

Diversity in the Classroom: Accommodating University of Florida Students with Disabilities

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Dean of Students Office (DSO)

University of Florida



DRC Student Population Overview

- ▶ Currently this Fall '14 semester 1,480 UF students are utilizing DRC services
- ▶ Certificate, undergraduate, graduate, & professional students
 - ▶ Traditional (campus), distance education program, & distance learning students

Continued **DRC Student Population Overview**

▶ Categories of disability by primary disability:

31% Students with AD/HD

24% Learning Disorders

21% Mental Health Disorders

13% Medical/Chronic Health Conditions

7% Other: Hearing, Vision, TBI, Asperger's

4% Physical/Mobility Impairments

▶ Comorbidity

▶ Congenital or Acquired

Stigmas/Misconceptions & Barriers

- ▶ Stigmas/Misconceptions
 - ▶ Combat or industrial disabilities
 - ▶ Noble & working
 - ▶ Learning Disorders and Attention Deficit Disorder
 - ▶ Lower IQ---a misconception!
 - ▶ Not trying hard enough---a misconception!
 - ▶ Mental Health Disorders
 - ▶ Willpower---a misconception!
 - ▶ Dynamic---challenging to manage

Continued Stigmas/Misconceptions & Barriers

- ▶ Visible (V) vs. Hidden (H) Disabilities
 - ▶ (V) hyper-visibility, over-observation, loss of privacy
 - ▶ (H) option of disclosure, reluctance to accommodate, stigma
- ▶ Barriers
 - ▶ Physical Design/Access
 - ▶ stairs, doors, embankments, online courses
 - ▶ Attitudinal
 - ▶ Personal > Prejudice, misconceptions, discrimination

Executive Functioning

- ▶ “A collection of interrelated functions or processes, which are responsible for goal-directed or future-oriented behavior, that control, organize and direct cognitive activity, emotional responses, and behavior” *
- ▶ Disabilities with EF challenges: Autism Spectrum Disorder, Dyslexia, Attention Deficit Disorder, Traumatic Brain Injuries

*Gioia, Isquith, & Guy (2001)

Executive Functioning Features

- ▶ Ability to focus and concentrate on demand
- ▶ Initiating an activity or shifting to a new activity
- ▶ Working Memory
- ▶ Planning and organizing
- ▶ Controlling impulses
- ▶ Implementing appropriate problem-solving strategies
- ▶ Ability to regulate behavior and self-monitor
- ▶ Requesting feedback

The Accommodation Process

- ▶ A student self-identifies to the DRC and provides medical documentation of disability
- ▶ The DRC reviews documentation & determines if it meets DRC Guidelines
- ▶ The DRC conducts a collaborative interview with the student & appropriate accommodations are allocated according to the law
- ▶ The DRC prepares accommodation letters for the student to personally deliver to his/her instructor(s)
- ▶ Through a collaborative process, student & instructor discuss implementation of requested* accommodations

* Student should identify specific accommodations requested for your course

Instructor Responsibilities

- ▶ Inform students of procedures for accessing accommodations (e.g. syllabus statement)
- ▶ Provide and arrange for accommodations specified in the accommodation letter & requested by student
- ▶ Privately consult with the student to ensure there is a clear understanding of requested accommodations
- ▶ Keep accommodation-related information regarding a student confidential ([FERPA](#))
- ▶ Do not make the students feel as if they are inconveniencing you ([DRC Faculty Informational Guide](#))

Common Accommodations

- ▶ Note-Services*
- ▶ Permission to audio record lecture
- ▶ Access to course materials (e.g. copy of PowerPoint presentations)
- ▶ Access to course materials in an alternative format
- ▶ Accommodated Testing* (e.g. access to; extended time, low distraction environment, assistive technology, scribe, reader)

* Details on next slides

Note-Services

- ▶ Student is responsible for giving you a Note-Service Packet and adhering to your attendance policy
- ▶ Instructor assist in identifying note-supplier, completing note-service form, and directing note-supplier to DRC
- ▶ DRC handles behind-the-scenes coordination and trouble shooting
- ▶ Back-up: Permission to audio record lecture
- ▶ How to administer Note Services accommodation

Accommodated Testing

- ▶ Testing arrangement options: Instructor or DRC can administer testing/quiz accommodations
- ▶ If Instructor administers, clearly communicate how, when & where
- ▶ If the DRC administers, student is responsible for initiating a request to take tests at the DRC by using an Accommodated Testing Request (ATR) form
- ▶ You may list all tests for the semester on one ATR form
- ▶ Student is responsible for submitting completed ATR to the DRC at least 4 business days prior to the first test date

Accommodated Testing (cont.)

- ▶ Student and instructor are responsible for notifying the DRC of any changes in test dates/times
- ▶ Instructor is responsible for delivering tests by 5:00 pm on the day before the test via hand-delivery, e-mail or fax. **Do not** send tests through campus mail
- ▶ DRC returns completed test to you no later than the next business day to location you specify on the ATR
- ▶ How to administer Testing accommodations

Concerned or in Doubt? Contact the DRC

- ▶ Outdated accommodation letter
- ▶ Accommodation letter left under office door
- ▶ Poor Attendance
- ▶ Student requesting accommodations not on letter
- ▶ Student is requesting accommodations without a letter
- ▶ Possible violations of [Student Conduct & Honor Code](#)

Instructor Fact Sheets

- Communicating & Teaching Students with Autism Spectrum Disorder
- Epilepsy & Seizures - Types & Care
- Note-Service
- Teaching Students with Hearing Loss
- Teaching Students with Visual Impairments
- Testing Accomodations
- Working with an Interpreter

Remember---Person First!

- ▶ Value the individual!
- ▶ View the student as a person with a disability (not as a disabled student)

Contact Information

Disability Resource Center (DRC)

001 Building 0020 (Reid Hall)

P.O. Box 114085

DRC Testing Office: testing@dso.ufl.edu

DRC Note-Service: noteservice@dso.ufl.edu

General eMailbox: accessuf@dso.ufl.edu

352-392-8565 (voice) or 352-392-8570 (fax)

DRC Faculty (instructor) webpage: [Click Here](#)

Thank you for your support of
University of Florida Students with Disabilities!