allowing the seizure to run its course.
- Do not force any objects into the student’s mouth or between his or her teeth.

When the seizure subsides, allow the student to rest if he or she desires. Report details of the seizure to the student after class in order to help him or her in making a report to a physician. In the event that a seizure extends beyond a few minutes, medical help should be sought for the student.

Specific Learning Disability

is a disability which affects one or more of the psychological processes involved in understanding. Specific learning disabilities can affect a student’s ability to listen, think, speak, read, write, spell, and do math. See *Students with Learning Disabilities*.

Spina Bifida

is a failure of the spinal column to fuse properly, leaving one or more neural elements of spinal cord unprotected. A student with this disorder may experience temporary or permanent limited physical movement or ambulation. See *Students with Motor Disabilities*.

Indiana University Kokomo is committed to the spirit and letter of the Rehabilitation Act of 1973 and Americans with Disabilities Act. The law protects people with disabilities from discrimination in education, transportation, public accommodations services provided by state and local government and telecommunication relay services. IU Kokomo is an Affirmative Action/Equal Opportunity Institution

What are some techniques to utilize in providing informational and technological resources?

It is important to consider your audience's needs:

- cannot see graphics because of visual impairments,
- cannot hear audio because of hearing impairments,
- use slow Internet connections and modems or equipment that cannot easily download large files, and have difficulty navigating sites that are poorly organized with unclear directions because they have learning disabilities,
- speak English as a second language, or are younger/older than the average user.

Tips in design strategies:

- Maintain a simple, consistent page layout throughout the resource (handout, webpage, digital material).
- Keep backgrounds simple. Make sure there is enough contrast.
- Include text descriptions for graphical elements on your page.
- Make any link text descriptive so that it is understood out of context.
- Use resizable fonts.
- Design uncluttered pages.
- Provide audio description or transcripts of video content.

If using video and other multi-media presentations:

- If you include video clips, audio clips, or other multimedia during class or for assignments you should include captions on video presentations and transcripts for audio clips so that they can be accessed by individuals who are deaf.

Tips to consider when providing informational and/or technological services:

- Is the design/links useful and marketable to people with diverse abilities?
 - Processing how individuals with visual/hearing impairments will access your information.
- Does the design/link accommodate a wide range of individual preferences and abilities?
 - Understanding how a screen reader will read the components of this page.
- Is the design/link easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level?
 - Utilizing schemes that are simple and intuitive for users of all abilities.
- Does the design/link communicate necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities?
 - Incorporating color combinations, text for visuals, and captions for audible content for all users.
- Does the design/link minimize hazards and the adverse consequences of accidental or unintended actions?
 - Ensuring errors from user are easily adjusted.
- Can the design/link be used efficiently and comfortably and with a minimum of fatigue?
 - Noting the number of steps/clicks to accomplish tasks.

What are some ETIQUETTE tips?

USE	AVOID
Person with a disability/has a disability People with disabilities/have disabilities Disabled person	The disabled/the handicapped, invalids, patients, crippled, deformed, defective
People without disabilities Typical person	Normal, healthy, able-bodied
Wheelchair user/ uses a wheelchair	Wheel-bound/confined to a wheelchair
Congenital disability/ birth anomaly	Birth defect/affliction
Has had polio/experienced polio Had a disability as a result of polio	Victim of cerebral palsey Suffers from polio/afflicted with polio Post-polios (as a noun referring to people)
People who have mental retardation (MR) Person with mental retardation	The mentally retarded/mentally deficient A retardate/ a retard (never) A feeble-minded person
Child with a developmental delay (DO) Person with a developmental disability	Slow
Person with Downs Syndrome	The Downs person/ Mongoloid (never)
Person who has epilepsy People with seizure disorders Seizure/epileptic episode or event	The epileptic (to describe a person the epileptic fits/epileptic fits
People who have a mental illness Person with a mental or emotional disorder	The mentally ill Crazy, psycho, mental case (never)
People who are blind/visually impaired Person who is hard of hearing Person who is deaf/ the Deaf (Deafness is a cultural phenomenon and should be capitalized in those instances)	<u>The</u> blind/hearing impaired (translates as “broken hearing” in sign language) Deaf/mute Deaf and dumb
Speech or communication disability	Tongue-tied/ mute

While “impairment” is sometimes used within a legal context, most members of the disability community prefer the word “disability” to “impairment.”