



Chattahoochee
Technical College



Disability Support Services Faculty Handbook

Assistive procedures and strategies established by Disability Support Services to aid in providing accommodations to students with disabilities.

Dear Chattahoochee Technical College Faculty and Staff:

Chattahoochee Technical College is committed to providing accessible, high quality technical education to all students who may benefit from our programs and services. Since the beginning, our school's faculty and staff have been dedicated to assisting all students in the realization of their educational goals and career aspirations. We believe that the best learning environment is one that takes into account various obstacles and challenges that may impede a student from reaching his or her personal and educational goals. At greatest risk is the student challenged by physical, emotional, or learning disabilities. Through Chattahoochee Technical College's support program, "Disability Support Services (DSS)," accommodations and classroom modifications can be arranged to meet the unique needs of our students.

Please be sensitive to the needs of students and not refer to their disability or perceived disability in the classroom in front of other students, faculty, or staff. We value confidentiality and acknowledge the fragility of the student's feelings as it relates to their disability and ask that you provide kindness and respect to their individuality.

We strongly encourage you to read this manual and refer to it periodically in order to become familiar with the numerous resources and support services available to the students who attend Chattahoochee Technical College, especially those students who need a little extra time and attention to meet their goals. We ask your cooperation and assistance in implementing accommodations to our disabled students so that they may reach their full potential. It is also imperative that we ensure our compliance with Section 504 of the Rehabilitation Act of 1973 and 1990 Americans with Disabilities Act and its amendments.

If you need additional resources to successfully work with students requiring accommodations, we will be happy to provide assistance at any time during the semester. Please also use this guide in referring students who may benefit from our support services.

Sincerely,

Disability Support Services Team

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What is a Disability?

A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those persons who have visible disabilities – persons who are blind, deaf or use a wheelchair – the definition includes people with a whole range of invisible disabilities. These include psychological problems, learning disabilities, or chronic health impairments. A person is considered to be a person with a disability if he or she has a disability, has a record of a disability, or is regarded as having a disability.

The Impact of the ADA on Schools

The Americans with Disabilities Act of 1990 and amendments to the act is the civil rights guarantee for persons with disabilities in the U.S. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services. Documentation of the disability is required. Section 504 of the 1973 Rehabilitation Act/ 1990 ADA states: “No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied benefits of, or be subject to discrimination under any program or activity of public entity.”


Faculty and Staff Implications

Faculty and staff are responsive to the individual needs of all students. However, students with disabilities may have additional needs that must be addressed early on. Often, persons with disabilities prefer faculty and staff to focus on their individuality and unique strengths, rather than their disability. Therefore, disabilities often go undisclosed and academic achievement becomes compromised. Instructors are encouraged to issue a statement to new students, inviting them to discuss academic needs as they pertain to a disability. The student is the best source of information regarding necessary accommodations. While it is the student’s responsibility to request special accommodations, a faculty member can make a student more likely to disclose a disability by inquiring about special needs. Faculty may encourage a student to seek assistance from DSS in order to implement requested accommodations, if they perceive that a student may benefit from them. An example of such a statement issued to the class: “If there is any student in this class who has need for test-taking or note taking accommodations, I encourage you to meet with a DSS staff member, and myself to discuss adaptations that can be implemented during the semester.”

The Language of Disabilities

People with disabilities prefer you focus on their individuality. The term “handicapped” is falling into disuse and should be avoided. The terms “able-bodied”, “physically challenged” and “differently-abled” are also discouraged. The following are some recommendations for language that respects the preferences of people with disabilities:

- **Avoid using the article “the” with an adjective to describe people with disabilities.** The preferred usage is “people with disabilities” which stresses the essential humanity of individuals and avoids objectification. The term “disabled people” is also acceptable, but note that this term still defines people as disabled first, and people second.

	NOT	BUT
	the deaf	people who are deaf (or hearing impaired)
	the visually impaired	people who are visually impaired
	the disabled	people with disabilities

- **If it is appropriate to refer to a person’s disability, choose the correct terminology for the specific disability.**

People who are....blind, visually impaired, deaf, hard of hearing, physically disabled.

People who have....cerebral palsy, Down’s syndrome, mental illness, paraplegia, quadriplegia, seizure disorder, specific learning disability, speech impairment.


- **Be careful not to imply people with disabilities are to be pitied, feared or ignored, or they are somehow more heroic, courageous, patient or “special” than others. Never use the term “normal” in contrast.**

	NOT	BUT
	Trina held her own while swimming with normal children	Trina qualified for her “Swimmer” certificate last week.

- **A person in a wheelchair is a “wheelchair user” or “uses a wheelchair.”**

Avoid terms that define the disability as a limitation, such as “confined to a wheelchair.” Or “wheelchair bound.” A wheelchair liberates; it doesn’t confine.

- **Avoid using the terms “victim” or “suffered” to refer to a person who has or has had a disease or disability. This term dehumanizes the person and emphasizes powerlessness.**

	NOT	BUT
	victim of aids or aids sufferer polio victim	person with aids had polio

Disability Etiquette

1. Offer assistance as you would to anyone else, for example, to push a wheelchair or to guide a person who is blind. The person will indicate whether or not the help is needed, and “no, thank you” must be respected. Most people will not hesitate to ask for needed help and will be specific as to how it should be given; a person who is blind may prefer to take your proffered arm.
2. Noticing an obvious disability is not rude; however, asking personal questions about the disability, how it occurred, and possible limitations is inappropriate.
3. Always talk directly to a person who is disabled rather than to the person who may be accompanying him or her. Never talk about a person who is disabled to the person he or she is with as if the person does not exist. This includes an interpreter for a person who is deaf.
4. Do not be concerned if you use the words “walking” or “running” when talking to a person who uses a wheelchair, or “do you see?” when talking to a person who is blind. People with disabilities use these words themselves periodically.
5. Do not avoid using words like blind or deaf when associating with people with these disabilities. People with disabilities are aware of their disabilities and do not need to be shielded from the facts.
6. When talking to a person who uses a wheelchair for any length of time, it is better to sit down in order to be at the same eye level. It is very tiring for a person to look up for a long time.
7. Be sensitive to architectural barriers in your facility. Everyone must be concerned and alert to possible obstacles.
8. Remember that if a person does not turn around in response to a call, it may be that he or she is deaf or hearing impaired. Place yourself where the person can see you to get his or her attention.
9. Never gesture about a person who is blind to someone else who may be present. This will inevitable be picked up and make the person who is blind feel that you are “talking behind his or her back.”
10. Lip reading by persons who are deaf can be aided by being sure that the light is on your face and not behind you, and by taking all obstructions such as pipes, cigarettes or gum out of your mouth, keeping the lips flexible and speaking slowly. Additional communication could include body language, pantomime and gestures of all kinds and written communication if necessary.

Disability Support Services Program

Students with a disability are encouraged to identify accommodations they will need during the admissions and application period, so arrangements can be made prior to the start of the semester. As part of the accommodations process, the student submits official documentation (psychological or medical reports drafted within the past five years) describing the disability and required accommodations that seem reasonable to implement. The student is given a DSS Handbook that describes support services offered by Chattahoochee Technical College. As an instructor, you may be asked to modify the delivery of the material without compromising the course requirements. The information in this booklet can serve as a resource when working with students who may experience difficulties in the classroom due to a disability.

Accommodation Letter

With documentation to substantiate the disability, the student and DSS staff member will outline a feasible strategy to circumvent obstacles. Each semester, an Accommodation Letter is completed for each student who has identified a physical, learning, or emotional disability that requires special consideration in the classroom. These students have provided documentation (a medical report or psychological assessment) describing the disability, functional limitations of the disability, and appropriate accommodations to be implemented as prescribed by the professional. Confidentiality regarding this information is vital. The Accommodation Letter does not change the course content but may change the delivery of the content. When an instructor receives an Accommodation Letter outlining modifications for a student, s/he will: 1) read and sign the form.



If faculty has questions about the accommodation(s), please meet with Caitlin Barton to discuss how modifications are to be implemented without compromising the course content. The accommodations the college provides are not an option; rather state and federal guidelines mandate them. Disability Support Services relies on faculty and staff for support in providing accommodations for enrolled students. The DSS staff will help in any way possible, such as reading or administering tests, copying or enlarging notes, arranging for a tutor, scribe, etc. Also, she is here to respond to concerns you may have at any time during the term. It is helpful if you can keep the DSS staff informed of the

student's progress throughout the semester. For most students who are struggling in a course, the instructor is asked to submit a TEAMS Alert, which notifies DSS of the student's performance.

Options for Referral

Many students falter during the semester, yet some students show signs of having more than the usual difficulties. Faculty is encouraged to seek a referral for a student regularly failing to complete assignments, miss class on a regular basis, lose concentration during class, or exhibit other signs of difficulties. Some students wish to “try out” postsecondary studies without identifying learning or other disabilities. Often, interventions that include specific accommodations should be made by midterm for the student to experience success in the classroom.

An Overview: Teaching Students with Disabilities

Students bring a unique set of strengths and experiences to technical colleges 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 students with disabilities. However, special accommodations may be needed as well as modifications in the way information is presented and in methods of testing and evaluation to provide an equal opportunity for the student. Faculty will be aided in these efforts by drawing upon the students’ own prior learning experiences, using available institute and departmental resources, and collaborating with support services staff.

Suggestions for Helping Students to Succeed In the Classroom

- Have the detailed course syllabus available during the first class.
- Course syllabi should include a statement regarding arrangements for special accommodations for students with disabilities.
- Disability Support Services automatically sends all faculty an Accommodation Letter each semester. Faculty is encouraged to discuss those accommodations with the student.

Confidentiality

Respect the confidentiality of a student with a disability. Always use discretion when discussing a student’s performance or necessary accommodations.

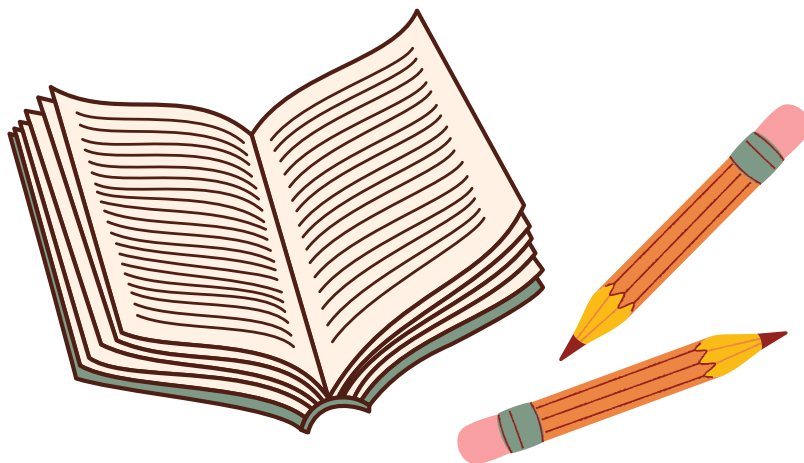
Curriculum and Instructional Modifications

- Start each lecture with an outline of material to be covered during class. At the conclusion of the class, briefly summarize key points.
- Speak directly to students and use gestures and natural expressions to reinforce meanings and concepts.
- Present new or technical vocabulary on the dry erase board or overhead, or use a handout. Use terms in context to convey greater meaning.
- Give assignments both orally and in writing to avoid confusion.

- Facilitate note-taking by allowing students the use of recorders and note takers.
- Based on a student's needs, allow priority seating in class, particularly when using audio-visual equipment such as projectors with PowerPoints.
- Consider using a textbook with an accompanying study guide.
- Encourage students to use all campus resources and services.
- Be somewhat flexible in terms of assignments, tests, etc., depending on the needs of the students.
- Remember to incorporate all modalities of learning. Incorporate the use of multimedia, visual aids and other activities that reinforce learning concepts.

Testing Modifications

- Allow extended time limits for testing. Students with extended time will be granted either time and a half (1.5x) or double time (2x) to take their exams.
- Ensure access to a distraction-free testing environment or allow student to test in an isolated environment.
- Be flexible in testing format. Utilize recognition formats rather than recall. If necessary, allow students with learning disabilities to demonstrate mastery of course material using alternative methods and/or projects (i.e. extended time limits, oral exams, oral exams, individually proctored exams in a separate room or take home projects.)
- Allow use of a laptop computer, print enlarger, word processor, or braille.
- Allow a reader to read the test and record answers for the student.
- Allow oral exams if necessary.
- Allow use of simple calculators, scratch paper and spelling dictionaries (if it does not interfere with course standards) for exams.
- Provide adequate opportunities for questions and answers, including review sessions and conferences.



Rationale for Accommodations

- **Extended time:** slow processing speed or dyslexia; time to implement coping strategies
- **Room Isolation:** reduce distractions and anxiety; allow for verbal mediation
- **Note-taker:** poor auditory processing and listening comprehension; written language deficits; motor/handwriting problems
- **Reader:** poor visual proofing/editing, but good auditory processing
- **Graph paper for calculation:** poor spatial organization
- **Use of calculator:** understands concepts, but errors in calculation; short term memory deficits or a condition of dyscalculia
- **Access to steps or formulas:** severe memory deficits, but demonstrated understanding concepts
- **Alternative testing methods:** severe deficits related to regular test format with evidence that alternative format will allow demonstration of the knowledge of course content. Some student may be tested verbally or recognition tests as opposed to recall test might be considered.

Common Accommodations

The following are some of the most common examples of accommodations available to Chattahoochee Technical College students. However, if you have a question about the accommodation(s) or the assistive technology that will be used by the student, please contact Disability Support Services.

- | | | |
|--------------------------|------------------------------|---|
| • Testing Accommodations | • Enlarged Print | • FM Listening Device |
| • Student Note-taker | • Remote/Live Captioning | • Equipment Modification |
| • Audio Recorders | • Sign Language Interpreters | • Books in Alternate Form |
| • Preferential Seating | • Reader/Scribe | • Computer Software (i.e. ZoomText, Dragon, JAWS, etc.) |
| • Magnification Devices | • Desk Modification | |

Common Disabilities/Diagnoses a Student in Your Class May Have

Attention Deficit Disorder (ADD) & Attention Deficit Hyperactivity Disorder (ADHD)

This is a specific disorder in children and adults that consist of difficulty with attention, impulse control, decision-making, and distractibility. The essential feature is a persistent pattern of inattention and/ or hyperactivity. Sometimes these students have difficulty with reading and written language skills, difficulty in juggling multiple tasks demands, short term memory deficits, are easily distracted by outside stimuli; hyperactive and excessive movements, as well as organization and study skills.

Common accommodations include the following:

- Note taker
- Audio-tape classes
- Extra time on exams in a distraction –free environment
- Preferential seating in the class room

Autism Spectrum Disorder

Autism Spectrum Disorder is a life-long developmental disability that prevents people from understanding what they see, hear, and otherwise sense. This results in severe problems with social relationships, communication, and behavior. Autism is defined as a pervasive developmental disorder characterized by impairments in communication and social interaction, and restricted, repetitive, and stereotypic patterns of behavior, interests, and activities. It is a complex neurological disorder that affects the functioning of the brain. Autism symptoms can



"Although people with autism share some common features, no two individuals are the same."

be present in a variety of combinations and may accompany other disabilities. Some people with autism have normal levels of intelligence, while most people with autism have some level of intellectual disability, ranging from mild to severe. This range is often referred to as high-functioning autism to low-functioning autism. There may be a range of difficulties in expressive and receptive language and communication. It is estimated that up to 50% of people with autism do not develop functional speech. For those who do, speech may have unusual qualities and have limited communicative functions. All people

with autism have difficulties with social interaction and behavior, but the extent and type of difficulty may vary. Some individuals may be very withdrawn, while others may be overly active and approach people in peculiar ways. They have problems with inattention and resistance to change. They often respond to sensory stimuli in an atypical manner and may exhibit odd behaviors such as hand flapping, spinning, or rocking.

They may also demonstrate unusual uses of objects and attachments to objects. Although people with autism share some common features, no two individuals are the same. In addition, the pattern and extent of difficulties may change with development. The common characteristics help us to understand general needs associated with autism, but it is important to combine this information with knowledge of the specific interests, abilities, and personality of each student.

Hard of Hearing/Deaf

Students who are hard of hearing may use a variety of communication strategies, depending on hearing loss, to include a sign language interpreter, oral interpreter, lip reading, and/or assistive listening devices. In the classroom, students who are deaf or hard of hearing will benefit from sitting in the front row, directly in front of the instructor. Avoid standing in front of a window or other light sources. The glare from behind makes it difficult to read lips and facial expressions. An unobstructed line of vision is necessary for students who use interpreters and for those who rely on lip reading and visual cues. If an interpreter is used, the student's view should include the interpreter and the instructor. The interpreter is to facilitate communication and does not function as a classroom aide/tutor. Do not to engage the interpreter in discussion during class work.

Instructor Strategies:

- Speak to the student, not the interpreter. Recognize the processing time that the interpreter takes to translate a message from its original language into another language. This will cause a delay in the student's receiving information.
- If the student reads lips, speak clearly and more slowly than usual.
- Provide an outline or summary of the materials or lecture you will be giving.
- Repeat questions and remarks made by other students. If sitting in front, the hearing impaired student may not be aware that a question has been asked.
- Use visual aids, power point presentations, and the dry erase board.
- When possible, supply lecture notes and class outlines, printed transcripts of audio and audio-visual materials.
- Communicate in writing to the student when conveying important information.
- Request a volunteer note taker to share notes during the semester.
- Provide your email address for communication purposes.
- Close the classroom door to eliminate outside distractions and amplification of background noise. Hearing aids tend to amplify all sounds.
- Be cognizant of the procedural statements made while handing out papers, organizing a project, etc. The student may not be able to follow all steps if presented at once. Ensure student understands what is to be done in order.
- Use hands-on models, charts, and graphs to illustrate your points.
- Video content must have closed captioning.

Learning Disabilities

Faculty members may experience periods of frustration when working with students who appear unmotivated or disinterested in class. A majority of these students are of average or higher intelligence and motivated, but may require alterations in the delivery of material. These students have a disorder known as a learning disability; a disorder that affects the manner in which individuals with average or above average intelligence take in, retain, and express information. While a learning disability cannot be “cured” it can be circumvented through instructional intervention and compensatory strategies.

The majority of our students with disabilities exhibit common characteristics defined as learning disabilities, which can encompass many information-processing problems. This condition has only been identified in the past 30 years, and often goes undiagnosed. It is not always an intellectual deficiency, although it can be perceived as such. Generally speaking, the person with a learning disability has average to above average intelligence.

Persons diagnosed with learning disabilities fail to receive information accurately or fail to perceive subtle information. The inability to correctly interpret sensory input can also impair concentration, attention, organization, memory, spatial orientation, and social relations. Unfortunately, these symptoms often are perceived as indications of below average intelligence, lack of motivation, or the inability to try. Some have experienced a lifetime of frustration and academic failure. Students with diagnosed learning disorders may present symptoms that could affect verbal and motor skill performance.

Teaching Students with a Learning Disability

While many students with learning disabilities are highly articulate, some have severe difficulty in talking, responding, or reading/presenting with an audience or before a group. Because of perceptual deficiencies, some students are slow to grasp social cues and respond appropriately. They may lack social skills, or have difficulty sustaining focused attention.



Instructor Strategies:

- Provide a list of vocabulary or write it on the board; read material aloud that is written on the board or contained in handouts during lectures. Lecture outlines may be helpful; information presented orally hinders the student’s ability to follow the sequence and organization of a lecture.
- Refrain from asking students with reading disabilities to read aloud in class.
- Provide study guides and chapter outlines that cue them to key points.
- Repeat and summarize segments of each presentation and review in its entirety.

- Repeat or re-word complicated directions. Be concise where possible. Write it
- Avoid overly complicated language or tricky wording in exam questions.
- For students with perceptual deficits, avoid using Scantron answer sheets, or provide an alternative method of response to include writing on the test itself.
- Provide a word bank in an exam for “fill-in-the-blank” questions. Consider recognition tests (t/f, multiple choice) as opposed to recall tests and essays. Students with perceptual impairment will have difficulty with matching format.
- Consider alternative or supplementary assignments for evaluation purposes.
- Avoid testing over material just presented. Time is needed to assimilate knowledge.

Multi-modal Teaching Styles

Modification of teaching style is often required when working with students who have a disability. While it is essential that students are accountable for the material presented in class, flexibility in methods of presentation is paramount. More importantly, a variety of teaching modalities often make the class more interesting to the instructor and to the students. When more than one of the five senses is utilized, learning retention is enhanced. The following are techniques and strategies to present information in such a way that will benefit all students, but is especially useful for students who have disabilities. Provide successful experiences and positive reinforcement. Capitalize on a student’s strengths. Focus on the ability, rather than the disability.

Physical Disability

A wide range of conditions may limit mobility and/or limb function. Among the most common include permanent disorders such as spinal cord injury or traumatic brain injury, musculoskeletal or orthopedic impairment, partial or total paralysis, limb amputation, nerve injury, arthritis, fibromyalgia, muscular dystrophy, multiple sclerosis, back injury, sciatica, or cerebral palsy. Some students might be impaired by cardiac or respiratory illness or other chronic illness to include cancer, AIDS, or diabetes. Conditions such as these may impair the strength, speed, coordination, dexterity and endurance necessary for body mobility. While the degree of disability varies from student to student, many have difficulty getting to or from class, participating in class activities, and completing assignments given outside the class. Flexibility in applying some class rules is helpful.

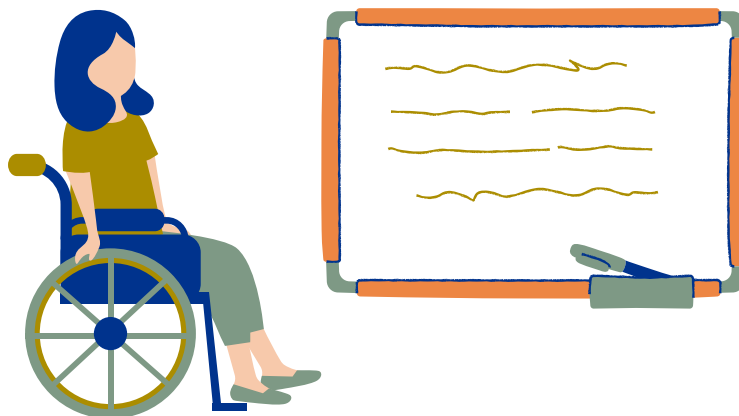
Physical transfer to classrooms is a major concern of students with physical disabilities. Students who use wheelchairs, braces, crutches, canes, or prostheses have difficulty moving within the time constraints imposed by class schedules. Occasional tardiness may be unavoidable. Inclement weather also may pose a factor in timeliness for the student who uses a wheelchair or crutches. Some students suffer from conditions in which weather affects the illness.

Instructor Strategies

Consider the accessibility factor early in the semester. Contact a DSS staff member if room modifications must be made. Some rooms contain fixed seating. A separate desk and/or orthopedic chair or adjustable desk can be provided. In most cases, the student makes arrangements for alternate seating in advance.

- Be familiar with the building's emergency evacuation plan and ensure that each student can get to safety in an emergency situation. Be aware of immediate exits as well as the building shelter site designated for unpredictable weather. Evacu-Trac chairs are available on most campus locations with second floors. Contact security for use of this device if elevators cannot be used and the student is not mobile.
- Computer or lab stations too high or too low for student access with a wheel chair or orthopedic chair can be modified. Adjustable/portable desks also are available.
- Students with health impairments may require more frequent or longer breaks. Keep in mind that medications and the disability itself may cause periods of great fatigue. Be somewhat flexible in attendance, although students are required to meet the mandates of the class overall.
- Consider pairing a student with limb limitations with a partner during lab.
- Allow writing assignments to be completed out of class so that a student may use a scribe or voice-recognition software.
- Give the student the option for oral testing, testing with a scribe, or other means of testing, with extended time.

Some courses and classrooms present obstacles to the full participation of students with physical disabilities. In seating such students, every effort should be made to integrate them into the class. Assigning students to a doorway, a side aisle or the back of the room should be avoided. Even apparently insurmountable barriers such as fixed seating may be overcome by arranging for a chair to be unbolted and removed to make room for a wheelchair. In case of an emergency, students with mobility issues should be the first to be helped to safety.



Psychological Impairment

Emotional disturbances may not affect learning to the degree of another disability, but have a significant impact on education. Psychological dysfunction may manifest itself in negative behaviors such as class disruptiveness, belligerence, apathy, or even conduct that borders on violence. Difficult as it is, students with emotional disturbances have no more control over their disability than do students with learning or physical disabilities.

Among the most common psychological disorders is depression, schizophrenia, anxiety, bipolar, and obsessive-compulsive disorder. Many students also suffer from personality disorders in which social cues and social skills have not been mastered. While some of these conditions may be temporary in response to a life crisis, other conditions are life-long afflictions that can be treated with prescription medication and therapy. It should be pointed out that with many drug therapies, side effects are often contrary to the learning environment, producing drowsiness, disorientation, and body weakness.

The most common treatable psychological conditions include depression and anxiety. While many persons occasionally feel the blues or experience episodes of nervousness, chronic conditions are experienced almost daily. Depression exhibits itself in the form of hopelessness, sadness, apathy, disinterest, lethargy, irritability, fatigue, and impaired concentration. In its extreme form, it may provoke thoughts of or attempts at suicide. Persons suffering from depression often drastically change their eating, sleeping, and living habits. This in turn intensifies the symptoms. Anxiety is often due to unrelenting stress. While mild anxiety has been shown to improve learning – receptors are heightened to take in information – severe anxiety impedes the learning process. Anxiety may reduce concentration, distort perceptions, and hinder attentiveness. Symptoms may include withdrawal, excessive talking, excitedness, jerky physical movements, heart palpitations, panic attacks, hyperventilation, and faintness.

As with any disability, modifications should be made on an individual basis. Most strategies mentioned in this booklet also will pertain to students with psychological impairment. If the student's behavior causes disruption in the classroom that affects others or your course of instruction, intervention may be necessary.

Instructor Strategies

- Record instances of classroom disruption. Discuss inappropriate behavior in private with the student. Be direct and provide examples. Outline guidelines for appropriate behavior without referencing the disability. Give concrete examples of appropriate behavior when possible.
- Refer the student, if necessary, to the Chattahoochee Technical College counselor for more intensive intervention. Avoid confronting the student in front of other students/staff.
- If the student becomes abusive or violent, or his or her actions appear threatening, contact Campus Police immediately.

Seizure Disorders

Some students who attend Chattahoochee Technical College suffer a seizure disorder due to epilepsy, head injury, or other medical condition. Unfortunately, students are sometimes reluctant to disclose their condition because of the perceived stigma surrounding the disorder. Since there are many misconceptions about seizure disorders and how to respond to a person experiencing a seizure, information on what to do is outlined below. Students prone to seizures often take preventative medication that can cause fatigue, memory and concentration difficulties.

There are three types of seizures:

- **Petit Mal** or “little” seizure is characterized by staring or eye blinking; a trance-like state that may last only a few seconds or minutes. It begins without warning with a dimming of consciousness. Often, the seizure will not be noticed due to its short duration.
- **Psychomotor** seizures range from mild to severe. Symptoms of the seizure include staring, mental confusion, uncoordinated or random movements, incoherent speech, and behavior outbursts. Usually there is immediate recovery from the seizure that lasts from two minutes to one-half hour. The student may have no recall of the seizure, but may feel fatigued, disoriented, and slightly nauseated afterward.
- **Grand Mal** seizures may be moderate to severe and is manifested in twitching and/or jerking limb movements, muscle contractions, and other motions. The student may experience unconsciousness or fatigue following the seizure.

What to do in the Event of a Seizure

- Keep calm. The individual is unaware of what is transpiring, although students and faculty can become easily alarmed.
- Help the student to the floor so he or she does not fall and become injured. If a soft object is available, place it under the student’s head.
- Do not try to immobilize or restrict the student’s body movements.
- Do not force anything between the teeth. There is no truth to the myth that the person will swallow his or her tongue.
- Do turn the student’s head to the side to aid breathing. At times, vomiting will occur. Turning the head to the side will keep the student from choking.
- Move aside any objects that might injure the student during the seizure.

The student most likely will be tired or disoriented following the seizure. **If the student appears to require immediate medical attention, call 911 and campus police.** Please notify a DSS staff member as soon as possible if a seizure happens on campus.

Traumatic Head/Brain Injury

Traumatic head injury is an impairment of brain functioning caused by an external force, resulting in a loss or partial loss of one or more the following: cognitive, communication, psychomotor, psychosocial and/or sensory and perceptual abilities. The symptoms arising from a head injury vary, depending on location and extent of the injury. Most persons will experience a combination of the following. Some symptoms are due to medication.

- **Physical impairment** may manifest itself in the form of speech difficulties, vision and hearing impairment; headaches; lack of coordination; reduced stamina; spasticity of muscles; paralysis of one or both sides; impaired motor control; and seizure disorders.
- **Cognitive impairment** may affect short- or long-term memory and concentration. Other cognitive impairment may include perceptual difficulties, attention, sequencing, planning, judgment, reading, and writing. Communication skills also may be affected.
- **Emotional and social impairment** may be expressed through sudden mood shifts, depression, lowered self-esteem, lack of motivation; inability to structure time or modify behavior; difficulty with emotional control; irritability or agitation; restlessness, anger, and difficulty relating to others. Behaviors may be organic in nature or may be new reactions to the disability.

For suggestions on providing accommodations to students with a head injury, refer to the sections on learning disabilities, psychological impairment, and physical disabilities.

Teaching Students with Visual Impairments

Visual impairment covers a wide range of visual acuity. Many people considered legally blind, do have some vision capabilities. Others, who have low vision, may rely on residual vision with the use of adaptive equipment. People who are completely blind may rely on visual memory and auditory clues. An instructor is notified prior to the beginning of the term if a visually impaired student is enrolled, so advance preparations can be made for that student. Disability Support Services can make enlarged copies.

Instructor Strategies

- Allow lectures to be tape-recorded or use of SmartPen.
- Provide enlarged copies of the syllabus, notes to be distributed and other materials.
- Face the class when speaking.
- Supply ample notice of large research or other projects in which a student will need assistance from peers or others in gathering material.
- Write larger than normal when using the dry erase board. Use block letters.



"Visual impairment covers a wide range of visual acuity."

- Enlarge type on power point presentations or overhead materials.
- Supply materials that must be enlarged to DSS to include all outlines, directions, supplemental materials, and exams one week in advance.
- Allow the student test taking accommodations to include a test with enlarged print, reader, a scribe, or access to special equipment.
- Emphasize important information verbally.
- Allow extra time for testing and assignments.
- Be cognizant of chairs, desks, trash cans, and items that might block access.
- Provide reading lists or textbook assignments in advance so reading material can be ordered from AMAC. The student is responsible for his or her own account to this service. Some books can be sent in a Word format and enlarged or put on CD and “read” by Zoomtext or other reading software.
- Allow alternative testing measures when using Scantron sheets for an exam.

Other Disabilities

There are many other conditions that may interfere with a student’s academic functioning. Some of their symptoms and the types of intervention required may resemble those covered elsewhere in this manual. One additional accommodation may require flexible attendance requirements due to health. The general principles set forth in the Overview section apply.

Chronic Health Illnesses

Section 504 protects the civil rights of individuals who are qualified to participate and who have chronic health illnesses such as, but not limited to the following:

- HIV/AIDS
- Asthma
- Cancer
- Cardiac Diseases
- Hepatitis
- Drug and alcohol addiction
- Chronic Fatigue Syndrome
- Arthritis
- Diabetes
- Renal Failure
- Sickle Cell
- Crohn's Disease

Speech Impairments

There are many reasons for having difficulty with speech. Deafness, cerebral palsy, stroke, head injury, physical malformation of speech mechanisms and general speech impairment are just a few. It is not unusual in stressful situations for someone’s speech to become harder to understand. Many persons with difficulty in speech find themselves in situations where people treat them as if they are drunk, retarded or mentally ill. They are accustomed to being avoided, ignored, and even hung up on by phone. Accessibility for persons with difficulty in speech lies within your power. Your understanding, patience and communication skills are as important to someone with speech that is difficult to understand as a ramp or a grab bar is to someone who uses a wheelchair.

Instructor Strategies

- If you do not understand what the person is saying, bring it to his/her attention immediately and ask how the two of you may better communicate.
- If it is a stressful situation, try to stay calm. If you are in a public area with many distractions, consider moving to a quiet or private location.
- Consider writing as an alternative means of communication (e-mail).
- If no solution to the communication problem can be worked out with you and the person, consider asking if there is someone who could translate or interpret what he/she is saying.

Things to Avoid:

- Do not pretend to understand them when you really do not.
- Do not become impatient or exasperated with the communication.
- Do not finish people's sentences for them.

Rights and Responsibilities

The College, the Student, the Faculty

Faculty Implications

One of the roles of the Director of Disability Support Services is to support faculty by collaborating to provide academic adjustments and to advise the faculty of their obligations and their rights.

Faculty has the Right to:

- Maintain the academic standards set by Chattahoochee Technical College, educational division and TCSG;
- Request a copy of the accommodation form and/or ask the student to complete the accommodation process before providing accommodations every semester;
- Ask a student to meet with them to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids;
- Consult with student and/or a DSS staff member, about the selection of equally effective and appropriate accommodations, adjustments, and/or auxiliary aids;
- Deny a request for accommodation if the student has not been approved for such accommodation after consulting with the DSS department;
- Expect all students to follow the college's published code of conduct
- Refuse to provide an accommodation, academic adjustment, and /or auxiliary aid that is inappropriate or unreasonable because they may:
 - pose a threat to the health and safety of others
 - constitute a substantial change or alteration to an essential element of a course or program
 - pose undue financial or administrative burden on the college

Classroom Behavior

All Chattahoochee Technical College students must adhere to the college code of conduct (refer to college catalog) regardless of disability. Infractions of this code should be directed to the Associate Dean. If the student has been identified as a student with a disability, this information should be provided to the Dean to facilitate collaboration with DSS and counseling services.

Faculty has the Responsibility to:

- Inform students with disabilities of college procedures for accommodating students by directing them to DSS;
- Ensure that college courses, programs, services, activities and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings;
- Refer students when necessary to the DSS or Counseling Services;
- Provide handouts, video tapes, and information in accessible formats upon request;
- Work with DSS to recruit note-takers, isolated testing environments with extra time if allowed;
- Make oneself available to students to discuss accommodations, clarify information, recommend ways to secure tutors, etc.;
- Evaluate students on their abilities, not their disabilities;
- Provide reasonable and appropriate accommodations, academic adjustments, and auxiliary aids for students with disabilities upon timely request by the student as recommended by the Accommodation Letter;
- Allow student to tape record lectures for the purpose of note-taking (students sign a consent form agreeing to use the information for notes only);
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student either verbally or via a "Consent to Disclose" form.

Students with disabilities have the Right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the College,
- Reasonable, appropriate, and effective accommodations, academic adjustments, and/or auxiliary aids determined on an individual basis,
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law,
- College information available in accessible formats.

Students with disabilities have the Responsibility to:

- Meet the College's qualifications and essential technical, academic, and institutional standards to include College's code of conduct,
- Identify themselves in a timely manner as an individual with a disability when seeking an accommodation,
- Meet with a DSS staff member at least once during the semester to review the effectiveness of the accommodations and assistive technology,
- Provide the DSS department official documentation (no more than five years old) from an appropriate source that verifies the nature of the disability functional limitations, and the need for specific accommodations,

- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids,
- Use accommodations appropriately
- Read, understand and sign the Agreement of Student Responsibility
- Notify the DSS department three days in advance of special testing accommodations, as well as notify the instructor that such an accommodation is being requested. Students who do not make arrangements in advance may not receive special consideration.

The DSS Director has the Right to:

- Maintain the College's academic standards and integrity,
- Request current documentation (no older than 5 years) from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids to include assistive technology,
- Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's verbal or signed consent authorizing such discussion,
- Delay the implementation of accommodations 5-7 days if request is made after the semester begins to give faculty/staff the opportunity to prepare for the implementation of requested service or accommodation.
- Select among equally effective and appropriate accommodations, adjustments, and auxiliary aids in consultation with student with disabilities,
- Deny request for accommodation if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested service, the documentation is older than three years, or the documentation is not provided in a timely manner,
- Refuse to provide an accommodation, academic adjustment, and/or auxiliary aid that is/are inappropriate or unreasonable because they may:
 - Pose a threat to the health and safety of others
 - Constitute a substantial change or alteration to an essential element of a course or program
 - Pose undue financial or administrative burden on the College.

The Disability Support Services Department has the Responsibility to:

- Ensure that the college courses, programs, services, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings
- Provide information regarding policies and procedures to students with disabilities and assure the availability in accessible formats upon request
- Counsel student on appropriate career options to include the essential components required of the career, but not to counsel them into more restrictive career paths based solely on their disability

- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by the student
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except when disclosure is required by law or authorized by the student.

Disability Support Services FAQ from Faculty

1. **Does DSS help with the registration process?** Students are asked to become familiar with the registration process via BannerWeb. Of course staff members are available to assist them the first time if need be. Students are asked to meet with faculty advisors to help plan course enrollment.
2. **How do you get enrolled in DSS?** The student is asked to make an advance appointment



with a DSS staff member (contact information on the website). The student needs to bring in all official documentation pertaining to his/her disability and plan to discuss accommodations. A DSS staff member will do an intake, create an Accommodation Letter outlining accommodations that the student is entitled to and ensure that letter is passed along to the student's instructors.

3. **Do all accommodations have to be on the Accommodation Letter?** The letter will include all accommodations the student is entitled to. However, faculty should be aware that not all accommodations will be needed for all classes. For example, if the Accommodation Letter suggest preferential seating, and the class is online, this accommodation is not needed. We encourage the student to make an appointment with each of the instructors and discuss his/her needs in the class. The instructor will not be mandated to make additional accommodations requested by the student, nor will be mandated to give accommodations that compromise the integrity or standards of the course. Instructors, who have questions or concerns about a particular accommodation, should contact DSS.
4. **Does DSS accommodate foreign students that speak different languages?** Student who have English as a Second Language are not eligible for accommodations unless that student has an additional documented disability. Students who are not native English speakers are not entitled to extra time, translation services, or other accommodations reserved for the disabled population.

5. **Will all accommodations be relevant to student's needs?** We make every attempt to link appropriate accommodations to a student's needs based on the documentation provided. Some accommodations may be more relevant to some classes than others. We do not change the Accommodation Letter for each class the student takes; rather we incorporate all accommodations the student is entitled to within the letter. Many of the accommodations that are provided are determined by the professional who diagnoses the disability and not necessarily assigned by the DSS department.
6. **Whose responsibility is it to ensure the instructor knows about the Accommodation Letter?** An Accommodation Letter is sent to the student's instructors at the beginning of the semester. Yet it is the student's responsibility to ensure that the instructor has received the plan and to offer an opportunity to the instructor to understand the accommodations. It is also an opportunity to discuss the plan and decide which accommodations are truly relevant to the class. As the instructor, do I have to comply? Yes, an instructor does have to comply with the letter. Do I have to give an accommodation not found on the list? If a student requests an accommodation not on the plan, the instructor is encouraged to contact DSS to find out if the student is entitled to the requested accommodation based on the student's documentation. In some instances, the student may request an accommodation that is not mandated on a college level, such as the opportunity to use notes on an exam, take an open book test, or receive unlimited absences. Students are made aware of the differences between high school and college accommodations.
7. **What accommodations are provided for students looking to take online classes?** Students are held to the same responsibilities as all students. If a student were to come to class to take a test for mid-term or final, the student may be entitled to extra time on the exam, the use of a large screen monitor, reader, scribe, or other accommodations that may be provided if the student was receiving classroom instruction. Can disabled students be barred from taking online classes? It would be illegal for the College to bar disabled students from taking online courses. Students can be cautioned against taking online courses and the added requirements of online classes are often discussed with the student. However, some students who struggle with chronic illness find that online courses are the only option.
8. **Is there any kind of accountability on DSS for who gets accommodations and how are modifications and accommodations determined?** Accommodations are based on current, official documentation of the disability. In most cases the physician, psychologist, or other professional knowledgeable to diagnose the disability determines the accommodations.
9. **Can the instructors be told of a student's disability?** No, the actual disability is considered confidential. The student may disclose the disability to the instructor, but is not mandated to do so.
10. **Are there any training classes currently concerning DSS?** Faculty is encouraged to watch the training videos posted to Aerie to learn more about DSS, specific accommodations, disability etiquette, etc.

11. **Do the instructors receive testing accommodation requests the same time DSS does?** Yes! What happens after I receive the DSS Testing Request? Disability Support Services schedules the test and a confirmation email goes out to the student and instructor informing them of the scheduled test (day, time, and campus location). The instructor should then provide DSS with the test or the information on how to access the test.
12. **While enrolled in DSS, will a student receive enough training and preparedness for real world careers?** All students will receive the same training and the same exposure to programs as other students. There are no modifications to the actual program; only the way in which the material is presented or received. The only difference is the student may receive accommodations such as extra time or assistive technology to aid them in the learning process.
13. **Will there be more staff to assist students?** The Disability Support Services team is dedicated to assisting students with disabilities. A staff member within our department will assist with any matters related to Disability Support Services.
14. **How do you recommend students for screenings to determine the possible need for DSS?** If a student in your class seems to have a disability, the instructor should alert DSS. The instructor could also ask leading questions, such as “do you have trouble concentrating on the material?” in order to gain insight if the student may qualify for DSS. Once the student discloses that he/she has a diagnosed disability, the student can make the decision to enroll in DSS in order to receive accommodations at Chattahoochee Technical College.
15. **Do Instructors get any information on how to assist in the needs of students with disabilities?** This handbook should provide valuable resources for faculty to refer to when working with students who have a disability. Faculty members are encouraged to contact DSS to receive additional tips and strategies for working with students.
16. **How soon does DSS respond to inquiries?** Via email, voicemail, etc. DSS staff will respond to inquiries within 24 hours.
17. **Who provides training on FERPA?** The Records Office offers training on FERPA.
18. **Whose responsibility is it to find a note taker for a student and when should the paperwork be submitted?** Faculty is asked to approach a potential student note-taker as soon as this accommodation is requested. It is important to choose a student who can be counted on to attend class and take good notes for the student with disabilities. Some students wish to remain anonymous to the note taker whereas other students will be responsible for getting the notes from the student. Note-takers are supplied with carbon-copy paper so can be immediately shared with the student or given to the instructor after class to be given to the student. Where is the paperwork found? The paperwork can be found on the Disability website under Note Taker Instructions. Paperwork must be submitted to DSS immediately.

19. **If a student is legally blind and deaf how do I accommodate or deliver information to this student?** In regard to students with sensory impairments, DSS makes every effort to contact you before the semester begins and discuss the accommodation needs of the student. The student should also be part of the discussions. A student who is legally blind may have some vision and can use assistive technology to enlarge any printed material hand out and may rely heavily on reading software. Many students who are deaf use an interpreter or captionist to understand what is being said in the class room. Faculty must have all videos with closed captioning.
20. **What are the guidelines for testing students in DSS to ensure students will not cheat?** Students are not allowed to bring in any materials to the testing room. Cameras are also utilized and monitored by staff. If the instructor wishes the student be proctored, this will be done. In addition, faculty must provide clear instructions on how he/she wishes the original and completed test delivered.
21. **If a student does not approach me with their information concerning accommodations do I approach them?** Due to shyness or embarrassment, some students are reluctant to contact their instructors to discuss their needs. Many of our instructors, sensitive to this issue, will open a discussion with a student early in the semester --in a private location-- to discuss the student's needs. It is also a good time for the instructor to discuss one's policies on attendance, late assignment submission, and other topics critical for a student's success in the class. Do I have to comply? You must comply with the Accommodation Letter to meet the laws under the ADA.
22. **I teach an online class; what accommodations are acceptable?** Students are held to the same standards as any other student for online courses. It is usually not necessary to extend assignment deadlines unless faculty offers that option to other students or the instructor allows such extensions at his or her discretion. Students who are eligible for extra time on tests should be able to get extended time on tests online and on the final/proctored event when that exam is taken on campus. In some cases, students with medical disabilities may also receive a two-day extension with faculty permission if a disability-related illness causes a deadline to be missed. The student must contact faculty immediately to insure they can receive an extension.
23. **Will DSS decide how many accommodations and what those accommodations will be?** Accommodations are based on the disability, the recommendations of the professional diagnosing the disability, and in some cases based on student recommendations if reasonable. Some students will note success with a previous accommodation and if possible, we will recommend that accommodation if it does not interfere with the student's ability to meet the standards of the class or cause an undue burden on instruction.
24. **By allowing students with disabilities certain accommodations is this not putting them at a disadvantage in the work field?** Not necessarily. We know that many students do not require many accommodations once they enter the workforce unless the disability is severe as in the case of blindness, deafness, visual impairment or mobility issues.

- If ongoing accommodations in the work setting are required, most will work with their employees to receive assistance. Most disabilities are mild enough that once the student receives education and training in a certain field, their disabilities may not play a large role in their workforce success to include additional training, continuing education and the like.
25. **Is there a guideline on how to address behavioral issues in the classroom?** A disability does not justify or excuse poor student conduct. Students who are posing behavior issues in the classroom can be referred to the Intervention Team at Chattahoochee Technical College, academic associate dean, or Director of Disability Support Services can be contacted. Steps will be taken to address the issue with the student immediately. The student will be advised of the Student Code of Conduct. In some cases a student is asked to comply with a behavioral checklist which outlines expected behaviors. Students, who disrupt the class to such an extent that learning is compromised, can be asked to leave the classroom. In some cases, campus police can be summoned.
26. **If a student decides they do not want the services on the Accommodation Letter am I obligated to still provide them? Can the student at a later time decide that they do not want the services?** Students who choose not to use the accommodations recommended can indeed call upon them at a later date if they feel the need. We do encourage students to take advantage of the opportunities that DSS can provide, but we cannot force a student to utilize the services and accommodations. For example, some students who are eligible for extended testing in an isolated environment may choose to take the test with the class initially. If the student feels that approach does not prove conducive to academic success, the student can chose to use that accommodation at the next testing opportunity. If a student later discloses a disability and is offered accommodations, the approved accommodations begin only after the disclosure. Students cannot re-take tests, submit late assignments or otherwise receive accommodations before the disclosure. In addition, after the student discloses a disability, instructors have up to 7 days to provide accommodations for that student, and then only the accommodations approved by DSS. Accommodations are not necessarily made immediately on the student's behalf when a disclosure is made after the start of a semester.

ADA COMPLIANCE STATEMENT

As set forth in its student catalog, Chattahoochee Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law). The following persons have been designated to handle inquiries regarding the nondiscrimination policies: the Chattahoochee Technical College Title IX Coordinator Nickkie Warrington, 980 South Cobb Drive, C1102, Marietta, GA 30060, (770) 975-4023, or Shanequa.Warrington@ChattahoocheeTech.edu and the Chattahoochee Technical College Section 504/ADA Coordinator Caitlin Barton, 5198 Ross Road, Office 132-O, Acworth, GA 30102, (770) 975-4099, or Caitlin.Barton@ChattahoocheeTech.edu.

Chattahoochee Technical College | Disability Support Services

Caitlin Barton

Director of Disability Services & ADA/504 Coordinator

Office: 132-N. Phone: 770-975-4099. Email: Caitlin.Barton@ChattahoocheeTech.edu

Campus Locations

Appalachian Campus
100 Campus Drive
Jasper, GA 30143

North Metro Campus
5198 Ross Road
Acworth, GA 30102

Canton Campus
1645 Bluffs Parkway
Canton, GA 30114

Paulding Campus
400 Nathan Dean Blvd
Dallas, GA 30132

Marietta Campus
980 S. Cobb Drive,
Marietta, GA 30060

Woodstock Campus
8371 Main Street
Woodstock, GA 30188

Mountain View Campus
2680 Gordy Parkway,
Marietta, GA 30066

