

San Diego Continuing Education

Faculty Guide to Services and Instruction for Students with Disabilities

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A very special thank you to Brandi Behringer, San Diego Continuing Education Disability Support Programs and Services counselor, for her outstanding work in updating and revising the Faculty Guide to Services and Instruction for Students with Disabilities.

INTRODUCTION TO DISABILITY SUPPORT PROGRAMS & SERVICES (DSPS)

ADA AND Section 504

Students with disabilities in higher education received the support of Section 504 of the Rehabilitation Act in 1973. This legislation helped to establish services and programs for students with disabilities throughout the 1970's and 1980's. Section 504, which is still in effect, primarily placed the responsibility of providing access to higher education on public institutions, which receive federal funds.

In July of 1990, the disability movement in the United States picked up momentum with the passage of the Americans with Disabilities Act (ADA). The ADA was sweeping civil rights legislation, which provided legal mandate for colleges and universities to provide access for students with disabilities. The ADA covers all aspects of disability in society including employment, education, telecommunications, private sector services, public sector services, transportation and more.

In September of 2008, the Americans with Disabilities Act Amendments Act (ADAAA) was created to encompass a broader definition of disability. The ADAAA changes make it more feasible for an individual seeking protection under the ADA to establish that he or she has a disability within the meaning of the ADA and not undergo extensive documentation.

Over the past decade, San Diego Continuing Education has experienced increases in the number of students with disabilities being served. This is due in part to a variety of specialized classes and programs offered at our sites and providing excellent support systems for persons with disabilities in the mainstream of community life.

The ADA requires each of us to be part of the solution, and to include persons with disabilities in all aspects of academia. As a faculty member, you can assume that roughly 10 percent of your students have disabilities that impact their educational experience. Only about three to four percent of the student population utilizes the services that DSPS offers. If a faculty member notices a student using assistive devices and/or suspects that a student's difficulties stem from a disability, they may contact DSPS for ideas for student support. DSPS encourages faculty members to refer students to DSPS or to ask students whether or not they are utilizing services. ADA emphasizes the direct involvement of the student with a disability in the educational process and in related decision making. An important aspect of student success is empowering them with the ability to make their own decisions.

DSPS ELIGIBILITY

Disability Support Programs and Services (DSPS) provides access and accommodations for eligible students as required by law. In 1977, DSPS was enacted through the passage of AB-77 (Lanterman), which provided funding for support services and instruction for students with disabilities. Currently, DSPS in Continuing Education is a thriving entity, which is supported by various funding sources including state categorical funds, the college district and the state Department of Rehabilitation.

The DSPS Department offers students access to a variety of specialized support services and assistive equipment. DSPS is a confidential, no cost service available to adult students 18 years or age or older. These Services are intended to assist students with disabilities to more successfully participate in DSPS and regular academic/vocational classes and programs. It is the goal of DSPS to provide these services in a timely manner. Student participation is voluntary.

DSPS provides a wide range of support services and instruction to students with a verifiable disability. These may include:

- registration assistance
- learning disability assessment
- counseling: academic, vocational and disability
- sign language interpreting
 - speech to text (STS)
- specialized equipment loan
- access technology
- alternate media
- specialized resource groups
- campus liaison
- NCR paper for note taking
- community liaison
- specialized classes
- testing accommodations

The above support system enables students to participate in activities and classes offered by Continuing Education.

In some cases, the student may present an Authorized Academic Accommodations form to the instructor. This form indicates what accommodations have been authorized by the DSPS counselor.

STUDENT ACCOMMODATIONS WHICH DIRECTLY IMPACT FACULTY

The role of the DSPS counselor is to determine the eligibility of the student for an accommodation based on the educational limitation of the disability. As an instructional faculty member, you will become directly involved in the process of providing accommodations for students. To make the accommodation a successful one requires collaboration among the instructional faculty member, the student, and the DSPS counselor. DSPS encourages instructional faculty to provide input regarding the academic conditions that affect the implementation of the accommodation. The following are some of the student accommodations which require faculty involvement to be successful:

Special Testing Procedures

The most appropriate method of administering a test depends upon the student's disability and the design of the test. The purpose of this service is to allow an equalized testing opportunity in order for the student to accurately demonstrate his/her knowledge.

DSPS frequently assists students to seek special accommodations for students taking the High School Equivalency Exam. Some of the possible accommodations may include:

- Additional time
- A distraction-reduced environment
- A scribe
- Alternate formats
- A reader or screen reading technology

Instructor Liaison

A DSPS counselor may contact you to discuss the learning needs, specific accommodations, or provide disability education pertaining to a specific DSPS student. The DSPS department prefers and encourages students to learn self-advocacy skills in which they communicate directly with their instructors regarding their disabilities. However, new students sometimes need assistance with this process and the DSPS counselor becomes involved as the facilitator of communication.

Note taker Service

A common concern for students is solving the problem of taking notes. The DSPS office provides special NCR paper, which can be shared between the student and the note taker. The most logical choice of a note taker is a student who is also enrolled in class.

As the instructor you are usually the most appropriate individual to assist the student with the selection of note taker. You may do this by asking for a volunteer in the class. You may also provide a copy of your lecture notes if there is not a qualified note taker or you feel the student would benefit most from this accommodation.

Specialized Equipment

A variety of specialized equipment is available through DSPS for individual loan such as spell checkers, assistive listening devices, closed circuit television (print enlarging equipment), and digital recorders. Adjustable tables, ergonomic chairs, adapted keyboards, and scanners for Kurzweil are also located on campus as needed. Additionally, Deaf students have access to videophone at ECC.

Text in Audio Format

Some students with disabilities qualify to receive assistance with reading their course textbooks and materials. It is the responsibility of the student to seek out the support services. The DSPS office may provide texts in electronic format for students who have difficulty with visual processing, text processing disorders, vision limitations or other difficulties.

Service Animals

Qualified student with disabilities may use service animals in classes after receiving approval through the DSPS office. Students who are not enrolled and traversing general campus areas DO NOT need approval for service animals by DSPS. Students must sign a “DSPS Service Animal Agreement” form each semester. Please refer all inquiries or questions regarding service animals to DSPS office at your campus. A green sticker will be given to the student to place on the back of their student attendance card as verification.

In Classroom Support

Some students are connected with outside agencies and are eligible for in classroom support. Support aids are provided to the student for daily support by their agency (TRACE, ect) and are allowed to help the student in the classroom. A visitor agreement form is available in the DSPS office for support aids if they are needed in the classroom.

Access Technology

Access to computers for educational content (or other) and all media receives the same legal consideration as access to facilities for persons with disabilities. Students (and employees) with disabilities have the right to utilize technologies as everyone does. There has been rapid progress in the development of specialized software and hardware for persons with the most severe disabilities. Currently, several Continuing Education classrooms are equipped with print enlarging and voice software. Example include: JAWS, ZoomText and Kurzweil.

Alternate media (DVD's, YouTube, etc.) must have captioning if a student that is hearing impaired is present. Most alternate media devices have a captioning setting that can be turned on.

Speech-to-Text Services (STS)

Students who do not use sign language or cannot access information presented orally may need Speech-to-Text Services. This involves a service provider transcribing a lecture into written language that is then displayed on a laptop computer screen for the student. The service provider may be in the classroom or at a remote location. Speech-to-Text Services include Real-Time Captioning (RTC) service and TypeWell service.

TypeWell is a method of providing real-time communication access to deaf and hard of hearing students through the use of a speech to text transcription service. It uses a spelling based, abbreviation system and provides a meaning for meaning transcript. The deaf or hard-of-hearing student reads the transcript in real-time from a display.

RTC involves a service provider using court reporter (stenotype) equipment transcribing a lecture into written language that is then displayed on a laptop computer screen for the student. A RTC provider will render nearly instantaneous English text translation of the spoken English as nearly word for word as possible while striving to convey the content and spirit of the speaker's message.

Deaf and Hard-of-Hearing Students' Access to Instructional Materials and Videos

Federal and State laws, including Title II of the Americans with Disabilities Act, Section 508 of 1973 Rehabilitation Act, and SB 105 and AB 386 regulations, require that instructional materials, including printed, non-printed, and computer-based information, are accessible. If you are showing videos or DVDs in your class, keeping them on reserve at the library or resource center, or if your text book(s) includes DVD, CD, video, video clip on Internet, etc., please check to see if they are captioned. Open or closed captioning is fine.

Additionally, please check the equipment in your classroom. The television's closed-captioned option must be turned on. If you require assistance, please contact the AV department before the day you are scheduled to show the video. If your classroom television does not have a captioning option, the AV department can install a decoding device.

If the videos/DVD are not captioned, you cannot show them in class even when you have speech-to-text services available. You are strongly advised not to use text books with companion electronic materials if such materials are not accessible. Thank you for your attention to this critical regulation. Please contact the DSPS counselor on your campus if you have questions or need clarification.

DSPS classes and Programs

DSPS offers a variety of classes and programs for students with disabilities. Classes are open entry/open exit with a maximum class size determined by the dean. Some examples of DSPS classes include: Basic Education, Adapted Arts and Crafts, Occupational Opportunities, Physical Fitness-Disabled and Cognitive Retraining/ABI.

The list of classes offered can be found in the Continuing Education schedule on the “Disability Support Programs and Services” page. You may find this information on the web at www.sdce.edu, click on the heading labeled “Student Services,” and then click on the subtitle “Disability Support Programs and Services.” On this page you will have access to requirements for eligibility, accommodations and services, WorkAbility III and the DSPS schedule of classes.

A WorkAbility Program is also available for students with disabilities who may need assistance in pursuing their vocational goals while attending Continuing Education classes. Services include:

- career counseling and guidance
- job seeking skills training
- support in securing internships/work experience
- on-the-job accommodations

Students may ask the DSPS counselor to provide this referral.

INFORMATION ON SPECIFIC DISABILITY POPULATIONS

Mobility Impairments

This disability will usually be observable to some extent and educational limitations will revolve around providing physical accommodations. Students with mobility impairments may use wheelchairs, crutches, braces, walkers or canes to move about; however, not all students with mobility impairments require mobility aides.

Working directly with the student may be the best way to provide modifications to the work/classroom environment. It is important that you always allow a student with a mobility disability to be as independent as possible in the educational environment. Talk directly to students and involve them in the process of implementing the accommodations. If talking to a student who uses a wheelchair for more than a few minutes, sit down or kneel if convenient.

Accommodations to support students with mobility impairments may include (but are not limited to):

- reviewing emergency evacuation plans based on student needs
- identifying accessible locations for field trips
- allowing more time to travel to or between classes
- adjustable desks
- ergonomic chairs

Visual Impairment

Even though a visual impairment is considered a low incidence disability, Continuing Education has experienced an increase in this student population over the past few years. The totally blind student is a small minority; most are considered “legally blind.” Even with correction, a legally blind person’s best eye sees less at 20 feet than a normal eye sees at 200 feet.

Students who have been blind since birth have no visual memories or references. Mobility Skills may vary depending on mobility training and skill. Some students may use Braille with confidence, but many do not use it. Many students with visual impairments can acquire information through listening. Some may be competent typists, but lack written communication and spelling skills due to their dependence on audio information.

Accommodations to support for students with visual impairments may include (but are not limited to):

- seating arrangements near the front of the classroom
- alternative formats for written materials (i.e.: enlarged syllabus)

- use of a closed circuit television (CCTV) to enlarge written materials on a monitor
- specialized computer programs
- use of scanners
- copies of your lecture notes and overheads
- books in audio format
- note takers
- extended time on tests
- use of tape recorders

Deaf and Hard of Hearing

Hearing Impairment, referred to as all types of hearing loss, is the most prevalent chronic physical disability in the United States, with over 13 million individuals being affected. Students who are Deaf or hard of hearing will typically function very independently in your class with one or more basic accommodations. Because there is a wide range of hearing loss from mild to profound, the educational limitations of the student will vary.

The Interpreting Services Office, available through the DSPS office, will assist you in working effectively with the student and the sign language interpreter in your class. Lighting is very important when communicating with a person that is hearing impaired. Adequate lighting allows the student to see you or the sign language interpreter. Facing the Deaf or hard of hearing student when talking, and not over exaggerating your lip movements may be helpful.

Accommodations to support students who are Deaf or hard of hearing may include (but are not limited to):

- use of sign language (interpreter)
- Speech to Text Services (STS)
- seating near the front of the class
- additional pauses during lectures
- extended time on exams
- note takers
- patience during in-class questions
- use of assistive listening devices.

Interpreters in Your Classroom

An interpreter's role is to facilitate communication and convey all auditory and signed information so that both hearing and Deaf individuals may fully interact. When speaking with deaf people, address the Deaf person directly, and the message will be conveyed accordingly. Avoid asking the interpreter "tell him/her..." Do not ask the interpreter any personal questions

about the student. In order for Deaf people to follow the instructor, the interpreter needs to sit or stand near the focus of attention. It is important not to block the line of sight of student and interpreter. During a lecture or discussion, the interpreter is often a sentence or two behind. Therefore, Deaf students cannot respond immediately after the instructor has finished. It is important to allow for this processing time so that deaf people can fully participate in the discussion.

The interpreter will wait 20 minutes for the student to arrive to class. If the student does not arrive by that time, the interpreter will leave. Interpreting services may be suspended if a student does not notify our office of an absence. Plan some strategic breaks so that both the student and interpreter can enjoy a mental and physical break. Receiving information visually without breaks can be tiring and cause eye fatigue for Deaf students.

Speech-to-Text Services (STS)

There are two different speech-to-text transcription systems. You may work with a Real-Time Captioner or a Typewell Transcriber. The speech-to-text service provider would transcribe the lecture and the student reads a record of this on a laptop computer.

An electronic transcript will be provided to the student after class. The student agrees to use the transcripts solely for his/her personal and academic use, and may not share them with any other students. The speech-to-text service provider may sit next to the student, usually off to one side where there is an electrical outlet. The front of the classroom is often an optimal location.

Lecture notes, handouts, technical vocabulary lists or textbooks that can be made available to the speech-to-text service provider will allow the provider to add the key vocabulary words to his/her electronic dictionary to ensure smooth, quality service delivery.

Helpful Hints: Speech-to-Text Services

- The speech-to-text service provider would transcribe the lecture and the student reads a record of this on a laptop computer. An electronic transcript will be provided to the student after class. The student agrees to use the transcripts solely for his/her personal academic use and may not share them with any other students. The speech-to-text service provider may sit next to the student to allow the student to read the monitor, usually off to one side where there is an electrical outlet. The front of the classroom is often an optimal location.
- Lecture notes, handouts, technical vocabulary lists or textbooks that can be made available to the speech-to-text service provider will allow the provider to add the key vocabulary words to his/her electronic dictionary to ensure smooth, quality service delivery. The speech-to-text service provider will typically sit in the front of the

classroom near an electrical outlet so that the deaf/hard-of-hearing students can see you, the board, and the speech-to-text provider.

- When communicating with deaf/hard-of-hearing students, look and speak directly to the student as you would a hearing person. Instead of "Tell her she did well on the exam", say "Ann, you did well on the exam".
- The speech-to-text service provider may voice (speak) for the deaf/hard-of-hearing students when s/he types a question or comments during class. Some students may choose to speak for themselves.
- The speech-to-text service provider will wait 20 minutes for the student to arrive. If the student does not arrive by that time, the speech-to-text service provider will leave. Additionally, if the student arrives late (but before the speech-to-text service provider is to leave), the speech-to-text service provider WILL NOT begin transcribing until the student arrives.

Speech-to-text services may be suspended if a student does not notify the ISO office of an absence 2 times with more than 24 hours notice.

Students with Unobservable Disabilities

Unobservable disabilities are among the fastest growing disabilities in Continuing Education. Due to improved identification and instructional methods, growing assistive technologies, advancing rehabilitation strategies, enhanced medical interventions and more effective prescription medications, you will continue to find more of these students requesting accommodations in your classes. These disabilities will be more difficult to see but can sometimes present barriers to education more than some very visible disabilities. Your openness to recommended accommodations often plays a decisive role in the academic success of the student in your classroom.

Learning Disabilities

A learning disability is a permanent disorder that affects the manner in which individuals process, retain or express information. Common areas of deficit include:

- reading comprehension
- spelling
- written expression
- math computation
- problem solving
- organization
- social skills

A student with a learning disability functions in the average to above-average range of intelligence. The educational limitations of a student with a learning disability will vary depending on the nature of the disorder. All California Community Colleges apply uniform eligibility criteria in determining if a learning disability is present. Some students were identified as learning disabled in the K-12 system. However, a significant number of students are not identified until they reach the community college system. The DSPTS learning disabilities specialist and counselors are available to you to discuss the accommodations requested by the student in your class. In addition, you may refer students to DSPTS who are having difficulties in the areas described above for an evaluation.

Accommodations which may be provided for students with learning disabilities include (but are not limited to):

- extended testing time
- use of tape recorders for lectures
- textbooks in audio format,
- note taking assistance
- referral to a resource group
- welcoming a DSPTS resource instructor into your class to assist students with class work.

Additional pauses during lectures, to allow students to process new information or ask questions, may be helpful to these students.

Psychological/Psychiatric Disabilities

A psychological disability is defined as a persistent psychological or psychiatric disorder, emotional or mental illness (that adversely affects educational performance). As is the case for many students with unobservable disabilities, these students can be hesitant to disclose their disability. While many are stable and show no symptoms, others may have fluctuations in behavior and performance.

The two most common psychological disabilities among students are depression and anxiety. A student with depression may appear as apathetic, disinterested, inattentive, irritable, have memory problems or fatigue. A student with anxiety may appear as inattentive, worried, fidgety and/or experience shortness of breath, sweating, or fatigue. Many students experience side effects from medications they are taking and may request modifications. It has been the experience of the DSPTS staff that most students with psychological disabilities are not disruptive.

As with other students with disabilities, students with psychological/psychiatric disabilities may require accommodations and additional support to be successful in class. However, working

successfully with this student may require you to examine your own understanding and beliefs about mental illness.

Accommodations to support for students with psychological/psychiatric disabilities may include (but are not limited to):

- additional times on tests
- breaks during class or water in class
- tape recording lectures
- more than occasional absenteeism.

Acquired Brain Injury

On occasion you will encounter a student with an acquired brain injury (ABI), which is the result of an accident (traumatic brain injury), stroke, tumor, cerebral infection or anoxia. The student may or may not show physical evidence of the impairment, but may demonstrate difficulty with short or long term memory, attention span, organization, vocabulary, fine motor skills, impulse control, speech and/or other related characteristics. If you suspect or the student shares having an acquired brain injury, you may recommend they see the Continuing Education counselor for a referral to DSPPS. Continuing Education offers excellent ABI programs. The largest program is located at the Continuing Education Mesa College Campus. Combined, these groups serve over 250 students per year.

Accommodations to support students with an ABI may include (but not limited to):

- note taking assistance
- additional time on tests
- voice recognition software
- screen readers
- tape recording lectures
- extra breaks during class time
- computer assisted learning.

Intellectually Disability

This student exhibits below average intellectual functioning and potential for measureable achievement in instructional and employment settings (Section 56040 of Title 5 of the California Code of Regulations). This student must be provided access to the class/program that best meets his/her educational needs and promotes maximum independence and integration for the student.

Students who are intellectually disabled learners can be successful in mainstream classrooms that provide a learning environment that is self-paced and focuses on the student's areas of strengths. On occasion you may notice a student falling behind in your class because it takes longer for him/her to learn and process new information. Please contact the DSPS department for referral or assistance in working with this student.

Accommodations to support students with intellectual disabilities may include (but not limited to):

- additional testing time
- proceeding slowly through intense amounts of information
- use of tape recorders
- assistance with finding a note taker
- making arrangements with the student regarding in-class discussions.
- in class support aid

Autism Spectrum Disorder

Autism is a developmental disability that adversely affects verbal and nonverbal communication and social interaction that can significantly affect their educational performance. Autism is generally diagnosed before the age of three and is classified as mild, moderate and severe.

Autism can affect a child's learning due to problems with verbal and nonverbal communication, impaired social interaction, resistance to environmental change or change in daily routine and unusual, repetitive, or severely limited activities and interests. Generally, if a child is diagnosed before or around the age of three, they will be eligible for special education classes that will enable them the opportunity for a successful learning environment.

Students with autism sometimes face academic barriers such as: hindered ability to communicate, disinterest in material, disruptive behavioral issues and/or trouble following directions. Students with autism may be successful in the classroom with accommodations and additional support. Students can also be more likely to succeed in classrooms that provide a learning environment which focuses on the student's strengths and abilities and possibly, a self-paced atmosphere.

Accommodations to support students with autism may include (but are not limited to):

- Computer assisted learning
- Tape recording lectures
- Additional time on tests
- Note taking assistance
- Proceeding slowly through intense amounts of information
- Making arrangements with the student regarding in-class discussions

- in class support aid

Down's Syndrome

Downs' Syndrome is a chromosomal abnormality that inhibits their intellectual functioning. Students with Down's Syndrome typically exhibit intellectual challenges, short attention spans, problems with word articulation and hearing difficulties. In order for this student to be successful in the classroom, it is imperative to offer an inclusive environment that will promote educational and social integration in the classroom.

Students with Down's Syndrome can be successful in mainstream classrooms if there is high quality instruction and solid intervention to help the student academically succeed. A teacher using authentic real world examples and concrete materials, would best suit this student. Talking directly to the student in a slow, soft manner will also greatly benefit their learning. Please contact the DSPTS department for referral or assistance in working with this student.

Accommodations to support student with Down's Syndrome may include (but not limited to):

- Additional testing time
- Proceeding slowly through intense amounts of information
- Note-taking assistance
- Extra breaks during class time
- Computer assisted learning
- Seating in front of classroom and away from windows

Medical and Other Disabilities

This category includes all other verifiable disabilities and health related limitations that adversely affect educational performance but do not fall into any of the other disability categories. Some disabilities in this category include: environmental sensitivities, attention deficit/hyperactivity disorder (ADHD), arthritis, HIV, epilepsy, diabetes, etc.

Accommodations which you may be supporting for the student with medical disabilities may include (but not limited to):

- water in the classroom
- frequent breaks
- special test conditions
- other accommodations to be determined on a case by case basis.
- in class support aid

Resources to Learn More About Specific Disabilities

Acquired Brain Impairment

- www.sdbif.org
- <http://www.sfsu.edu/~dprc/tbi.html>

Autism Spectrum Disorder

- <http://www.thearc.org/page.aspx?pid=2536>
- http://www.projectindependence.org/index.php?option=com_content&view=article&id=70:tips-for-working-with-children-with-autism-spectrum-disorder&catid=37:national-resources&Itemid=73

Down's Syndrome

- <https://www.ndss.org/Down-Syndrome/What-Is-Down-Syndrome/>
- <http://speialed.about.com/od/disabilities/a/downs.htm>

Hearing Impairments

- <https://sds.ucsf.edu/sites/sds.ucsf.edu/files/PDF/hearing.pdf>
- <http://www.nlm.nih.gov/medlineplus/hearingdisordersanddeafness.html>

Intellectual Disability

- <https://www.bced.gov.bc.ca/speialed/sid/>
- <http://www.thearc.org/page.aspx?pid=2543>

Learning Disabilities

- <http://www.nclld.org/types-learning-disabilities>
- <http://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/>

Psychological/Psychiatric Disorders

- http://www.nami.org/Template.cfm?Section=By_Illness
- http://www.ncset.hawaii.edu/institutes/mar2004/papers/pdf/Souma_revised.pdf

Visual Impairments

- <http://www.cedu.niu.edu/~shumow/itt/visualimpairment.pdf>
- <http://www.nlm.nih.gov/medlineplus/visionimpairmentandblindness.html>

Frequently Asked Questions

1. Are course and test requirements waived or modified for students with disabilities?

No. All students must meet both the course curriculum and test requirements for completion of course or program. Students are encouraged to meet all requirements as outlined by the instructor. Appropriate support services are available to assist them.

Pre-enrollment placement testing, such as the TABE test, may be modified/accommodated if the student has a reading or math disability.

2. When should I refer a student to DSPTS services?

If you suspect that a student in your class has a disability, you are strongly encouraged to refer the student to the site counselor for assistance. A student is only to be referred to the site counselor if the student appears to have a need for DSPTS services. For example: Do not refer every student with a disability to DSPTS if their disability does not require accommodations in the classroom. If the student does require accommodations, the site counselor will complete the DSPTS Referral form and forward it to the appropriate DSPTS counselor.

For more information on the referral process, please see next page.

3. What is the correct way to refer a student to DSPTS if you suspect the student to have an unobservable disability?

If you suspect that a student may have an unobservable disability and you are unsure how to approach the situation, please call the DSPTS counselor who serves your site to discuss possible ways to refer the student. Do not delay; your referral may make the difference in whether the student succeeds in your class or not.

4. Are students with disabilities exempt from the District's Code of Conduct?

No, students with disabilities enrolled in Continuing Education classes are subject to same rules and regulations as other students. If an incident occurs that involves a DSPTS student, disciplinary action should follow the same administrative procedures. However, if you suspect that the behavior is directly related to the nature of the student's disability, please consult with the DSPTS counselor for clarification and instructional strategies.

A helpful resource that describes the procedure for handling any disruptive or distressed student is the Crisis Prevention and Intervention Guide. You can obtain one in your campus counseling or main office.

San Diego Continuing Education **DSPS Referral Process**

The mission of Continuing Education (CE) Disability Support Programs and Services (DSPS) is to provide ongoing learning opportunities, preparing diverse individuals for career advancement, a college education, or enriched lives through good health and personal fulfillment. DSPS achieves this by providing support services and instructional programs to students as well as consultative support to site counselors and instructors. These services are in accordance with the American's with Disabilities Act-Amendments Act (ADAAA) and section 504 of the Rehabilitation Act of 1973. National research indicates that 1 in 10 students have a disability.

DSPS is a voluntary service available to student who desire assistance. Students should only be referred once they give consent for DSPS to be contacted.

GUIDELINES FOR REFERRING TO DSPS

Why to refer?

There are two common reasons for an instructor to refer a student to DSPS

1. A student identifies them self as having a disability and is having academic difficulty.
2. The instructor observes that the student is having difficulty learning the course material for some reason (for example, cannot see words on page, low reading level that is not improving, cannot sit in the seat/fidgets, cannot remember material taught, etc.).

How to Refer?

The next step is to talk to the student. Ask them if they are having difficulty and would be interested in assistance. If they do want assistance, the instructor may refer them to see a site counselor or contact DSPS counselor.

What does the student experience once referred?

Step 1: Site Counselor meets with student

The site counselor will screen the student and confirm their desire to be referred for DSPS services. They will fill out a DSPS Referral Form, complete with the student's signature, and sent to site DSPS Counselor.

Step 2: DSPS Counselor meets with student

The DSPS counselor will conduct an Intake and explain the DSPS role and services. Medical or other types of verification information is collected or the student is referred to the appropriate professional (i.e. physician, psychiatrist, CE LD Specialist, etc.) for verification of their disability and information on their functional limitations.

Step 3: Assessment for Learning Disability (as appropriate)

If the student needs to be tested for learning disability, this may be done by the CE LD Specialist, after a screening has been done by a DSPS counselor. All other disabilities must be ruled out first. Assessment usually requires a minimum of four hours and can be completed in four sessions.

Step 4: Recommendations and Student Education Contract (SEC)

The DSPS counselor will again meet with the student, once medical information and/or testing is received and will provide the student with academic recommendations. These may include referrals to other district classes or programs, community referrals, or specialized equipment for use in class.

The student and counselor will then complete a Student Education Contract (SEC). The SEC is a written plan of the services the student is being provided, signed by the student and the counselor. With permission of the student, their instructors and counselors will be told about their educational needs and the strategies and accommodations needed for them to do well in the class. In some cases, the student may present the Authorized Academic Accommodations form to the instructor. This form indicates what accommodations have been authorized by the DSPS counselor. (See following page).

Students who are tested for a Learning Disability will receive a written report of their strengths and weaknesses, recommended strategies for their limitations and to become a more successful student.

CONFIDENTIALITY: Once a student is referred to DSPS, the information they share is confidential. They must give written permission for DSPS to disclose any information regarding the student's disability. Students usually do wish to share relevant information.

SUMMARY

- 1. The site counselor is the first point of contact for the student, unless student initiates direct contact with DSPS.***
- 2. DSPS is voluntary; students must consent to a referral and have the right to decline services at any time.***
- 3. Student information will be treated as confidential unless written consent is given to disclose. Student confidentiality applies to instructors, as well as counselors. Instructors should not share student information with other instructors without prior consent of the student.***



**SAN DIEGO COMMUNITY COLLEGE DISTRICT (SDCCD)
 DISABILITY SUPPORT PROGRAMS AND SERVICES (DSPS)
 VERIFICATION OF DISABILITY**
 (A photo copy is valid as the original)

AUTHORIZED ACADEMIC ACCOMMODATIONS

Student: _____ Semester: _____

This verifies that the above-named student is eligible for disability-related accommodations as defined under Section 504 of the Federal Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. This information is confidential. In order for this student to have an equal opportunity, the following academic accommodations are authorized:

- Notetaker:** A student volunteer uses special carbonless (NCR paper) available in the DSPS office.
- Tape Recorder:** Tape recorded lectures are for individual student use only.
- Preferential Seating:** The student needs a seat ___ in front ___ in back ___ near the door of the classroom
- Assistive Computer Technology:** The student uses screen reader software, adaptive hardware, text magnification or voice recognition software
- Classroom Furniture/Environmental Modifications:** _____
- FM System:** Wireless amplification device worn by student while a microphone is used by the instructor.
- ASL Interpreters**
- Real-Time Captioning/Typewell**
- Testing Accommodations:** Exams will be administered by the instructor with the following modifications:
 - ___ Extended time (1.5x) (2x) (Other) ___ Scribe
 - ___ Distraction reduced setting ___ Oral or taped administration
 - ___ Calculator and/or Multiplication Tables
- Priority Registration**
- Disability Management Counseling**
- Frequent Breaks**
- Resource** _____
- Alternative Text Format** (E-Text or Books on Tape)
- Campus Liaison** (Faculty, Staff, Administration)
- Other:** _____

Counselor Signature: _____ Date: _____

Student Signature: _____ Date: _____

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