

EXAMPLES OF ACCOMMODATIONS AND ASSOCIATED DISABILITIES

(Examples are not inclusive)

In the Classroom Environment -

1. Note taking assistance –appropriate support for a variety of disabilities
2. Sign Language Interpreter – hearing impairment
3. Assistive Listening Device – hearing impairment
4. C-Print Captioning (“real time” speech-to-text transcription) – hearing impairment
5. Special Allowances for Classroom Participation – learning disability, psychological disability, brain injury, Asperger Syndrome
6. Disability-related Absences – chronic health impairment, psychological disability

In the Testing Environment –

1. Extended Time – appropriate support for a variety of disabilities
2. Alternate Testing Rooms – appropriate support for a variety of disabilities
Student may need a *private testing room* if using assistive technology, or a *quiet testing room* that is free of distractions
3. Write Directly on the Test – visual impairment, learning disability, disability-related fine motor issues
4. Reader or Proof Reader – visual impairment, learning disability, brain injury, other learning disorders
 - Reader reads test questions as often as needed within the allowed test time
 - Proofreader reads back what student has written exactly as written by student. The Proofreader *cannot* edit, emphasize, or give any comment on what students write.

In Both Classroom and Testing Environments –

1. Assistive Technology/Accessible Media
 - Screen reading software – visual impairment, learning disability, other learning disorder
 - Speech-to-text technology – learning disability, inability to use arms
 - Screen magnification – visual impairment
 - Computer with spell and/or grammar check – learning disability, other learning disorder
 - Use of a non-programmable (simple four-function) calculator
 - Captioned films and videos - hearing impairment
2. Formula Sheet or Word Bank – brain injury, learning disability, other learning disorder
3. Scheduled Breaks – chronic health impairment, ADHD
4. Physical Access – mobility impairment, visual impairment

PROGRAMS AND ACTIVITIES FOR STUDENTS WITH DISABILITIES

First Year Foundation

The *First Year Foundation* (FYF) is a program designed to increase academic success and improve retention and completion rates for students with disabilities. The program has two components; a two-day summer workshop for first year students with disabilities, and a ten-month peer mentor program. During the summer workshop, new students learn about campus resources, receive assistive technology training, and engage in authentic practice of active learning strategies.

Peer Mentor Program

Mentors participate with first year students with disabilities during the First Year Foundation. They organize activities, participate in table discussions of learning strategies, and promote engagement for new students. In fall and spring semesters, the peer mentors coordinate monthly activities to develop personal connections and promote a smooth transition to college life. The activities always have both a social component (usually involving food) and a learning component (such as visiting a campus resource or doing a StrengthQuest activity).

Goals for those who participate in the programs are as follows:

1. Increase retention rates for first year students with disabilities by 5%
2. Increase completion rates for students with disabilities by 5%
3. Improve self-efficacy as a college student for students with disabilities (anecdotal data)
4. Develop leadership skills through mentoring, for those mentors with disabilities (anecdotal data)