

An Introduction to Disabilities:

A Resource for Administrators, College and University Faculty, Learning
Specialists and Service Providers

Pam Embry
Sally Scott
Joan McGuire

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Center on Postsecondary Education and Disability
Universal Design for Instruction Project

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Table of Contents

<i>I. Welcome to An Introduction to Disabilities</i>	3
<i>II. Writing and Speaking about Disabilities</i>	4
<i>III. Disability Categories</i>	4
<i>III.A. A Perspective on Categories</i>	4
<i>III.B. Learning Disabilities.....</i>	6
<i>III.C. Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD).....</i>	9
<i>III.D. Visual Impairment</i>	11
<i>III.E. Hearing Impairment.....</i>	13
<i>III.F. Speech and Language Disorders</i>	15
<i>III.G. Psychological Disabilities</i>	17
<i>III.H. Traumatic Brain Injury</i>	19
<i>III.I. Orthopedic/Mobility Impairments.....</i>	21
<i>III.J. Other Disabilities.....</i>	23
<i>IV. Additional Resources</i>	25
<i>V. Online Faculty Handbooks Containing Information about College Students with Disabilities</i>	26

I. Welcome to An Introduction to Disabilities

The increasing diversity of the student population in higher education has enriched the teaching and learning environment of American colleges and universities. One part of this demographic shift toward diversity in postsecondary education is the increasing number of students with disabilities who are enrolling in postsecondary education programs.

In this brief introduction to the major disability categories, faculty and staff who work with students can acquire basic information about disabilities and their implications for the college and university environment. In each disability category some implications of the disability are explored from both the student and the faculty perspectives. Links to professional organizations serving people with disabilities are provided for each category. Links to university centers for teaching and learning are also provided, as well as links to campus centers serving students with disabilities.

II. Writing and Speaking about Disabilities

If you are new to the field of disabilities, you will find a guide to appropriate language for writing and speaking about disability very helpful. Using “person first” language communicates respect for individuals and individual differences.

Some helpful guidelines for writing about disability, and for conversing with a person with a disability, can be found at http://www.easter-seals.org/site/PageServer?pagename=ntl_writedisability

Guidelines for non-handicapping language are described by the American Psychological Association at <http://www.apastyle.org/disabilities.html>.

Person first language is described at <http://www.csd.uconn.edu/persn1st.html>.

III. Disability Categories

III.A. A Perspective on Categories

A student with a disability is one who “experiences a significant impairment to a major life activity such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.” (Section 504 of the Rehabilitation Act of 1973). A student’s disability may be visible to others, as in a physical disability that requires use of a wheelchair, or the disability may be less visible to others, as is the case with a learning disability. Within each disability group are individuals whose adaptive skills and level of functioning are as varied as in any group of students without disabilities.

The following are some general characteristics for specific disability categories. Also included are some possible implications of the disability for the student in a college or university environment, information for faculty on the potential impact of the disability in the learning environment,

and a student perspective for each disability category. In addition, links to professional organizations are provided for each disability category. Additional resources include links to related web sites.

III.B. Learning Disabilities

General Characteristics

The National Joint Committee on Learning Disabilities defines learning disabilities as “a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.”

National Joint Committee on Learning Disabilities. (1994) *Collective perspectives on issues affecting learning disabilities*. Austin, TX: PRO-ED.

In the University Environment

Although a learning disability is a “hidden” disability, its impact on a student’s performance in an academic setting can be very clear. Study skills, writing skills, oral language, math skills, and reading skills among other areas can be affected by a learning disability. It is important to remember that students with learning disabilities are not intellectually deficient; rather they perceive and organize information differently than other students. Many of the instructional strategies used by faculty to meet the needs of students with learning disabilities are also beneficial for other learners in the class.

Information for Faculty

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Two excellent resources for understanding the needs of students with learning disabilities on the college campus are found at <http://www.unc.edu/depts/ctl/tfi14.html>

and

http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/StudentLD.htm.

"Stress and Students with Learning Disabilities" is the title of an informative article by Daniel J. Berkowitz, M.A. found at http://www.ldresources.com/articles/stress_ld.htm

A Student Perspective

"First Person" is a section of the LDOonline web site that offers brief autobiographies of individuals with learning disabilities. In the first person archive is an account by Paul Orfalea who founded Kinko's while he was a college student with a learning disability. Also available in the first person archive is an account written by Michael Tomich, now senior editor of *Generations Magazine*, which describes his struggles in school as a student with LD, and includes a candid description of his college experience. These accounts can be accessed at http://www.ldonline.org/first_person/first_person_archives.html.

Professional Organizations

Association On Higher Education and Disability
<http://www.ahead.org/>

Council for Learning Disabilities
<http://www.iser.com/CLD.html>

International Dyslexia Association
<http://www.interdys.org>

Learning Disability Association

<http://ldanatl.org>

National Center for Learning Disabilities

<http://www.nclld.org>

Other Resources

“Success In College for Adults with Learning Disabilities” is the title of an informative article for students, which includes information about self-advocacy, legislation, types of institutions, services and programs, and tips for successful preparation for college for adults with learning disabilities. It is located at <http://www.heath.gwu.edu>.

III.C. Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)

General Characteristics

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) may be characterized by symptoms of inattention, hyperactivity and/or impulsivity. A multi-symptom checklist used in diagnosing ADD/ADHD is described at <http://www.sciam.com/1998/0998issue/0998barkleybox1.html>.

A summary of the criteria used to define Attention Deficit Disorder can be found at <http://psychcentral.com/disorders/sx1.htm>.

CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder) is an advocacy organization that provides information about diagnosis and treatment of ADHD in adults at <http://www.help4adhd.org/en/treatment>

In the University Environment

ADD/ADHD is a disability that makes it difficult for students to sustain their concentration in a lecture, during a discussion, while studying, or while taking a test. Compensatory strategies include providing structure in academic tasks (e.g., lists, schedules, study guides), allowing extended time for testing, and making environmental changes such as testing in a quiet, distraction-reduced location.

For information about coping strategies used by adults with attention deficits, go to <http://www.help4adhd.org/faq.cfm?fid=4&tid=15>.

ADD/ADHD can affect social skills in adults, with resulting implications for individuals in the college classroom and in other campus settings. For a discussion of attentional disorders and social skills in adults, go to <http://www.help4adhd.org/en/living/relandsoc/socialskills>

Information for Faculty

A useful guide to the needs of students with ADD/ADHD is found at http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/StudentADHD.htm.

A Student Perspective

Attention Deficit Disorder at Stanford is a list of strategies and accommodations for a student at that university. A broad symptom checklist for adults is also available at the address, providing insight into how far-reaching symptoms of ADD can become in many life areas:

<http://www.stanford.edu/group/dss/Info.by.disability/Attention.Deficit.Disorder/stanford.html>.

Professional Organizations

CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorder) <http://www.chadd.org/>

National Attention Deficit Disorder Association
<http://www.add.org/>

ADDult Support of Washington for Adults with Attention Deficit Disorder <http://www.addult.org/>

Other Resources

Student Alliance on Attention Deficit Disorder offers a good summary of Attention Deficit Disorder, tips for faculty and tips for college students at http://www.adult-add.org/study/student/study_student_colege.htm.

III.D. Visual Impairment

General Characteristics

Visual impairment can result from many causes including tumors, infections, injuries, cataracts, glaucoma and diabetes. Legal blindness is defined by the American Medical Association as visual acuity not exceeding 20/200 in the better eye with correction, or a condition of tunnel vision in which the field of vision is limited to less than a 20 degree angle. There is wide variation in visual disabilities. Most people who are identified as legally blind have some light perception and they may have some useful vision.

In the University Environment

Students with visual impairment may use aids such as a guide dog, a white cane, or an electronic sensor to assist their mobility. Assistive technology for individuals with visual impairment includes talking calculators, electronic textbooks, audiotapes of texts and lectures, Braille computers, screen readers, and large print texts.

A description of categories of visual impairments, how they affect students in the college setting, considerations for faculty and common accommodations is found at

<http://www.ctl.ua.edu/ODS/DisabilityInfo/visualimpairmentinfo.htm>.

Information for Faculty

A useful guide to the needs of students with visual impairment in a university setting is found at

http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/StudentV1.htm.

Instructional strategies to help students who are blind or visually impaired are described at

http://www.wayne.cc.nc.us/facstaff/info/ada/visually_impaired.htm.

A Student Perspective

“Can I Make It as a Non-Traditional Student?” is the title of an article by Ardis Bazyn from *The Student Advocate*, a publication of the National Alliance of Blind Students, an Affiliate of the American Council of the Blind. Locate the article at <http://sun1.aph.org/cgi-bin/starfinder/27967/fred.txt?action=koY2u8EKdaP4Yc7loTBnwInxs7QCfWzPP1gvTdmHL>.

Paulette Monthei, a college student who works in a Disabled Student Services Office provides advice to students with visual impairment in an article titled "Working with Disabled Student Services," published in *The Student Advocate*. Locate the article at <http://sun1.aph.org/cgi-bin/starfinder/28033/fred.txt?action=koY2u8EKdaP4Yc7loTBnwInxs7QCfWzPP1gvTdfnL>.

Professional Organizations

American Council of the Blind
<http://www.acb.org/>

National Alliance of Blind Students
<http://www.blindstudents.org>

National Federation of the Blind
<http://www.nfb.org/default.htm>

III.E. Hearing Impairment

General Characteristics

A hearing impairment involves any degree of hearing loss, which is measured in decibels, and is categorized as mild, moderate, or profound. Hearing can be lost through sensory-neural impairment of the auditory nerve (nerve deafness), or through a dysfunction of the ear's ability to receive sound (conductive deafness), or from a combination of both factors.

An individual who is born with a hearing impairment may have language deficits, especially in the areas of vocabulary and syntax. Hearing loss can also result from illness or accidents that occur after a person has acquired language aurally, which may present a different set of challenges to communication.

In the University Environment

Students with hearing impairment may use hearing aids, lip reading or a sign language interpreter to assist them in the classroom. Some students benefit from audio taping lectures and then playing them back at a higher volume; others use a small FM microphone, worn by the instructor, to deliver amplified speech to the students' hearing aid.

In spite of these forms of assistance, a person with a hearing impairment may miss some of what is being said. The ordinary background noise of a classroom can interfere with the functioning of hearing aids. A student relying on lip reading may not be aware of comments from class members, or may miss comments from an instructor who turns to face the blackboard. Videotapes that are uncaptioned are problematic for a student with a hearing impairment; if the student uses a sign language interpreter, always leave some lights on in the classroom so that the student can see the interpreter clearly.

Information for Faculty

A guide to working with students with hearing impairment and sign language interpreters is found at

http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/StudentHI.htm.

Strategies for teaching college students who are deaf are described at <http://www.wayne.cc.nc.us/facstaff/info/ada/hearing.htm>.

A Student Perspective

Mark Rejhon's Hearing Impairment FAQ is a good source of information about hearing impairment, speech communication and assistive devices such as a vibrating alphanumeric pager and vibrating alarm clock. A section titled "How to Speak to Me" has useful tips for professors and classmates. Find this source at <http://www.marky.com/hearing/content.html>.

Professional Organizations

National Association of the Deaf

<http://www.nad.org/>

Postsecondary Educational Programs Network (PEPNet Online)

<http://www.pepnet.org/>

Self Help for Hard of Hearing People (SHHH)

<http://www.shhh.org/>

III.F. Speech and Language Disorders

General Characteristics

A speech and language disorder is a problem in oral communication that can result from hearing impairment, learning disabilities, or some physical conditions such as cerebral palsy, traumatic brain injury, or cleft palate. Speech and language disorders include aphasia (loss of expressive vocabulary), dysfluency (stuttering), articulation disorders and voice disorders.

In the University Environment

The classroom setting can intensify a student's problems with oral communication because of anxiety associated with speaking to a group. Summarizing the students' statement may be preferable to asking the student with a speech and language disorder to repeat it. Interrupting or completing words or phrases for the student will not be as effective in promoting communication as allowing plenty of time for the student to finish.

Information for Faculty

Suggestions for working with students with speech and language impairments can be found at http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/studentSI.htm.

A Student Perspective

"My Life As A Stutterer" by Amin Khan recounts the 25 year old author's experiences including her education at the University of Texas, and her search for fluent speech, and is located at <http://www.mankato.msus.edu/dept/comdis/kuster/PWSspeak/Khan.html>.

Professional Organizations

American Speech-Language Hearing Association
<http://www.asha.org/>

Center for Voice Disorders at Wake Forest University
<http://www.bgsm.edu/voice/>

National Aphasia Association
<http://www.aphasia.org/>

III.G. Psychological Disabilities

General Characteristics

A wide range of chronic psychological disorders falls in the category of psychological disabilities. Depression, bipolar disorder and schizophrenia are examples of psychological disorders that may be found in the college student population. Most psychological disorders are controlled through a combination of medications and psychotherapy.

For information about depression, see
<http://www.nimh.nih.gov/publicat/invisible.cfm>.

For information about bipolar disorder, see
<http://www.nimh.nih.gov/publicat/students.cfm>.

For information about schizophrenia, see
<http://www.nimh.nih.gov/publicat/schizoph.cfm>.

In the University Environment

Students may experience cyclical variations of their symptoms and corresponding fluctuations in their classroom performance. Some medications that help psychological symptoms may cause side effects such as sleep deprivation or diminished ability to concentrate, which can interfere with the learning process of a student with a psychological disability.

While some students with psychological disorders may present disruptive behavior in the classroom, most do not. It is likely that an instructor will not be aware of this hidden disability unless a student self-discloses. Guidelines for distinguishing behavior related to a psychological disability from disruptive or inappropriate behavior in the campus setting can be found at <http://www.temple.edu/disability/facult7.htm>.

Information for Faculty

An informative guide to working with students with psychological disabilities is found at

http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/StudentPD.htm.

Instructional strategies to help students with psychological disabilities are described at

http://www.wayne.cc.nc.us/facstaff/info/ada/psych_disabilities.htm.

A Student Perspective

“Melanie: A young adult deals with depression and mania” is a personal essay on living with bipolar disorder at

<http://www.ndmda.org/Melanie.html>.

“What Do These Students Have In Common?” describes three college students and how they met the challenge of depression at

<http://www.nimh.nih.gov/publicat/students.cfm>.

Professional Organizations

National Alliance for Research on Schizophrenia and Depression

<http://www.NARSAD.org>

National Alliance for the Mentally Ill

<http://www.nami.org/>

National Institute of Mental Health

<http://www.nimh.nih.gov/>

III.H. Traumatic Brain Injury

General Characteristics

Traumatic Brain Injury is a growing disability category. This is due in part to the fact that advances in medicine now allow individuals to survive injuries to the brain that once were considered to be fatal . Approximately a million people are hospitalized with a head injury each year; about one half of them are people between the ages of 15 and 28 years of age.

There are two different types of trauma that produce an injury to the brain. One type of trauma is caused by the impact of forces outside the person, as in a closed head injury or a penetrating brain injury. A second source of trauma, referred to as acquired brain injury, results from events within a person, such as a stroke or brain tumor, toxins or anoxia from near drowning.

A description of the various categories of head injuries and the consequences of injury to the brain can be found at <http://www.headinjury.com/tbitypes.htm>.

In the University Environment

The effects of traumatic brain injury on individuals vary, but usually involve some degree of impairment in memory function, attention, spatial reasoning, communication, psychosocial behaviors, motor abilities, or executive functions (e.g., planning, setting goals, maintaining a schedule).

People who survive a traumatic brain injury may experience great difficulty in adjusting to changes in their abilities, because they may think of themselves as having been essentially unchanged by the traumatic event. Self-concept may reflect expectations that were more appropriate before the disability was attained. It can be difficult for a person who survives a traumatic brain injury to accurately assess whether they need help.

Information for Faculty

Strategies that can be used with students who have traumatic brain injuries are described at

http://www.wayne.cc.nc.us/facstaff/info/ada/traumatic_brain_injury.htm.

A Student Perspective

“Practical Issues in Working with the Head Injured” is the title of an article co-written by Jennie Ponsford, Chief Neurologist, Bethesda Hospital and Kevin Middleton, head injury survivor. It combines the doctor’s description of the issues with the survivor’s insights into how meeting the challenges of life after head injury is experienced on a personal level. The article is located at http://www.memorybankinc.com/brain_signs.html.

Professional Organizations

Brain Injury Association, Inc.

<http://www.biausa.org/>

Rehabilitation Research Center for Traumatic Brain Injury and Spinal Cord Injury <http://www.tbi-sci.org/main.html>

National Head Injury Foundation

<http://www.healthy.net/pan/cso/cioi/NHIF.HTM>

III.I. Orthopedic/Mobility Impairments

General Characteristics

Disabilities related to mobility can result from congenital causes, accidents, or progressive neuromuscular diseases. Within this disability category, students' functional limitations and abilities vary widely. Some individuals tire easily, experience pain, manage intermittent flare-ups of their symptoms, or experience difficulty with coordination.

There are many disorders that limit mobility, including cerebral palsy, spinal cord injury, degenerative diseases and motor-neuron diseases.

In the University Environment

Issues of accessibility in campus buildings, classrooms and labs are important considerations for people with mobility limitations. In addition, availability of assistive technology, assistance with note taking, and tasks involving handwriting are examples of concerns faced by students whose disabilities fall in this category.

Information for Faculty

An excellent introduction to the needs of students with motor impairments on the college campus can be found at http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/StudentMI.htm.

A Student Perspective

Two students at Santa Monica College describe their experiences as college students with mobility limitations at http://www.smc.edu/rotate/students/983/fuglevand_mark.html

and http://www.smc.edu/rotate/students/982/courtney_dustin.html.

A student who uses a wheelchair is interviewed by her campus newspaper about accessibility issues at Maui Community College in a brief

article at

<http://mauicc.hawaii.edu/staff/stjohn/hooulu/03062000/karenhue307.html>.

Professional Organizations

Amputee Coalition of America

<http://www.amputee-coalition.org>

Muscular Dystrophy Association

<http://www.mdausa.org/>

National Spinal Cord Injury Association

<http://www.spinalcord.org/>

III.J. Other Disabilities

General Characteristics

There are many other disabilities experienced by college students that are covered by the nondiscrimination mandates of the Americans with Disabilities Act of 1990. These disabilities, and/or the medications that are required to treat them, may create barriers for students by impairing their stamina, mobility, speech, coordination, attention, memory or alertness. Students' symptoms may vary because of the nature of their medical problem or because of adjustments to their medication regimen. Some conditions may be progressive, requiring periodic reassessment of students' needs. Some conditions may be chronic or stable, requiring few or no special modifications.

Some other possible disabilities include:

- AIDS/HIV
- Arthritis
- Asthma
- Autoimmune Diseases
- Burns
- Cancer
- Chemical Sensitivity
- Chronic Pain
- Diabetes
- Heart Conditions
- Hemophilia
- Lupus
- Narcolepsy
- Renal-Kidney Disease
- Respiratory Disorders
- Seizure Disorders/Epilepsy
- Sickle Cell Anemia
- Tourette Syndrome

Information for Faculty

Information concerning the needs of students with other disabilities affecting endurance or general health can be found at http://www.lions.psu.edu/ods/ods/newfiles/faculty_staff/handbook/StudentOD.htm.

Information for faculty about students with seizure disorders is found at http://www.wayne.cc.nc.us/facstaff/info/ada/seizure_disorders.htm.

A Student Perspective

The University of North Carolina Center for Teaching and Learning provides a reflection on a classroom experience by a student with AIDS/HIV. Access this reflection at <http://www.unc.edu/depts/ctl/tfi13.html>.

Professional Organizations

Epilepsy Foundation of America
<http://www.efa.org>

Narcolepsy Network
<http://www.websciences.org/narnet/>

Tourette Syndrome Association
<http://www.tsa-usa.org/>

IV. Additional Resources

Accessibility

Barriers to accessibility are explored as they affect disability categories including Visual Impairments, Hearing Impairments, Physical Impairments, Cognitive/Language Impairments, Seizure Disorders and Multiple Impairments in a web site that emphasizes functional limitations in the environment. Locate this resource at <http://www.trace.wisc.edu/docs/population/populat.htm>.

Recordings for the Blind and Dyslexic

RFB&D provides audio taped texts for college students who are blind or dyslexic. Read the interesting history of this important organization, and learn about membership at <http://www.rkbd.org/about.htm>.

V. Online Faculty Handbooks Containing Information about College Students with Disabilities

Brock University

<http://www.cosc.brocku.ca/faculty/radue/disabilities/default.html>

Brock University offers an extensive resource that identifies the characteristics of students with a particular disability in addition to resources for faculty on how to teach students with disabilities.

Brigham Young University

http://www.byu.edu/stlife/campuslife/ssd/text/faculty_t.htm

Brigham Young University offers a list of guidelines for faculty members. The guidelines describe ways that faculty can make accommodations for students with disabilities in addition to students with temporary conditions. The topics include the following: the law, chronic pain and illness, disability, deaf and hard of hearing, emotional disabilities, learning disabilities and ADHD, etc.

California Polytechnic State University, San Luis Obispo

<http://sas.calpoly.edu/drc/>

California Polytechnic State University lists frequently asked questions by faculty and staff. In addition to the list of questions, the site provides the following: testing accommodations, note taking, academic accommodations, legal responsibilities, resolving accommodation disputes, confidentiality, strategies for accommodating specific disabilities, etc.

California State University, Chico

http://www.csuchico.edu/dss/faculty_handbook.htm

The online faculty handbook includes the following topics: introduction and goal statement, when meeting a person with a disability, suggestions for an

accessible classroom, exam accommodations, educational assistants, computers and other adaptive equipment and interpreters. The online handbook also describes different types of disabilities and how best to accommodate students with disabilities in courses.

College of William and Mary

<http://www.wm.edu/OSA/dostud/guide.htm>

The College of William and Mary offers a faculty guide with various topics of interest to faculty members. There is an extensive link to many strategies for teaching students with disabilities. Topics include: disability services, the Americans with Disabilities Act, terminology, student responsibilities, faculty responsibilities, note taking alternatives, evaluation alternatives, sign language interpreters, helpful adjustments to the classroom/laboratory.

Northwestern University

<http://www.stuaff.nwu.edu/ssd>

Northwestern University offers an online resource for students and faculty members. This site focuses on the partnership between the student and the faculty member as shared responsibility. The site offers instructional strategies for students with disabilities.

San Jose State University

<http://www.drc.sjsu.edu/faculty/toc.htm>

Topics in this handbook include learning disabilities, test accommodations, confidentiality, and helpful hints. Accommodations are discussed for the following categories: learning disabilities, deafness and hearing impairments, psychological disabilities, blindness or low vision, mobility and dexterity limitations, and other disabilities.

Southern Connecticut State University

<http://www.scsu.ctstateu.edu/departments/dro/IE4/FacGuide/TOC.htm>

Southern Connecticut State University provides a handbook for faculty members. Topics include the following: equal opportunity under the law, disabling attitudes, accommodating students with disabilities, hearing impairments, learning disabilities, guidelines for test accommodations, frequently asked questions, etc.

University of California-Berkeley

http://www.dsp.berkeley.edu/cave/trio/f_s_resource.html

University of California-Berkeley, through their Disabled Students Program has provided resources for faculty, staff and students. The topics include: teaching students with disabilities, frequently asked questions, disability studies at The University of California-Berkeley, disability awareness, and clips from videos.

University of California-Los Angeles

<http://www.saonet.ucla.edu/osd/docs/Handbooks/FacultyGuide.htm>

The Faculty Handbook is created by the Office for Students with Disabilities. The Faculty Guide is a reference guide for faculty members. The Handbook stresses that students with disabilities are “capable individuals who experience some limitation that calls for adaptation of materials, methods or environments to facilitate their most successful learning.”

University of Delaware

<http://www.udel.edu/cte/disabilities.htm>

The University of Delaware has a large list of resources in reference to students with disabilities. This site has many links to the following: articles on educational strategies, strategies for teaching students with various disabilities, information on disabilities, etc.

University of Michigan

<http://www.umich.edu/~sswd/ssd/fhb.html>

The online faculty handbook provides resources on different disability categories: blind or visually impaired students, students with mobility impairments, deaf or hard of hearing students, students with learning disabilities, students with speech impairments, other disabilities. The online handbook also has a section on recommendations for all courses.

University of Southern California

<http://www.usc.edu/student-affairs/asn/DSP/profinfo.htm>

The University of Southern California has a web site listing information for professors and instructors. The information is arranged by specific disability. There is information about the disabilities as well as disability brochures in PDF format. The site also explains the University's accommodation policies, information for a course syllabus, and how to support students with disabilities.

University of Virginia

<http://www.virginia.edu/vpsa/ada-fac.html>

The University of Virginia site lists the characteristics of students with disabilities and includes a section on accommodating students with disabilities in the classroom. This site also has a sample agreement that a faculty member could make with a student.

Virginia Commonwealth University

http://www.students.vcu.edu/dss/dss_faculty_handbook.html

Virginia Commonwealth University includes a section on students with disabilities in the faculty handbook with a link to a more extensive list of resources for faculty members. The handbook also includes a description of students with mental impairments and physical impairments. The descriptions include characteristics and behaviors that faculty members may see.

Faculty Handbooks From Institutions Located Outside the United States.

Australian National University

<http://www.anu.edu.au/disabilities/learndif.html>

The online handbook for faculty members at The Australian National University has a wide range of resources. They include the following: overview of learning disabilities, prevalence of learning disabilities, indicators of learning disabilities, identification of students with learning disabilities, strategies for accommodating students with learning disabilities, support program for students with learning disabilities, etc.

University of New Brunswick

<http://www.unb.ca/current/special/>

The handbook on accommodating students with disabilities covers the following topics: working together, best teaching practices, planning a lecture or a lab, contract agreements, disabilities and responsibilities, students with various impairments, and a glossary.