

Central Christian College of Kansas

Accommodations

for students with special needs

Office of Student Success

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1200 S. Main St., McPherson, KS. 67460



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COLLEGE STUDENTS WITH DISABILITIES

Central Christian College is committed to serving all students, including students who have documented disabilities. We provide a learning environment assuring the student with a disability equal access to all programs, activities, and facilities of Central Christian College. The Office of Student Success works with each student in developing and providing reasonable academic aids and accommodations for their disabilities. Our goal is to provide each student with maximum independence and participation in the college campus life.

Eligibility for special services and accommodations:

Eligibility will be determined after:

- the student meets all essential requirements for admission
- the appropriate documentation by a licensed physician and/or certified psychologist, skilled in the diagnosis of the disability, is submitted to the Office of Student Success. The documentation must be within the last three years. (LD, ADD/HD, Medical/Physical disabilities)

After the documentation is submitted, the student will need to make an appointment with the Student Success office to review the documentation and determine any accommodation services or referrals needed.

Arranging Services and Accommodations

A student with a disability may choose not to access the services of the Student Success Office, but any student requesting accommodations is responsible for providing the Student Success Office with documentation of their disability. In addition, the student will need to make a specific request for accommodations at that time.

The student requesting accommodations must meet with the Director of Student Success during the first two weeks of class each semester or term to discuss his/her needs. A Confidential Information Sheet (CIS) will be prepared for the student. This document (CIS):

- verifies that there is a documented disability
- describes the disability's effect on the student's academic performance
- identifies the accommodations in the learning environment that will "level the playing field" in which the student is legally entitled.

The student will need to sign a document giving the Student Success Director and permission to share the completed CIS with their instructors and advisor. The student may choose not to use the CIS, but should consider that decision carefully. Instructors are required to provide reasonable accommodations in accordance with the CIS, however, they are required to provide accommodations that would affect the integrity of their courses. It is the student's responsibility to meet with their instructors within the first week of class to discuss details of the recommended accommodations.

Incoming students will need documentation of their disability. Since services cannot be authorized until documentation has been received and reviewed, students should have it forwarded as soon as possible after acceptance to Central Christian College to avoid delay in the provision of services.



REQUIRED DOCUMENTATION

The required documentation should be a letter stating the diagnosed disability and the psychological/educational evaluation results from a licensed medical professional. In addition, the documentation should also describe the cognitive and/or physical limitations resulting from the disability. Finally, the documentation will need to provide specific recommended accommodations necessary to participate in the academic programs at Central Christian College.

Documents required for accommodation must be current within:

- the last 5 years for learning disabilities,
- the last 6 months for psychiatric disabilities, and
- the last 3 years for all other disabilities, including ADD/ADHD.

This does not apply to physical or sensory disabilities that are of a permanent or unchanging nature.

Assessment Documents:

An assessment for learning disabilities should be current (within the last five years) and validate the need for services based on the individual's current level of functioning in the educational setting. The report of the comprehensive evaluation should reflect the incorporation of:

- a diagnostic interview,
- assessment
 - aptitude,
 - academic achievement
 - information processing,
- clinical interpretation and diagnoses.
 - test scores
 - specific diagnoses
 - clinical summary

A school plan, such as an individualized education program (IEP) or a 504 plan is not sufficient documentation if the information mentioned above is not included.

Diagnostic Interview

An evaluation report should include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during childhood, but are not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary, and post-secondary education should be investigated. The diagnostic interview may include: a description of the problem(s) being presented; developmental, medical, psychological, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

Assessment

The diagnosis of Attention-Deficit/Hyperactivity Disorder should be made by a professional such as a psychiatrist, educational psychologist, neurologist, or a combination of such professionals who have expertise in diagnosing Attention-Deficit/ Hyperactivity Disorder in adults, as well as other psychiatric



disorders which might resemble symptoms of ADHD. In addition, it is important that the diagnostician be able to screen for learning disabilities or other co-existing condition.

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. The assessment, and any resulting diagnoses, should be based on a comprehensive evaluation that does not rely on any one test or subtest. Evidence of a substantial limitation to learning must be provided. The domains that must be included are:

- **Aptitude:** A complete intellectual assessment with all subtests and standard scores reported.
- **Academic achievement:** A comprehensive academic achievement battery with all subtests and standard scores reported for those subtests administered will be essential. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.
- **Information processing:** Specific areas of information processing (e.g., short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Clinical Interpretation and Diagnoses

- **Test Scores:** Standard scores and percentiles must be provided for all normed measures. The data will need to logically reflect a substantial limitation to learning for which the student is requesting accommodation. The test results need to be documented as to explain both the nature and severity of the learning disability. It is of utmost importance that a profile of the student's strengths and weaknesses be provided and state specific functional limitations that may necessitate accommodations. The tests must be reliable, valid, and standardized for the use with an adolescent/adult population.
- **Specific Diagnosis:** It is important to rule out alternative explanations for problems in learning such as emotional, attention-oriented, or motivational problems that may be interfering with learning. These do not constitute a learning disability. The diagnostician must use direct language in the diagnosis and documentation of a learning disability, for example DSM terminology. If the data indicates that there is not a legitimate learning disability, then the evaluator should state that finding in the report.
- **Clinical Summary:** A well-written diagnostic summary that is based on the comprehensive evaluation process is a necessary component of the report. The clinical summary should include:
 - Evidence of the evaluator's having ruled out alternative explanations for academic problems.
 - Evidence of how patterns in the student's cognitive ability, achievement, and information processing indicate the presence of a learning disability.
 - Assessment of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
 - Justification for requesting specific accommodations and how they address the academic needs associated with the defined disability.



STUDENTS WITH ATTENTION DEFICIT/HYPERACTIVITY DISORDERS

Procedure

According to the DSM IV, Attention-Deficit/Hyperactivity Disorder (ADHD) is a persistent pattern of inattention and/or hyperactivity, which is more frequent and severe than is typically observed among individuals at a comparable age and level of development. The DSM IV specifies three types including the type primarily characterized by inattention, the type primarily characterized by hyperactivity-impulsivity, or the “combined type” in which symptoms of both inattention and hyperactivity-impulsivity are present.

Documentation

An assessment for ADHD should be current (within the last three years) and include the following:

1. A listing of the questionnaires, interviews, and observations used to identify the ADHD behaviors. A summary of this information must provide information regarding the onset, longevity, and severity of the symptoms.
2. A complete evaluation, based on age appropriate testing and evaluation instruments, incorporating an assessment of cognitive ability, information processing, achievement, and other relevant areas such as variables of attention &/or continuous performance. The report must contain both raw data and the interpretation of this data along with the exact DSM IV diagnoses.
3. Documentation must include information concerning co-morbidity, or co-existing conditions that may be identified.
4. Medication history and current recommendation regarding medication and side effects that could be experienced from the medication.
5. A description of the impact of the ADHD on the educational setting including functional cognitive and physical limitations.
6. A list of appropriate accommodations.

Diagnostician

The diagnosis of Attention-Deficit/Hyperactivity Disorder must be made by a professional such as a psychiatrist, educational psychologist, neurologist, or a combination of such professionals who have expertise in diagnosing Attention-Deficit/ Hyperactivity Disorder in adults, as well as other psychiatric disorders which might resemble symptoms of ADHD. In addition, it is important that the diagnostician be able to screen for learning disabilities or other co-existing conditions.

**** Evaluations: ****

Central Christian College does not provide evaluations required for documentation of a disability. The individual with a disability who wishes to receive accommodations will be responsible to arrange and pay for testing.

Additional questions may be directed to the Student Success Director, pat.muntz@centralchristian.edu or 620-241-0723.



WHAT IS CONSIDERED A DISABILITY?

According to the Americans with Disabilities Act (ADA), an individual with a disability is a person who has a documented physical or mental impairment that substantially limits one or more major life activities, such as learning.

Some examples (not limited to these) of physical or cognitive impairments are:

- Orthopedic
- Visual
- Speech and hearing impairment
- Epilepsy
- Emotional illness
- Specific learning disabilities

Addictions (individuals who currently engage in the illegal use of drugs or alcohol are not protected by the ADA).

Major life activities include functions such as:

- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working.

Please Note: Describing a disability does not make a disability.
Test anxiety is not considered a disability under the ADA.



Types of Disabilities

Cognitive Impairments

There are a great number of disorders that define themselves as difficulties in processing information: in reading, writing, listening, speaking, organization, math calculation, problem solving, time management, or social skills, to identify some of the more common. Often these deficits are lumped into the category of learning disabilities.

Some specific examples of problems:

- **Visual perception**- excellent vision but sees letters incorrectly; overlooks word endings, whole words, lines, or paragraphs.
- **Auditory perception**- normal hearing but difficulty differentiating between similar sounding words (ninety, nineteen); may be acutely sensitive to background noises; may be unable to catch subtleties in different tones of voice.
- **Spatial perception**- may be unable to judge distances, differentiate between left and right, or follow directions to places.
- **Memory**- difficulty retrieving information stored by the brain. Those with LD typically have more problems with short-term memory and may seem to struggle to retrieve names, dates, words, and facts just learned.
- **Sequencing**- difficulty with order and arrangement of letters and numbers, following steps in sequence, organizing notes.
- **Dyslexia**- The International Dyslexia Association defines it as “a neurologically-based, often familial, disorder which interferes with the acquisition and processing of language. It is manifested by difficulties in receptive and expressive language, including phonological processing, in reading, writing, spelling, handwriting, and sometimes in arithmetic.”
- **Attention Deficit Disorder**- the inability to attend to selective stimuli within the environment and manifests as short attention span, distractibility, forgetfulness, impulsivity, and sometimes restless behavior (hyperactivity).

Students with cognitive disabilities do well when instruction provides concrete information and discussions are specific, with real examples. They can succeed with appropriate accommodations.

Physical/Medical Disabilities

- **Poor gross motor coordination**- can result in frequent bumping, falling, and general clumsiness.
- **Poor fine motor coordination**- can result in poor handwriting and difficulty manipulating small objects.
- **Visual motor coordination**- problems make it difficult to respond to visual commands like taking notes from the board or overhead; cutting from a pattern, typing, or marking computer answer sheets.
- **Auditory motor** - problems interfere with following spoken directions or listening and taking notes at the same time.
- **Hearing disabilities** - may range from mild loss of hearing to total deafness. These students often miss basic but vitally important information about life and events around them.
- **Visual disabilities** - may be congenital or the result of a variety of causes. If visual acuity is no better than 20/70 (best correction), one is considered as having a visual disability. Legally blind



is when visual acuity is no better than 20/200 (best correction). The major challenge is the overwhelming amount of printed information that confronts these students.

Many chronic diseases and medical conditions may affect a student's educational pursuits on a continuing or periodic basis. Some of the nonvisible disabilities include seizure disorders, diabetes, psychiatric disorders, traumatic head injuries, sickle cell anemia, cardiac conditions, kidney disease requiring dialysis, gastrointestinal disorders, allergies, cancer, hemophilia, lupus, MS, fibromyalgia, and AIDS.

It is possible that class attendance, physical function and mental agility may each be affected by changing medical conditions and prescribed medication or treatment. Flexible class attendance may be needed or extended time for assignments if this is the case. The student may need to take a make-up exam. Accommodation is determined on an individual basis as a result of discussion and planning between the student, teacher and the Student Success Director. Additional questions may be directed to Pat Muntz at pat.muntz@centralchristian.edu. or 620-241-0723 ext. 312



POSSIBLE SERVICES AND ACCOMMODATIONS: ¹

- Assistance with note taking by peers taking the class
- Exam accommodations
 - extended exam time
 - take exams in a room with reduced distractions
 - assistance of a reader, scribe or word processor
 - option of oral exam only with permission of instructor
 - use of spelling and grammar assistive devices for essay tests
 - use of calculator for exams as permitted or needed
- Scribes
- Readers
- Texts and tests on tape (currently being established)
- Peer tutoring
- Study Clusters and Learning Center Activities
- Personal advisor weekly check
- Proofreaders
- Study Hall

Physical Accommodations:

- Elevator in some buildings
- Class relocation if not on an accessible floor
- Flexibility in promptness
- Physical assistance as needed
- Preferred seating
- Flexible assignment schedule
- Note taker, dictation
- Withdrawal for specific skills not possible due to the disability

There are many differences between college and high school regulations and procedures for the disabled student. At the college level, the disability law is not as prescriptive. There is a publication from the U.S. department of Education Office for Civil Rights which describes the rights and responsibilities of the disabled student who is entering post-secondary education. <http://www.ed.gov/ocr/transition.html>

¹ Please note that not all accommodations are feasible or readily accessible for students taking classes in an on-line environment.



SUGGESTIONS FOR COLLEGE STUDENTS WITH LEARNING DISABILITIES

1. Take advantage of the accommodations and support services offered by the Office of Student Success located in the Student Development Suite.
2. Become knowledgeable and comfortable with describing your disability. You need to become your own best advocate with the professors and other professionals at the college. Be sure to inform your professors of your needs within the first week of each semester so they can accommodate you appropriately. A current semester Confidential Information Sheet (CIS) is required to make this request.
3. Inform your academic advisor that you have a learning disability. Your advisor is in a better position to help you if he or she is aware that you have special needs. Your advisor will help you plan a carefully balanced academic schedule that won't overload you with courses requiring heavy reading, large quantities of memorization and/or extensive writing. Your schedule should also consider any needs for extended exam time.
4. Keep one calendar or academic agenda with all relevant dates, assignments, and appointments. Time management will be of utmost importance. Do not try to keep a schedule in your head. Very few students are successful at remembering all aspects of their assignments. Help with organization skills is available from the Office of Student Success or through the course "Study Techniques" offered in the Spring and Fall semester.
5. Establish a set time and place to study. Estimate ahead of time how long a given class assignment will take. Generally plan on 1-2 hours of study time outside of class for every hour of class.
6. Seat yourself toward the front of the classroom. This will minimize distractions and encourage you to focus on the instructor.
7. If you have questions about course material or trouble understanding or completing an assignment, do not hesitate to talk to your professors, preferably during their scheduled office hours. It is important that you seek help as soon as you need it so you don't fall behind. Tutorial and study cluster services are available for most departments. Check with the Office of Student Success to check the specifics on individual tutoring and study clusters.
8. If you don't understand, ask for rephrasing rather than repetition and for examples or applications.
9. Get involved in your classes! Participate in class discussions. Some classes give participation grades so it is important to be involved in the class.
10. Attend all review sessions that are offered by your professors. If you learn well by studying with others, join or start a study group to discuss and review material for your courses. You can share notes, ask each other questions, and work out problems as a group. Many classes give study guides to direct student's attention to important items that could be on the test. Always take the time to fill these out and study them. If the professors offer extra credit assignments, make it a priority to do these as well.
11. Index cards are good aids for memorization of terms and facts. Use them like flash cards, writing the key word on the front of the card and the definition or fact on the back.