



The EAC Faculty  
Handbook—  
***What You Need to  
Know***

*"If you embrace **DIVERSITY** but ignore **DISABILITY**, you're doing it wrong..."*

The purpose of this handbook is to help faculty navigate the many challenges inherent with providing students with an ADA-complaint campus. The best way to assist you with this endeavor is to inform you about who we are and what we do.

## Who Are We?

The Educational Assistance Center (EAC) at Oxnard College is the department in Student Services where students with a verifiable disability can come for support services. These services may include, but are not limited to:

- Priority registration
- Registration assistance
- Academic counseling
- Alternate media
- In-person orientation
- Sign Language interpreting
- Learning Disability assessment
- Learning Skills classes
- Amigo electric scooters
- Test taking accommodations
- Adaptive Computer Lab – High Tech Center

The following faculty and staff are located within the EAC:

Leo Orange, EAC Coordinator.....	x5030
Jennifer Ruppert, EAC Counselor.....	x5320
America Barroso, EAC Counselor.....	x5857
David Lopez, EAC Counselor (Part-Time).....	x5140
Stacey Gould, LD Specialist.....	x5238
<i>Della Newlow, Instructor/LD Specialist (On Sabbatical until Fall 2025)...</i>	x5104
Heather Molloy, Instructor.....	x5830
Patricia Cowan, Instructor (Part-Time).....	x5830
Joanne Chang, Instructor (Part-Time).....	x5830
Steve Turner, Instructor (Part-Time).....	X5830
Nate Streeper, Alternate Media Specialist.....	x5126
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Educational Assistance Center is located in the Student Services Building, Room 118.

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## **What Do We Do?**

The EAC is tasked with supplying students with verified disabilities with the support they need as mandated by state and federal law as well as District policy. The goal is to maintain academic integrity while adhering to laws and policies.

## **What You Need To Know**

The following information is important with which to familiarize yourself to ensure your classes are compliant with current state and federal laws.

### **Americans with Disabilities Act (ADA)**

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as

- a person who has a physical or mental impairment that substantially limits one or more major life activities,
- a person who has a history or record of such an impairment,
- or a person who is perceived by others as having such an impairment.

The ADA does not specifically name all of the impairments that are covered.

### **ADA Title II: State and Local Government Activities**

Title II covers all activities of State and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.

### **ADA Title III: Public Accommodations**

Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by Title III.

Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment. They also must comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies; practices; and procedures; effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Additionally, public accommodations must remove barriers in existing buildings where it is easy to do so without much difficulty or expense, given the public accommodation's resources.

**Courses and examinations related to professional, educational, or trade-related applications, licensing, certifications, or credentialing must be provided in a place and manner accessible to people with disabilities, or alternative accessible arrangements must be offered.**

Commercial facilities, such as factories and warehouses, must comply with the ADA's architectural standards for new construction and alterations.

### **Rehabilitation Act**

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in title I of the Americans with Disabilities Act.

### **Section 504**

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

### **Section 508**

Section 508 establishes requirements for electronic and information technology developed, maintained, procured, or used by the Federal government. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user. For example, a system that provides output only in visual format may not be accessible to people with visual impairments and a system that provides output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may need accessibility-related software or peripheral devices in order to use systems that comply with Section 508.

## **Statute Citations**

### **Americans with Disabilities Act of 1990**

42 U.S.C. §§ 12101 et seq.

Implementing Regulations:

29 CFR Parts 1630, 1602 (Title I, EEOC)

28 CFR Part 35 (Title II, Department of Justice)

49 CFR Parts 27, 37, 38 (Title II, III, Department of Transportation) 28 CFR Part 36 (Title III, Department of Justice)

47 CFR §§ 64.601 et seq. (Title IV, FCC)

### **Section 501 of the Rehabilitation Act of 1973,**

as amended 29 U.S.C. § 791

Implementing Regulation:

29 CFR § 1614.203

### **Section 503 of the Rehabilitation Act of 1973,**

as amended 29 U.S.C. § 793

Implementing Regulation: 41 CFR Part 60-741

### **Section 504 of the Rehabilitation Act of 1973,**

as amended 29 U.S.C. § 794

Over 20 Implementing Regulations for federally assisted programs, including: 34 CFR Part 104 (Department of Education)

45 CFR Part 84 (Department of Health and Human Services) 28 CFR §§ 42.501 et seq.

Over 95 Implementing Regulations for federally conducted programs, including: 28 CFR Part 39 (Department of Justice)

### **Section 508 of the Rehabilitation Act of 1973,**

as amended 29 U.S.C. § 794d

## What You Should Know About Personal Liability

The laws regarding disabilities and discrimination are not vague, and the school does not protect you from penalties incurred. Case in point: *Dinsmore v. U.C. Berkeley*. In this case, a professor at U.C. Berkeley felt that no one had the right to dictate how the class was to be taught. The professor refused a student extra time to take an exam, an accommodation that was recommended by the DSPS staff. The student sued, and the judgement favored the plaintiff. Most importantly, it was also found that since the institution had recommended the accommodation and the professor refused it, the professor was at fault, not the institution. In this situation, the professor was **personally** liable.

## What You Should Know About Academic Freedom

Your rights to academic freedom are important. Disability regulations do not dictate what you teach, but rather asks you to shift your paradigm and think broadly when crafting a new lesson. Try to utilize all your senses, or as many as you can to reach more students and their learning styles. Try to create products in as many formats as you can (e.g. test in both scantron and essay form). No one wants to control what you do in the classroom, we simply want your curriculum to be accessible to as many students as possible.

## What You Should Know About Captioning

As stated in Section 508 of the ADA law, federal law requires “electronic and information technology to be accessible to people with disabilities, including employees and members of the public. An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user”. This means if you intend to show a video, of any length, **IT MUST BE CAPTIONED**. If there are interpreters in the classroom, this DOES NOT mean you don’t need to caption the video. The student will have to watch the interpreters, not the screen, and will miss all the visual cues the other students will be seeing, thus it is not EQUAL ACCESS to information and therefore discriminatory. If you have an online curriculum that includes videos or lectures, get them captioned before you go live. Deaf and Hard-of-Hearing students have the same rights as any student to sign up last minute and you may not know until the first day of class that you have a student needing accommodations.

## What You Should Know About New Students

Newly identified students and students transitioning from high school to college may be unaware of college procedures, their legal rights and the difference between special education and postsecondary education disability services. For this reason we encourage you to read your syllabus to the class on the first day and to include a statement regarding services available to students on campus.

An example would be:

*"If you have a documented disability and need accommodations, please contact the Educational Assistance Center at (805) 678-5830. They are located in the Student Services building in room 118."*

## **What You Should Know About Learning Disability Assessment**

If you encounter a student that you feel may have a Learning Disability, please make contact with the student in a private situation, set up an appointment to meet during office hours or alone after class. Do NOT tell the student you believe them to be disabled and should seek out services. This can be marginalizing and promote feelings of being broken in some way. If you are unsure what to say or do, please call our office and one of our counselors will work with you to come up with a plan that doesn't scrutinize the student or place you in a precarious situation.

## **What You Should Know About Confidentiality**

When a student applies for services with our department, they sign a consent to release allowing us to work with faculty and staff on their behalf. However, this does not mean we are able to discuss the student indiscriminately.

For example, an instructor sends us an email regarding a student asking if they are part of our program. The instructor simply believes that the student may qualify and would like to help if possible. They state that they have asked the student if they have heard of our program or were a part of it and the student replied they were not.

Our official response would be to say the same, no matter if the student were part of our program or not. What we understand from this exchange is that the student doesn't want to disclose their status and we want to respect the student's right to privacy as much as we can. However, the instructor is trying to help. Best option? We would suggest the instructor give the student information about us and allow them to decide what to do with it.

If a student needs accommodations for a class, they request them online either from our website or from the EAC App. The notification of any accommodation comes from our office, not from the student. If a student presents you with their disability documentation and tells you they get a specific accommodation, please let them know they need to apply for services with our office.

Lastly, please note that if you call our office to discuss a specific student, we may need to call you back. It may take time to research the student to see if they are current with our program and a consent to release has been signed. We just ask that you be patient and we will get back to you ASAP.

## **What You Should Know About Testing Accommodations**

Testing accommodations can either be extended testing time, a distraction free area to take the test, or both. If extended testing time is needed and the classroom is inappropriate, we ask that you contact the Learning Resource Center to schedule a time for the student to take the test/exam. If MORE than extra time is required, (i.e. speech-to-text software), please contact the EAC to set up a time for someone from our office to proctor the test.

If you have a student that requires proctoring and you have exhausted all other resources, please contact the EAC with the details of your need. If we are able to provide the service, we will send you a link where you can upload the test and provide testing instructions for us. WE WILL NOT proctor a test without proper instructions. You will need to contact Leo at least three working days prior to the day of the test. As always, we will try our best to accommodate, but space and staffing is very limited.

## **Lastly, What You Should Know About Our Community**

The people you will find working in the EAC are proud to work with the OC population. Every person has a specialty and it takes all of us to keep the wheels moving. You are guaranteed to work with at least one student with a disability and if, at any time, you have questions, please know we are here to answer them. Please feel free to contact us so we can work together to solve problems, answer questions or simply to meet you and make our community larger. The EAC is open to ALL!

The following pages are tipsheets for questions/answers and classroom strategies regarding specific disabilities. These are just a few of the more common disabilities OC students may have.



# Acquired Brain Injury

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## What You Should Know:

An acquired brain injury results in the loss of some previously learned skills or knowledge and can create difficulties in learning depending upon the degree of injury. There can be physical, sensory, cognitive, language, behavioral and/or emotional changes due the extent of injury to the brain. Injuries of this type can be the result of car accidents, stroke, lack of oxygen, brain tumors, etc. There are four main groups of symptoms of ABI: Cognitive, perceptual, physical and behavioral. **Cognitive related symptoms** include difficulty processing information, shortened attention span, an inability to follow directions with complex or multiple steps, memory loss, and/or impairments expressing thoughts or understanding others. **Perceptual related symptoms** include a change in any of the senses, no sense of time, an altered sense of balance and increased pain sensitivity. **Physical related symptoms** may include a persistent headache, extreme fatigue, disorders of movement, seizures, impaired motor control, sensitivity to light, sleep disorders, paralysis and unclear speech due to poor facial muscle control. Lastly, **behavioral and emotional symptoms** may include irritability and impatience, reduced tolerance for stress, lack of initiative, dependence, denial of disability, lack of inhibition (including inappropriate sexual behavior and aggression) inflexibility and either flattened or heightened responses and reactions.

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## Strategies for the Classroom:

- Allow students short breaks during class. This will help them to “catch up” if they are having problems with content and the opportunity to ask questions in a less stressful manner.
- Depending upon the student’s symptoms, don’t take rude or seemingly aggressive behavior personally.
- Use power point for your lectures and make them available online.
- If giving directions with many parts, try to break it up into smaller, easily understood components the student can track.
- To ease stress, make sure to have assignments and pertinent due dates clearly listed in your syllabus.

# ADHD/ADD

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## What You Should Know:

ADHD is a disorder involving deficits in behavioral inhibition, sustained attention and resistance to distraction, and hyperactivity or restlessness. Individuals with the disorder may have difficulties with organization, planning, remembering to do things, concentrating, completing tasks, and regulating emotions. Students may exhibit: Difficulty retrieving information on demand, processing and comprehending complex information, difficulty putting ideas together coherently when writing or speaking, less flexibility when problem solving, problems with time management, problems initiating work and maintaining work space, high variability of quality, quantity and speed of task completion. While medication can relieve some of the symptoms in some cases, some students do not benefit from medication, may decide not to use medication, or may experience side effects that make medication usage impractical.

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## Strategies for the Classroom:

- If your lecture is lengthy and complex, break it up into smaller parts with frequent breaks.
- Allow the student to sit in the front.
- Prepare a syllabus with clear directions and expectations. Make sure all due dates are clear for all assignments and exams.
- Outline class presentations and write key terms and vocabulary on the board.
- Announce, post, and keep clear office hours during which the student can meet with you for clarification of information or assignments.
- Remind students about the tutoring center and how to use it.
- Provide chapter outlines for students to help them cue into important and relevant information to study.

# Blind or Low Vision

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## What You Should Know:

A visual limitation is a total or partial loss of the visual field that limits the amount of visual information the student is able to process and disrupting the students educational process. The student may have difficulty reading classroom materials, taking notes or completing in-class assignments, reading textbooks or handouts, reading exams or quizzes, problems writing responses or answers to exam questions, may be unable to perform lab or practicum-based tasks that require vision.

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## Strategies for the Classroom:

- Allow the student front row seating
- Make sure all assignments are announced in class and are clearly outlined in the class syllabus
- Allow your lectures to be recorded so the student may refer back to them as a sighted student would their written notes
- Be prepared to explain a little more than you normally would: If you are showing a picture be prepared to describe it so that the blind or low vision student can participate in the class discussion. It may feel awkward at first but it will quickly feel more natural and the student will appreciate feeling like part of the class.

# Epilepsy

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## What You Should Know:

Epilepsy is a neurological disorder involving bursts of uncontrolled brain activity (seizures) affecting the entire brain or specific regions. During a seizure, there may be loss of consciousness and/or physical, behavioral or cognitive changes. Generally, these symptoms resolve after the seizure, but there is often fatigue and/or cognitive difficulties for a short duration afterwards. Occasionally deficits are long-lasting. **Symptoms:** Seizures can be visible, but some go unnoticed. When a seizure goes unnoticed there may still be an evident change in behavior, mood, energy or cognition. Cognitive deficits resulting from these seizures can affect attention, increase distractibility, memory skills and speed of thought. Fatigue and/or cognitive deficits may be of short or long term durations. Student experiencing seizures may be absent more frequently from class than other students.

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## Strategies for the Classroom:

- If you have noticed the student struggles more when “put on the spot” allow them to submit questions to you via email before or after class.
- Allow the student to do extra credit work, longer assignments, research, etc. to make up for absences.

## In Case of Emergency:

There is a chance the student will experience a seizure during class, sometimes this can be scary. Best idea is to be prepared.

- Talk to the student and ask what they would be comfortable with. This will help you to get a feel for what type of seizures the student has had in the past and prepare you a bit in case it happens during your class.
- Stay calm and reassure others nearby.
- Clear the area around the student of anything hard or sharp.
- Make sure nothing is around the student’s neck, (tie, necklace) making it hard to breathe).
- Fold a jacket or sweater (something soft) and place under the student’s head).
- Turn the student gently on his or her side.
- DO NOT TRY TO PLACE SOMETHING IN HIS OR HER MOUTH TO KEEP THEM FROM BITING THEIR TONGUE. This is a myth and more likely you will end up getting bit yourself!
- Stay with the student until the seizure ends.
- Call Campus Police x5805 immediately and report the seizure. (The nurse’s office isn’t always open).

# Intellectual Disabilities

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## What You Should Know:

A student with an intellectual disability (ID) is characterized by significant limitations both in intellectual functioning and in adaptive behavior that affect many everyday social and practical skills. An individual is generally diagnosed as having an intellectual disability when:

- (1) the person's functioning level is below average intellectual ability; and
- (2) the person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic and practical skills in independent living and employment; and,
- (3) the disability originated before the age of 18.

**Note:** Authority cited: Sections 67312, 70901 and 84850, Education Code.  
Reference: Sections 67310-12 and 84850, Education Code.

Limitations of this disability may include: difficulty keeping pace with lecture material, limited analytical reasoning and critical thinking skills, below average ability to understand complex reading material, tend to have difficulty using campus resources effectively, difficulty understanding disability related limitations, may exhibit immature social behaviors and judgment.

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## Strategies for the Classroom:

- If your lecture is lengthy and complex, break it up into smaller parts with frequent breaks.
- At the beginning of each class, give a five minute review of the last lecture before starting fresh information.
- Use power point for your lecture notes and make them available online.

## Implications for Faculty:

College students are required to demonstrate mastery of materials learned, no matter what the disability the student may have. Students with disabilities are expected to perform to the same standards as their peers with the understanding that they will require many more accommodations to have equal access to learning. Because college curriculum cannot be modified, a student with an intellectual disability may encounter significant barriers to achieving their academic success. In many cases, pass/no pass is recommended or a counselor may recommend an alternative to college.

# Learning Disabilities

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## What You Should Know:

The student with a learning disability has average to above average intelligence and demonstrates a discrepancy between innate ability and academic performance due to a processing deficit. **Characteristics of students with a Learning Disability - Reading:** Confusion of similar words, difficulty using phonics, problems reading multi-syllable words, difficulty finding important words or main ideas, Slow reading, difficulty with comprehension. **Writing:** Difficulty with sentence structure, poor grammar, omitted words, frequent spelling errors, letter reversals, difficulty copying from the board, poorly formed handwriting, space words unevenly, compositions lacking organization and development of ideas. **Listening:** Difficulty paying attention when spoken to, difficulty listening and taking notes at the same time, easily distracted, may seem hurried in one-on-one meetings, inconsistent concentration. **Oral Language:** Difficulty expressing ideas orally which the student seems to understand, difficulty describing events or stories in proper sequence, difficulty with grammar, using similar sounding word in place of the appropriate one, difficulty memorizing basic facts, confusion or reversal of numbers, number sequence or symbols, difficulty copying problems, aligning columns, difficulty reading or comprehending word problems. **Study Skills:** Problems reasoning and abstract concepts, inability to stick to simple schedule, routinely forgets things. **Social Skills:** Difficulty "reading" facial expressions, body language, problems interpreting subtle messages like sarcasm or humor, Seems disorganized in space; is often late to class, unusually early for appointments or unable to finish assignments in the standard time, excessively anxious, angry, or depressed.

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## Strategies for the Classroom:

- Make sure to have a detailed syllabus outlining any assignments and their due dates. It would also be helpful to add any holidays for that semester to reinforce the schedule to the student.
- Explain the rules to the class in advance, i.e. when late work will be accepted, when homework will be collected, how assignments are graded, etc.
- It is very helpful for most students to have study aids for quizzes and exams, something to help them narrow their areas of study.
- At the beginning of class it is helpful to have a quick review of what was discussed last class before beginning the new information.
- Whenever possible, all announcements should be in both written and oral form. Please make sure to write all pertinent announcements on the board.
- Permit use of a calculator when mathematical disability is severe.
- Permit the use of a dictionary or spell checker for essay exams.
- In exam questions, avoid unnecessarily intricate sentence structure, double negatives and questions embedded within questions.

# Mobility Disabilities

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## What You Should Know:

Any orthopedic or physical condition that limits the ability to stand, walk, sit as well as other motor functions is considered a mobility disability. Examples of this would be cerebral palsy, epilepsy, traumatic spinal cord injury, rheumatoid arthritis, multiple sclerosis, muscular dystrophy, post-polio, acquired brain injury and other more "hidden" causes that are not obvious by simply observing the student. Some examples of these "hidden" causes would be heart disease, digestive disorders, cancer, lupus, renal disease requiring dialysis, asthma, sickle cell anemia, hemophilia, epilepsy, allergies, leukemia, diabetes, and acquired immune deficiency syndrome (AIDS). Many of these diseases can cause extreme pain or sensitivity to everyday activities, such as writing, walking or sitting for long periods of time.

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## Strategies for the Classroom:

- If your lecture is lengthy and complex, break it up into smaller parts with frequent breaks.
- Allow preferential seating.
- Use power point for your lecture notes and make them available online.
- If the student has speech or language problems, repeat back what you understood.
- When giving directions, be direct, specific and be consistent in manner.
- When writing information on the board, print rather than writing in cursive.

### For students utilizing a wheelchair:

- **Ask before lending assistance**
- **A wheelchair is considered part of that person's body space. Do not automatically touch or lean on it.**
- **When talking with a person in a wheelchair, if the conversation continues past a few minutes, sit down, kneel or squat to be at eye level.**

# Psychological Disabilities

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## What You Should Know:

The State Chancellor's Office defines a psychological disability as "a *persistent psychological or psychiatric disorder, or emotional or mental illness*". We have many students on campus suffering from a wide variety of psychological disabilities from depression and anxiety to schizophrenia, they may even be suffering from more than one at the same time. Because there are no visual clues you will not know what the student is suffering from. Each student will be different and their limitation will differ accordingly.

**Limitation may include: Thinking** – judgment, reasoning, extreme self-absorption, deficits in abstract thinking, memory, concentration/focus, belief in delusions, interfering self-talk (about fears of failure or panic, low self-esteem).

**Behavior** – talking, pacing, hyperactivity, laughing, repetitive motion, agitation, listlessness, numbness, impulsiveness, fluctuating energy levels. **Perception** – auditory and visual perception deficits. Some limitations can be attributed to the side effects of medications, which may include restlessness, drowsiness, fatigue, blurred vision, memory lapses, thirst, or involuntary movement of the hands, feet or facial muscles. Any and all of these may cause the student to leave the classroom for frequent bathroom breaks or the need for assistance with notetaking or reading.

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## Strategies for the Classroom:

- If your lecture is lengthy and complex, break it up into smaller parts with frequent breaks.
- At the beginning of each class, give a five minute review of the last lecture before starting fresh information.
- Use power point for your lecture notes and make them available online.
- If the student tends to sit in the middle of class and leaves frequently, take them aside after class and see if they would prefer sitting closer to the door.
- Be open to "outside the box" thinking when it comes to accommodating the student. This does not mean you should not hold the student to the same rigor you would any other student, only that you measure their understanding of the information in a way that levels the playing field. For example, if you notice the student is unable to remain quiet during exams and is disruptive of the other students, allow them to take the test in an alternate setting, alone.



# Returning Veterans

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## What You Should Know:

More and more veterans are returning to civilian life and finding the adjustment difficult. Many have come home with injuries incurred while on duty that makes it challenging to succeed in an academic environment. Injuries such as acquired brain injury (ABI), post-traumatic stress disorder (PTSD), anxiety, depression and hearing loss are prevalent among the many injuries suffered by this population. While it is important to note that not all veterans return injured, many do and it is imperative that they find success here at home. Veterans develop PTSD after exposure to a terrifying event they felt was life threatening. **PTSD may manifest in many different ways such as:** difficulty processing lectures and taking notes, difficulty taking tests during standard conditions, difficulty concentrating and staying focused, low tolerance for stressful situations, difficulty managing emotions in anxiety-producing or novel situations. An acquired brain injury involves medical or traumatic injury to the brain. **AN ABI may manifest as:** reduced attention skills, reduced memory skills, slower retrieval of learned information, reduced ability to form abstract concepts or form them into words, cognitive deficits may cause more fatigue, sensory difficulties may interfere with hearing/visual perception.

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## Strategies for the Classroom:

- If your lecture is lengthy and complex, break it up into smaller parts with frequent breaks.
- Allow the student to sit in the front.
- If you will be showing a movie or clip from a movie that depicts war or violence, warn the class in advance and allow them to leave the classroom to avoid exposure.
- If you will be discussing a sensitive topic, warn the class in advance and allow them to leave the classroom to avoid exposure.

## Student Vet Center:

Don't forget that we have a support system in place to help vets in their continuing efforts to readjust. You can always refer them to the Vet Center where they will find the following:

- Academic counseling
- Peer support
- Help understanding how to best utilize their GI benefits
- Activities

# Speech and Language Disorders

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## What You Should Know:

Speech and language disorders refer to communication disabilities, which may or may not be congenital or the result of developmental speech and or language acquisition, an illness, injury or accident. Specific articulation may exist solely or coexist with other disabilities. A speech and language disorder may affect various parts of oral communication including: voice (sometimes resulting in partial or total loss of voice), articulation, rhythm and/or the receptive and expressive process of language. It may limit the quality, accuracy, intelligibility or fluency of sounds and words comprising spoken language. Students may exhibit a slow or reduced ability to express ideas verbally or in writing, a reduced ability to interact with others in a pragmatic or acceptable manner, or a slow or reduced ability to process information. Students with speech disabilities may be hesitant to participate in group activities that require speaking.

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## Strategies for the Classroom:

- If your lecture is lengthy and complex, break it up into smaller parts with frequent breaks.
- When the student speaks, repeat back what was said or asked to make sure you understood.
- Allow the student to sit near the front of the class.
- Request the student submit written questions prior to class – when possible.
- Accept written, video, or taped exams/assignments for oral presentations.

# Service Animals

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## What You Should Know:

### Definition

A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not considered service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks.
  - Alerting individuals who are deaf or hard of hearing to the presence of people or sounds.
  - Providing non-violent protection or rescue work.
  - Pulling a wheelchair.
  - Assisting an individual during a seizure.
  - Alerting individuals to the presence of allergens.
  - Retrieving items such as medicine or the telephone.
  - Providing physical support and assistance with balance and stability to individuals with mobility disabilities.
  - Helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
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## Strategies for the Classroom:

To determine if an animal is a service animal, a public entity or a private business may ask two questions:

- Is this animal required because of a disability?
- What work or task has this animal been trained to perform?

These questions may not be asked if the need for the service animal is obvious (e.g., the dog is guiding an individual who is blind or is pulling a person's wheelchair). A public entity or private business may not ask about the nature or extent of an individual's disability or require documentation, such as proof that the animal has been certified, trained or licensed as a service animal, or require the animal to wear an identifying vest.

For more information, please visit the ADA National Network's page on service animals:

<http://adata.org/factsheet/service-animals>