



# **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES GUIDELINES**

*2007*

## **INSTRUCTIONAL ACCOMMODATIONS FOR CLASSROOM ACTIVITIES & STUDENT LEARNING**

PLEASE SEE YOUR TECHNICAL COLLEGE SPECIAL SERVICES STAFF FOR ADDITIONAL INFORMATION AND ASSISTANCE. THIS GUIDE IS AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST.

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# WTCS ACCOMMODATIONS Guidelines

## I. INTRODUCTION

The principal intent of this guide is to ensure that individuals with a documented disability have equal access to postsecondary education, specifically within the Wisconsin Technical College System (WTCS).

This guide is to assist technical college staff and faculty in providing accommodations in instructional activities and various service areas **without fundamentally altering the essential criteria/functions** of a program, course, or activity. The use of this Guide can lead to student success if students and staff/faculty are offered assistance that promotes understanding of our laws and identifies the roles and responsibilities of college staff, students and others.

There are various federal and state laws that help ensure equal access for individuals with disabilities. These laws include:

- The Americans with Disabilities Act (ADA) of 1990
- Individuals with Disabilities Education Act (IDEA)
- Section 504 Rehabilitation Act of 1973
- Copyright Law Amendment 1996
- Section 508-Federal IT Accessibility Initiative

WTCS provides guidelines, and each district has policies and procedures that staff/faculty need to become familiar for the provision of accommodations for equal access. Faculty/staff who place themselves directly at odds with institutional policies may risk being held personally liable for any discriminating acts resulting in violations of federal statutes and regulations. Accommodations for students with disabilities have been typically regarded by educators as good educational practices for **all** students.

The disability service/special needs staff is only one component of the case-by-case accommodation process. Equal access requires all educators to be partners with students with disabilities and support staff and be knowledgeable in the use of strategies and techniques available in providing and enhancing educational opportunities. **The student also has a major responsibility in the success of the accommodation process.** A collaborative approach is vital for the technical college districts to succeed in this process.

Based on the WTCS Client Reporting System, over 15,000 students with disabilities seeking postsecondary training are served annually. However, many WTCS staff have limited training in providing educational accommodations.

As the number and severity of students with disabilities continues to increase, it becomes critical that the responsibility for meeting student needs be shared by all WTCS staff/faculty. This guide will assist WTCS staff/faculty and students in attaining the goal of equal access in an atmosphere of cooperation.

## **II. DISABILITY LAWS...AND THEIR IMPLICATIONS FOR POSTSECONDARY INSTITUTIONS**

There are three laws which ensure the civil rights of people with disabilities: the Americans with Disabilities Act (ADA); the Individuals with Disabilities Education Act (IDEA); and the Rehabilitation Act of 1973. It is essential that key college and university personnel develop expertise in all these laws. Knowledge of the legal framework within which services to students with disabilities must be provided is of vital financial as well as academic importance. After all, these laws constitute the mandates under which postsecondary education operates; therefore, institutions cannot afford to ignore the implications of these laws. Five laws are outlined below, with emphasis on Section 504 of the Rehabilitation Act, which has a significant impact on colleges and universities.

### **THE AMERICANS WITH DISABILITIES ACT (ADA) OF 1990**

An individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits one or more life activities; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment. The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination solely on the basis of disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service, or job. Limited tax credits for removing architectural or transportation barriers are available. Also, many federal agencies provide grant funds to train and provide technical assistance to public and private institutions.

The ADA details administrative requirements, complaint procedures, and the consequences for noncompliance related to services, employment, transportation, public entities, and other provisions. The ADA requires provision of reasonable accommodations for eligible students across educational activities and settings. Reasonable accommodations may include, but are not limited to, the redesigning of equipment, the assigning of aides, the provision of written communication in alternative formats, the modification of tests, the redesigning of services to accessible locations, the altering of existing facilities, and the adherents to accessibility guidelines for new facilities.

People with disabilities have the same remedies that are available under Title VII of the Civil Rights Act of 1964, as amended in 1991. Thus, individuals who are discriminated against may file a complaint with the relevant federal agency or sue in federal court. Enforcement agencies encourage informal mediation and voluntary compliance.

## **SECTION 504 REHABILITATION ACT OF 1973**

Section 504 of The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs, public and private, that receive federal financial assistance. Section 504 covers institutions including K-12 and postsecondary schools, regardless of whether or not they have open-door/selective work competitive admissions practices.

The person who (1) has the physical or mental impairment that substantially limits one or more life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment can qualify for coverage under this law. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Based on the provisions of Section 504, colleges and universities could be required to:

- Extend the time permitted for a student with a disability to earn a degree
- Modify teaching methods and examinations to meet the needs of students with disabilities
- Develop course substitutions or waivers for students with disabilities
- Assure the availability of such learning aids and tape players in word processors for students with disabilities

Given these provisions, postsecondary institutions may determine policy on whom they will and will not serve. To do this, the institution will need to determine what it will and will not accept to document disability in order to authorize services. It becomes clear then that it is important for institutions to develop policies and establish required documentation to access services.

Although no brief overview can substitute for a careful study of Section 504 regulations, we can discuss three of the most substantial implications of this law for higher education.

Firstly, institutions are required to make all programs and services physically accessible to all students. This requirement means that the students with disabilities must be able to participate fully in laboratory work and field study and to benefit from library services, athletic programs, and residence life. Program accessibility may be achieved by relocating classes, offering services in alternative locations, modifying buildings, and so on.

Secondly, institutions are responsible for providing auxiliary aids, such as readers, notetakers, and appropriate equipment to ensure the participation of students with disabilities in college classes and activities.

Thirdly, institutions must accommodate the academic participation of qualified students with disabilities. Accommodations may include adapting the way a course is taught, allowing the student to substitute certain course requirements, or adapting testing and assessment procedures for students with disabilities where a need is indicated.

Section 504 is applicable to all postsecondary educational programs and activities which receive federal financial assistance. In brief, colleges and universities must be free from discrimination in their recruitment, admissions, and treatment of students. Under the provisions of Section 504, a college or university may not:

- Limit the number of students with disabilities admitted
- Make pre-admissions inquiries as to whether or not an applicant has a disability. (An exception is permitted if the institution is trying to overcome the effects of prior limitations on enrollment of students with disabilities, and an applicant is willing to provide information about his/her disability)
- Use admissions tests or criteria that inadequately measure the academic level of visually impaired, hearing impaired, or otherwise disabled applicants because special provisions were not made for them
- Exclude a student with a disability from any course of study solely on the basis of his/her disability
- Counsel students with disabilities toward a more restrictive career than non-disabled students, unless such counsel is based on strict licensing or certification requirements in a profession
- Measure student achievements using modes that adversely discriminate against students with disabilities
- Institute prohibitive rules (such as the barring of tape recorders or other auxiliary aids) that adversely affect the performance of the student with disabilities

### **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

The Individuals with Disabilities Education Act (IDEA) is a federal law that ensures that all children with disabilities have available to them a free, appropriate, public education that emphasizes special education and related services designed to meet their unique needs. Each state must have a plan to ensure child identification, full service at no cost, due process, parent/parent advocate consultation, least restrictive environment, an individualized education program, nondiscriminatory evaluations, confidentiality and Personnel development/in-service activities. Federal funds are provided to each state's local education agencies.

IDEA is included in the Guidelines for purposes of coordination of services and programs between the K-12 educational system and the postsecondary educational services. IDEA requirements are mandates for the K-12 system while ADA and Section 504 of the Rehabilitation Act are the guidelines for postsecondary educational settings. This act is relevant to postsecondary institutions because it creates expectations from students and parents about how the needs of incoming college students with disabilities will be met. While it is not critical that colleges understand IDEA in detail, it is important to understand how different IDEA is from ADA and Section 504. Under IDEA, support provisions are the responsibility of the school. A multi-disciplinary team determines which children (between the ages of 3 and 21) are eligible to receive special education and related services. The 13 specific categories of disability include autism, deafness, deaf-blindness, hearing impairments, mental retardation, multiple disabilities, orthopedic

impairments, other health impairments, serious emotional disturbance, speech or language impairments, traumatic brain injury, and visual impairments.

IDEA entitlements end when the student reaches age 21 or when the requirements for high school graduation are met and the student receives a regular high school diploma. Parents and students can be assisted in understanding the changes in the laws by participating in transition planning activities. Postsecondary institutions may offer transition opportunities to high school students such as program tours, college fairs, and open house activities.

**COPYRIGHT LAW AMENDMENT 1996:  
PL 104-1 97**

The Chafee Amendment to Chapter 1 of Title 17, United States Code, and its Section 121, establishes a limitation on the exclusive rights in copyrighted works. The amendment allows authorized entities to reproduce or distribute copies or photo records of previously published non-dramatic literary works in specialized formats for use by blind and other reading-impaired individuals.

**SECTION 508 FEDERAL INFORMATION TECHNOLOGY (IT)  
ACCESSIBILITY INITIATIVE**

Section 508 at a Glance:

- Entities covered:
  - Contractors providing services or products to federal agencies must provide Section 508 compliant deliverables.
- Equipment covered:
  - Electronic and information products
  - Electronic and information technology includes products that store, process, transmit, convert, duplicate or receive electronic information
- Technical Standards
  - Section 508 standards are technical specifications and performance-based requirements that focus on the functional capabilities covered by technologies. The standards are organized into six sections:
    - Software Applications and Operating Systems
    - Web-Based Intranet and Internet
    - Telecommunications Products
    - Video and Multimedia Products
    - Self-Contained Closed Products
    - Desktop and Portable Computer

### III. POLICIES AND PROCEDURES FOR DISABILITY-RELATED ACCOMMODATIONS

Each WTCS district has developed policies and procedures that establish guidelines for individuals to obtain disability-related accommodations. Check with your local technical college district for specific policies and/or procedures that have been implemented. **In addition, the WTCS Client Reporting Manual should be reviewed and implemented for proper reporting and data compliance.** The following items summarize key features or components of ADA/504 requirements of postsecondary institutions.

- 1. Scope of Responsibility—** ADA and Section 504 of the Rehabilitation Act are civil rights laws that prohibit discrimination in college recruitment, admission, or treatment of students with disabilities. Programs, courses, field trips, internships, practicum sites, as well as services, activities, and facilities must be accessible to people with disabilities.
- 2. Coordination of Services—** Each college must designate a person/department responsible for the coordination and provision of disability-related services.
- 3. Interactive Process—** The institution and the student have shared responsibility for the provision of accommodations. The college and its staff must provide accommodations in a timely, effective manner at no cost to the student. The student must notify the appropriate college staff of a disability if accommodations are needed. An interactive, coordinated approach between the student and college staff is vital.
- 4. Confidentiality—** The college cannot make pre-admission inquiries regarding an applicant's disability status. Students have privacy and confidentiality protections. Disability-related information should be maintained separate from the student's official file. It is information that is protected and access should be limited. Additional information about confidentiality of student records is available in this reference guide: **1995 WTCS Records Confidentiality Committee Guidelines.**
- 5. Documentation of Disability—** The college can require appropriate documentation of a disability if a student requests disability-related accommodations. The student has responsibility for disclosing and providing documentation of the disability.

**6. Implementation of Accommodations—**

Determination of appropriate accommodations for a qualified person with a disability is a primary responsibility of a “Disability Services Office” at a college. The student can also request accommodations directly from an instructor. Instructors are encouraged, when in doubt, to contact the “Disability Services Office” to clarify any concerns related to the student’s requests.

**7. Appeal Process—**

A student who disagrees with a decision regarding a requested or ineffective accommodation can file a complaint. A procedure for filing complaints must be published and accessible to students. Check your local technical college for the complaint/grievance procedures that have been developed. An individual instructor can be held liable for not providing the designated accommodations.

## **IV. DEFINITIONS**

**A person with a disability** includes “any person who, (i) has a physical or mental impairment that substantially limits one or more of such person’s major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.”

**A qualified person with a disability** is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution’s programs and activities.

**Accommodations** are services, teaching approaches, compensatory strategies, changes, or modifications in learning environments that enable students with disabilities to overcome or cope with their difficulties and express/demonstrate their abilities to perform essential functions of a program or course. Accommodations are intended to ensure program and class access that allow students with disabilities to compete equally with their non-disabled peers. Special education services are not available at postsecondary institutions. IDEA entitlements do not apply to postsecondary institutions.

## V. ACCOMMODATIONS

### A. Instructional Accommodations for Classroom Activities

Students want to learn and instructors share this goal. How can instructors design instruction to maximize the learning of **all** students? The field of universal design can provide a starting point for developing an inclusive model for instruction.

In terms of learning, universal design means the design of instructional materials and activities that makes the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials; they are not added on after-the-fact.

Universal design principles can apply to lectures, classroom discussions, group work, handouts, web-based instruction, labs, fieldwork, visual aids, videotapes, and other academic activities and materials. These principles give each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression and engagement. Listed below are examples of instructional methods that make course content and activities accessible to people with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles.

ACTIVITY	ACCOMMODATIONS
Beginning the Class	<p>Provide syllabus in advance</p> <p>Include statement of accommodation in syllabus:  <b>REASONABLE ACCOMMODATIONS AND AUXILIARY AIDS WILL BE AVAILABLE FOR A QUALIFIED STUDENT WITH A DISABILITY IN ACCORDANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA). AS EARLY IN THE SEMESTER AS POSSIBLE, YOU ARE ENCOURAGED TO NOTIFY THE INSTRUCTOR AND THE OFFICE FOR DISABILITY SUPPORT SERVICES AT _____.</b></p> <p>Read syllabus the first days of class</p> <p>Offer syllabus in alternate formats upon request</p> <p>Conference with students/discuss learning needs</p> <p>Select text early for acquiring in alternate formats</p> <p>Have texts available well ahead of time for review/taping</p> <p>Detail the syllabus week-by-week/allow plenty of spacing</p> <p>Offer written and oral clarification of class expectations and grading</p> <p>Consider the use of an academic contract</p> <p>Suggest use of peer tutor/mentor</p> <p>Check availability of assistive technology</p> <p>Consider course substitution</p> <p>Interpreting services of Deaf/Hard of Hearing</p>

ACTIVITY	ACCOMMODATIONS
Assignments	<p>Give assignments in a variety of ways: in lecture, through examples, on handouts, at website, written on board</p> <p>Provide alternatives to written work: oral, visual project, tape</p> <p>Announce reading assignments well in advance</p> <p>Modify/extend due dates</p> <p>Allow for assignment re-dos until competency achieved</p> <p>Consider extra credit options</p> <p>Ask student to repeat back instruction</p> <p>Encourage cooperative groups</p> <p>Be available for questions</p>
Lecture/Lab	<p>Speak distinctly and at a relaxed rate, pausing to allow students time for note-taking</p> <p>Be familiar with and sensitive to cultural diversity regarding verbal and nonverbal communication</p> <p>Provide outline of daily lecture on overhead or handout</p> <p>Provide written summaries of labs and demos</p> <p>Provide notes/notetaker</p> <p>Lecture for a short period, then check for understanding</p> <p>Explain technical language/terminology</p> <p>Limit “off the topic” tangents</p> <p>Signal clearly and frequently when making transition</p> <p>Allow video and/or tape recording</p> <p>Provide notes/supplemental material in library or on website</p> <p>Use visual aids such as diagrams, charts and graphs; use color to enhance the message</p> <p>Begin class with a review of the previous lecture and an overview of topics to cover that day</p> <p>Create a website and use it to post daily notes</p> <p>Provide copies of overheads and/or PowerPoint slides</p> <p>Selectively pair students for lab/group work</p> <p>Interpreter services</p> <p>Talk to class, not to the board</p> <p>Avoid standing in front of a window or other light sources which creates a shadow</p> <p>Allow time to read transparencies before class starts</p>

ACTIVITY	ACCOMMODATIONS
Organization	<p>Interpreter services</p> <p>Provide adjustable tables/workstations</p> <p>Vary seating arrangements, allow preferential seating</p> <p>Ensure physical accessibility for all classroom/lab activities as well as for field trips and other course-related activities. Allow adequate lead time.</p> <p>Display “good” work as models in classroom</p> <p>Help students prioritize</p> <p>Identify daily objectives, verbally and in writing</p> <p>Remind students of due dates</p> <p>Provide timelines for long-range assignments; outline sequential steps</p> <p>Give feedback on early drafts of papers for rewriting</p> <p>Become familiar with students’ preferred learning styles</p> <p>Encourage the formation of study groups</p> <p>Provide frequent feedback of student progress</p> <p>Check written material for readability: amount of white space, columns, print size, quality of print, color</p> <p>Consider alternate formats of delivery: ITV, Internet</p>
Testing/Evaluation	<p>Provide a variety or choice of activities for students to demonstrate competence: written reports, speeches, classroom participation, as well as written tests</p> <p>Announce testing dates and expectations both orally and in writing</p> <p>Without lowering standards, be flexible/creative in evaluation</p> <p>Vary testing formats; announce testing format in advance</p> <p>Provide sample/practice tests</p> <p>Create study guides</p> <p>Administer frequent quizzes to provide feedback for students</p> <p>Test frequently, in manageable units</p> <p>Allow last minutes questions and review before test</p> <p>Allow credit for corrected exams</p> <p>Space out matching questions; no more than seven (7) at a time</p> <p>Test knowledge of material rather than test-taking savvy; phrase questions clearly, avoid double negatives, state in the form of a question</p> <p>Change test format to short answer or oral</p> <p>Allow extended or alternative testing time</p> <p>Give immediate feedback of results</p> <p>Test on current material before moving on to new material</p> <p>Interpreter services</p>

ACTIVITY	ACCOMMODATIONS
Distance Learning	Interpreter services Distribute material well in advance for review Plan ahead to consider how and where accommodations will be provided Recognize the barriers some students may have to the technology Consider the readability and projection of material being presented on the screen Make sure web-based instruction is accessible (see Disability Services or Information Services Departments).
Off Campus Activities	All off-campus activities, including internships, practicums, field trips, conferences, and competitions must be accessible: Transportation Site Facilities Housing <b>PLAN AHEAD</b>

## B. Accommodations for Individual Student Learning

When serving students with documented disabilities, faculty must comply with Section 504/ADA to ensure equal access to education. A student requesting an accommodation, auxiliary aid, and/or support services, needs to provide documentation verifying eligibility for services in a timely manner. Some students choose to keep their disability confidential and do not request accommodations or support services from the educational institution. **It is the student’s responsibility to advocate for accommodations and utilize them.**

The following is a list of learning and instructional accommodations compiled from national, state, and WTCS resources. This list is not intended to be prescriptive or all-inclusive. However, when based on individual student needs, these accommodations have been found to be effective for postsecondary students—with or without disabilities.

SKILL	ACCOMMODATIONS
Reading	Taped texts, CD’s, e-books, larger print/type/font Reading/scanning computers, screen reader software Braille Vocabulary lists, talking electronic dictionary Study guides, magnifiers, CCTV, Non-glare screen Interpreter services

SKILL	ACCOMMODATIONS
Writing	Braille Screen-reading computer-assisted systems Outline of key words, concepts Partial outlines, Speech Recognition-Word Processing Graphic outline of pre-writing ideas Scribe or notetaker or cassette recorder to write down oral presentation of ideas Laptop computer, Word Prediction Software Interpreter services
Math	Braille One problem/one page Abacus Graph paper Pastel colored paper Math vocabulary lists Photocopied assignments from text to paper Calculator that will do fractions and that will speak the numbers Procedural steps for solving formulas and equations Interpreter services
Organization	Braille Daily written study plan Time management tools: calendars, timelines, prioritized task lists, electronic organizer, etc. Color-coded tabs, binders, notebooks, etc. Interpreter services
Listening	FM Amplification System, tape recorder Collaborate with interpreter, notetaker, Screen Reader Software Highlights of lecture in written form, closed caption, C-print Clear, concise speech software utilized by knowledgeable staff/interpreter that changes speech to American Sign Language Interpreter services

SKILL	ACCOMMODATIONS
Test-taking	Braille Extended time on MS Word so voice reply could be attached for instructor to listen Tests on MS Word so voice reply could be attached for instructor to listen Reader for exams or taped version Proofreader Computer-assisted: spell checker, grammar check Distraction-free room Segmented testing time Scribe/provide alternative to scantron answer sheets Extra credit options Alternative to written work (oral presentations) and mutually agreed-upon oral testing, taped tests--read to student/student responds by voice Outlines/summaries of material Scan and read software Interpreter services
Learning/Study Skills	Group/Peer Study Sessions Individual professional tutor/peer tutor Controlled/Distraction-Free environment when studying, as well as when testing Compensations, accommodations, modification, strategies used for testing should be used for study purposes Supplemental websites Interpreter services

## VI. WTCS STUDENT SCENARIOS

In the following student scenarios, the accommodations and services provided were the result of the collaborative district process involving the special services staff, the student, instructors, and other district staff as appropriate. The student either requested and/or agreed to the accommodations and supports with the disability services staff per the district processes and procedures. These scenarios are actual cases from WTCS districts. Some students succeeded in reaching their educational goals and employment. **Each situation must be individually assessed by the district.**

### SCENARIO                      VISUAL IMPAIRMENT

Marissa is enrolled in an English Composition on-line course and has a visual impairment. She is excited about the opportunity to “schedule it her way” and wants to try this new course delivery method. However, her initial experience with distance learning has been frustrating. She couldn’t get her password to work—and asked other students to try it for her; the linkages on-line were hard to find; there were too many lab requirements and the menus were too long. Later, she found that her screen reader, WindowEyes, didn’t always read the entire word or text. She thought about a tutor/reader but having one would double her course time, and Marissa wanted to save time! She was ready to give up but decided to visit the instructor first. He consulted with Disability Services and they made the following accommodations:

- Instructional
- Although the on-line program claimed to be accessible, it was still very difficult
  - Instructor found key words to quickly move through tabs, menus. He created a handout with this info and shared it with Marissa and Disability Services Department
  - Instructor scheduled regular calls with Marissa to check on navigation progress
  - Marissa given additional time (30 days after semester) to complete assignment
  - New on-line program will be used
- Learning
- Disability Services consulted with Info Technology to work on initial sign-in and alerted them of problems visually-impaired students were having. It made adjustments to eliminate case sensitive passwords on some accounts
  - Disability Services advised Marissa about security precautions with password
  - Disability Services provided tutor/reader for previous assignments as needed
  - Disability Services regularly spot checks on-line courses for accessibility

### SCENARIO                      LEARNING DISABLED & SENSITIVITY TO CHEMICALS/ENVIRONMENT (Dual Disability)

Cleo, a Basic Skills student, participates in the work-study program. His assignment is in the Building Maintenance Department, and he works after his classes. His work duties include sweeping, mopping, dusting and general cleaning, etc. Cleo’s supervisor gives the crew weekly assignments, and at the end of the week, checks for completion. When assignments are given,

Cleo indicates that he understands them, but when the supervisor checks, tasks are incomplete, or numerous mistakes have been made. Recently, Cleo mixed the wrong chemicals and became disoriented and dizzy. Shortly afterward, Cleo developed a severe rash on his face, arms, and hands and needed medical attention.

It seems as if Cleo doesn't understand or forgets a lot of things and gets upset if routine assignments are changed. The supervisor appears to be impatient and wants his crew to "just get the job done" with little or no direction. Both Cleo and the supervisor are becoming frustrated; and, if the situation doesn't improve, the work-study assignment may end.

The supervisor contacted the Work Study Coordinator and told her about the problems. She reviewed Cleo's file and noticed that he had previously received assistance from Disability Services and sought their assistance for accommodations on the job. They recommended the following:

- Supervisory
- Supervisor gives the crew oral and written assignments. Cleo has the opportunity to discuss his assignments with the supervisor, and they mutually agree on timelines.
  - Supervisor provides daily checklist for Cleo to chart progress and is available for immediate feedback.
  - Cleo changes paper products, cleans stairwells, removes graffiti as alternative maintenance duties.
  - Supervisor uses repetitive steps for explaining new processes and asks Cleo for feedback.
  - Supervisor gives Cleo opportunity to demonstrate new processes.
  - Supervisor keeps Cleo's assignments routine and alerts him well in advance of changes.

- Learning
- Disability Services conducted a training session for supervisor emphasizing appropriate communication/supervision techniques.
  - Recommendations were made to modify Cleo's assignments to eliminate his exposure to chemicals except pre-mixed non-toxic solutions.
  - Cleo changes paper products, cleans stairwells, removes graffiti.
  - Cleo and supervisor are scheduled to meet with Disability Services monthly to discuss his progress.

## **SCENARIO                      ALCOHOLISM AND DRUG DEPENDENCY**

Stephanie is enrolled in Office Technology. She is a recovering alcoholic and attends "12-Step Program" meetings regularly. She is happy to be alcohol and drug-free and even mentioned it in class. However, sometimes she feels like her brain is in a "fog" when it comes to focusing and memory retention. At times, she has to read material four to five times before she understands what she had read. She's frustrated because she was a great student in high school and can't explain why she's not successful in class. Stephanie's instructor has observed her struggle. She refers her to Disability Services and an AODA Counselor, and the following accommodations were made:

- Instructional
- Preview and review of key concepts of class material
  - Taped texts
  - Peer tutors and group study assignments
  - Repetition, and role-playing
  - Extra credit options
  - Alternative to written work (oral presentations)
  - Outlines/summaries of material
  - Frequent Feedback

- Learning
- Testing Accommodations
  - Time Management/Organization strategies
  - Taped text
  - Study guides
  - Disability Services refers Stephanie to the AODA Counselor.

## **SCENARIO**            **SMALL PERSON**

Matthew is enrolled in the Health Occupations-Phlebotomy Program. He has been waiting for 18 months to get into the program and was very happy when he was admitted. In the program, students are prepared to draw blood, process body specimens, and perform selected laboratory procedures and clinical duties. The lab is equipped with high countertops, and students normally sit at barstool swivel chairs to work and sometimes pair up in teams. Matthew is a small person and has difficulty sitting in the chairs, reaching the lab sink, and using the microscope. He is required to wear latex gloves during lab assignments but is unable to find a pair that fits snugly, as required. The instructor referred Matthew to the Disability Services Office and the following accommodations were implemented by the college and instructor:

- Instructional
- Although Matthew had a stationary counter, the instructor rotated team activities, allowing **all** students to interact with one another on assignments.
  - Instructor allowed additional time for cleanup.
  - Instructor allowed Matthew to take adaptive equipment to internship site.
- Learning
- A height-adjustable low table and small children's chair was tried and selected by student. This also allowed Matthew to adjust the microscope height.
  - Operations Department removed an end section of the countertop to allow space for the table. This also enabled Matthew to be a part of all lab discussions/activities.
  - Disability Services Department purchased a step stool at a local discount store for Matthew when he had to use the sink.
  - Disability Services Department researched latex glove vendors and found one with special fitting accommodations.

## **SCENARIO**                      **DEAF/HARD OF HEARING**

Amy, a student who is deaf, is enrolled in a three-credit Psychology class at the technical college. On the day of class, Amy calls her contracted interpreter, Stacey, to let her know that she will not be in class due to an illness. The student also calls her instructor to let her know that she is unable to make it to class.

- Instructional**
- Inform the student orally and in written documentation that he/she must notify the interpreter and instructor when he/she will not be in class.
  - Inform the student orally and in written documentation that he/she is responsible for getting notes, homework, handouts, etc.
  - Follow the attendance policy as set by the syllabus or the college.
  - Provide written documentation of the interpreter's duties and responsibilities at the college.
  - The independent contract interpreter will inform the coordinator to see if she will be reassigned.
  - If there are no duties needed to be fulfilled, then the contract interpreter will be paid for the contracted time.

- Learning**
- Provide for an easy access to interpreters and instructors to get materials for class, leave messages, etc.

## **SCENARIO**                      **DEAF/HARD OF HEARING**

Matt has a class from 9:00 to 11:00 AM on Wednesday mornings. The staff interpreter, Erin, waits outside the classroom for Matt to show up (10 minutes). After this time, Erin goes back to her office to work on other class materials. She lets the instructor know that she will be in her office for an hour. If Matt shows up, the instructor can call Erin and let her know, or the student can come to her office to find her. The interpreter then reports back to the coordinator to be reassigned or work in the office for the remaining time.

- Instructional**
- Provide a lead-time of a minimum of 10 minutes before interpreter leaves the classroom.
  - Follow the attendance policy as set by the syllabus or the college.
  - Provide written guidelines for the student to follow when student is late or absent.

- Learning**
- Meet with student to make sure student understand his/her responsibilities and consequences for his/her absenteeism.

## **SCENARIO**                      **DEAF/HARD OF HEARING**

Patty and John have been hired to interpret a three-hour Physics class on Wednesday evenings for a deaf student. The instructor allows a 10-minute break every 50 minutes. This dictates that two interpreters are needed due to the length and complexity of the lecture material. Patty and

John have agreed to alternate every 20 minutes. When Patty is interpreting, John will stay on task when Patty needs feedback or may need backup (vice versa when John is interpreting).

- Instructional
- Have student inform both interpreters mode of communication preferred (ASL, PSE, Transliterating, etc.)
  - Allow time for interpreters to plan team interpreting.
  - Team interpret.

## **SCENARIO                    DEAF/HARD OF HEARING**

A staff interpreter is currently interpreting in a Network Administrator class. Since the class material is quite technical, the interpreter has been prepping an hour for reach class. Prep time is included in the interpreter's regular work schedule due to the technical vocabulary and concepts discussed in class. This will enable the interpreter to be more effective and prepared during the lectures. If the interpreter understands the concepts, then he/she will do a better job interpreting and, therefore, benefit the student.

- Instructional
- Distribute class materials to interpreter (e.g., books, overheads, etc.)
  - Schedule meeting time to inform interpreters about class materials that will be discussed during the following lectures.
  - Advocate with administration to allow prep time for interpreters.

- Learning
- Allow time for interpreter to meet with student prior to lecture to review signs.

## **SCENARIO                    ATTENTION DEFICIT DISORDER (ADD)/(ADHD)**

Bob is in his mid-30s with attention deficit disorder (primary) and psychological disorder (secondary) pursuing as associate degree in Electronics after six years in the Armed Services and a series of jobs. Bob is an excellent student when on proper medication and taking the minimum full-time course load. The student experiences great difficulty with completing course/degree requirements when he/she is experiencing medication problems or taking a full credit load. Disability Services provided counseling and case management. The following accommodations were provided:

- Instructional
- Modified/extended due dates
  - Individual testing in a quiet area with extended time
  - Clear, concise test questions
  - Flexible/creative in evaluation
  - Matching questions limited to seven items

- Learning
- Time management tools
  - Daily written study plan
  - Color-coded tabs, binders, notebooks, etc.
  - Notetaker/use of tape recorder

## **SCENARIO**

## **TRAUMATIC BRAIN INJURY**

Joe is in his late 20s with learning difficulties due to Traumatic Brain Injury (TBI) (primary) and health concerns (secondary). Joe is pursuing an associate degree in Electronics. Joe has extensive difficulty with memory and self-confidence. Joe has completed 49 credits in 10 semesters of attendance with a 2.60 GPA. Disability Services provided counseling (personal and career) and case management. The following accommodations were provided:

- Instructional**
- Reduced course load (maximum of nine credits, usually six credits)
  - Quiet, individual testing site with extended time
  - Clear, concise questions/assignments
  - Flexible deadlines and course extensions
  - Frequent testing, rather than four or five units, given after one or two units
  - Provide video recording of class sessions
  - Limiting matching question to maximum of seven items

- Learning**
- Preview and frequent review of key concepts
  - Study guides
  - Vocabulary provided ahead of time
  - Peer tutor
  - Use of calculator

## **SCENARIO**

## **LATEX ALLERGY**

Mary is a 30-year-old who has been diagnosed with Type I Systemic Reaction, an allergic reaction to latex, the milky sap used in making rubber products. Mary could have an allergic response, including inflammation of the skin, hives, sneezing, asthma and cardiovascular collapse. The reaction could be caused by either direct or indirect contact with latex products or breathing the airborne powder found on latex products. Mary would like to pursue a career in nursing but realizes there could be health concerns. She meets with the Disability Service Specialist to discuss her concerns and the accommodations she would need. Mary is told that it would be impossible for the college or place of employment to provide a “latex-free environment” because of the wide use of latex in our environment. However, the college would arrange to have a reduced latex environment, but would need a release from her physician before she started at the College. The Disability Service Specialist also informs her that she must be able to perform the essential functions of the job regardless of her allergy to latex. Mary must decide if she will be able to perform the essential functions of nursing with some limited accommodations to her latex allergy.

- Instructional**
- Schedule classes in a reduced latex environment
  - Meet with student to develop a plan to accommodate for the disability
  - Provide latex-free products, including blood pressure cup and non-latex gloves

- Learning**
- Provide a study area in a reduced latex environment
  - Provide testing in a reduced latex environment

## **SCENARIO**

## **BLIND/VISUALLY IMPAIRED**

James is a 35-year-old man who is blind. He would like to make a career advancement but needs better-written communication skills. He is able to access [www.etechnologycollege.com](http://www.etechnologycollege.com) using the software JAWS. After reviewing his course choices, he decides on a communication course offered at a college 150 miles away. James is able to register on-line using Dragon NaturallySpeaking. He informs the college that he is blind and may need some accommodations. The College Disability Service Specialist meets with James and informs him that the on-line course at the college may not be totally accessible but accommodations would be provided so he could take the course at home.

- Instructional**
- Provide tactile and/or large print maps of campus and community
  - Orientate student to the campus
  - Choose the most appropriate form of alternative testing by consulting with the student
  - Provide extended time to complete the course

- Learning**
- Provide tapes of material that is not accessible on-line
  - Provide Braille copies of material if material is not accessible.
  - Provide taped or Braille textbooks
  - Make an accommodation to have Braille assignments transcribed

## **SCENARIO**

## **BIPOLAR DISORDER**

Sara is enrolled in the Administrative Assistance Program. Sara is being treated for a Bipolar Disorder with a combination of psychotropic medications (samples which she receives from her psychiatrist because of her poor financial status). She often complains of stress, fatigue, and problems with concentration and memory. It has been recommended that Sara take a reduced credit load and is referred to Disability Services. The following accommodations were made:

- Instructional**
- Frequent feedback
  - Taped text
  - Peer tutors to group study (if available for specific courses)
  - Note takers or copies of instructor lecture notes
  - Reduce credit load

- Learning**
- Testing accommodations
    - Extended time and private room
  - Time management
  - Taped text

## **SCENARIO**

## **ORTHOPEDIC IMPAIRMENT**

Sam is a student in a Marketing Program. The student affiliate club of a professional marketing organization planned a field trip out of town to a professional conference. The trip was voluntary. Costs associated with the conference included transportation, conference registration, and hotel and food costs. Student Activities funds were used to help underwrite the cost for students; the student group held fund raisers to help finance the trip; and each student was personally contributing to the cost, based on the total group costs divided among the trip participants. The student group rented a van for travel. Sam uses a wheelchair and a wheelchair accessible van was needed in order for Sam to participate. The cost for renting a wheelchair accessible van was significantly higher than the cost for renting an inaccessible van. Disability Services made the following accommodations:

- Disability Services staff checked with the conference organizers to confirm conference site and overnight accommodations accessibility.
- Several options were considered. Sam offered to drive himself in his own accessible van. The student group could refund Sam his share of the student activity funds and student-raised funds. The college would cover this amount so that other students' shared costs were not increased, and an arrangement could be made to help cover Sam's travel costs. Although acceptable, it was determined that Sam would miss out on the camaraderie of the group travel.
- A second option was selected. The group rented a wheelchair accessible van. The difference in the increased cost of renting a wheelchair accessible van over an inaccessible van was covered by the college. In that way, Sam was able to participate in the trip, and other students' shared costs were not increased based on the increased van costs.

Note: The college also had discretionary funds available to any student who was unable to attend due to financial hardship.

## VII. RESOURCE WEBSITES

American Psychological Association  
[www.apa.org](http://www.apa.org)

American Speech-Language-Hearing  
Association  
[www.asha.org](http://www.asha.org)

Association for Education and Rehabilitation  
of the Blind and Visually Impaired  
[www.aerbvi.org/welcome.htm](http://www.aerbvi.org/welcome.htm)

Computers to Help People, Inc.  
<http://www.chpi.org>

Disability Resources for Professionals  
Program Development Associates  
[www.disabilitytraining.com](http://www.disabilitytraining.com)

Educational Resources Information Center  
(ERIC)  
Eric Clearinghouse on Disabilities & Gifted  
Education  
<http://ericec.org>

Equal Employment Opportunity Commission  
(EEOC)  
<http://eeoc.gov>

Great Lakes ADA & IT Center  
<http://www.adagreatlakes.org>

Heath Resource Center  
[www.heath-resource-center.org](http://www.heath-resource-center.org)

Job Accommodation Network (JAN)  
<http://janweb.icdi.wvu.edu>

National Association for Adults with Special  
Learning Needs  
[www.NAASLN.com](http://www.NAASLN.com)

National Association of the Deaf (NAD)  
[www.nad.org](http://www.nad.org)

National Braille Association  
[www.nationalbraille.org](http://www.nationalbraille.org)

National Federation of the Blind  
[www.nfb.org](http://www.nfb.org)

National Organization on Disabilities (NOD)  
[www.nod.org](http://www.nod.org)

National Rehabilitation Information Center (NARIC)  
[www.naric.com](http://www.naric.com)

Registry of Interpreters for the Deaf (RID)  
[www.rid.org](http://www.rid.org)

Transition Services for Students with Disabilities  
<http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm>

U.S. Access Board  
[www.access-board.gov](http://www.access-board.gov)

Wisconsin ADA Resources  
<http://www.dhfs.state.wi.us/disabilities/index.htm>

Wisconsin Department of Justice ADA Info Line  
<http://www.usdoj.gov/crt/ada>

Wisconsin Department of Public Instruction  
[www.dpi.state.wi.us](http://www.dpi.state.wi.us)

Wisconsin Department of Workforce Development  
Division of Vocational Rehabilitation  
[www.dwd.state.wi.us/dvr/](http://www.dwd.state.wi.us/dvr/)

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for students 2002.doc 3/13/2007