



# A Faculty Guide to Working with Students with Disabilities

## Accommodations

Students diagnosed with a disability or disabilities meet with a Disability Support Services counselor to determine acceptable accommodations. Once the student has provided documentation regarding her/his diagnosis and accommodations are established, a memo is sent via email to each of the student's instructors approximately one week prior to the start of each semester and again after schedule adjustment.

## Disability Support Services Office Hours:

Monday–Thursday: 8:00 am–6:00 pm  
Friday: 8:00 am–4:30 pm  
734-462-4421  
dss@schoolcraft.edu

Please understand that when working with students with disabilities, you are legally required to provide the accommodations listed on the memos sent through the Disability Support Services office. In some cases such as online courses, the accommodations listed may not apply (e.g., copies of the instructor's notes). In these instances, you need to provide only the accommodations that apply to your mode of course delivery.

## Be Aware

- A student may have specific disabilities that result in social skills deficits (e.g., may not act in an age-appropriate manner, may interrupt and not be aware that he/she is doing so, may not pick up on the fact that the teacher and class are ready to move on to another topic, etc.). It is important that you understand that this is **NOT** intentional and that this behavior does **NOT** negate accommodation requirements. These behaviors are often symptoms of her/his disorder.
- Some students do not pick up on social cues— e.g., tone of voice, subtle inferences, sarcasm, etc. **You must be direct, exact, and concise in your directions.** For example, do not say, "List some reasons why the Civil War started." Be specific— "List and describe three causes of the Civil War."
- If you need to speak with a student, it is **STRONGLY** recommend that you do so one-on-one. No one likes to be "called out" in a classroom or having attention brought to them in a public manner.
- Some students are very sensitive to schedules. Once a schedule has been outlined in a syllabus, any changes to the schedule or syllabus may result in a significant disruption for the student. To lessen the impact of disruption it is helpful to send a follow-up email to students, or provide a revised copy of the syllabus with the change(s). Do not be

surprised if a student contacts you to verify the information after the change has been made even though he/she has the new schedule; he/she may need confirmation of change(s).

## Disruptive Behavior

- Being compassionate and understanding goes a long way to alleviating any issues that may arise. For some students with disabilities, their previous academic experiences have not been positive. A student may become very defensive about her/his performance in class or may become confrontational or defensive about grades and progress in class if problems arise.
- If you have done everything that you can in terms of speaking with the student, and it seems as though his/her behavior is something that they cannot control, **PLEASE** contact the Disability Support Services office for possible intervention; sometimes having a third person involved facilitates the process.
- Finally, if a student is being disruptive, it is within your right as an instructor to ask him/her to leave the class for the remainder of the class period. Students with disabilities are required to adhere to the same code of conduct as all students. You may also report concerns or behavioral problems online at [www.schoolcraft.edu/sccares](http://www.schoolcraft.edu/sccares).

All emergencies or situations of a criminal or threatening nature need to be reported directly to Campus Security Police.

From a cell phone or off-campus ..... 734 462-4424  
From a campus phone ..... Ext. 4424

## Common Accommodations

There are other accommodations that may be indicated for a student in your class. If you are unsure which accommodations are required, please feel free to contact the Disability Support Services office at ext. 4421.

### Please Note:

If a student **does not** discuss any accommodations (i.e., via direct contact or via email) you are **not** required to provide accommodations.

Students are told that they **must** discuss accommodation needs with their instructors. Once a student has discussed accommodations for the course, you legally **must** provide the accommodations.

If the student discusses different accommodations than those provided by the Disability Support Services office, please refer the student back to the office or contact the office directly at ext. 4421.

- **May need more time for testing and/or may need a change of test location.**

These two accommodations tend to go together and the student will take exams at the Testing Center rather than in class.

It is the student's responsibility to remind her/his instructors the week before the exam to have the exam sent to the Testing Center.

Unless otherwise indicated, additional time for testing is time-and-a-half (150%). For example, if your students are allowed one hour in class, students with additional time are allowed an hour and one-half.

- **May need the services of a note taker.**

The student will make arrangements with another student in class to get a copy of the other student's notes. This does NOT mean that the student is not responsible for taking her/his own notes as well.

- **Please select a note taker from the class.**

You, the instructor, will ask a student in class to volunteer to assist with accommodations in note-taking. This does NOT mean that the student is not responsible for taking her/his own notes as well.

- **May need to use a recording device.**

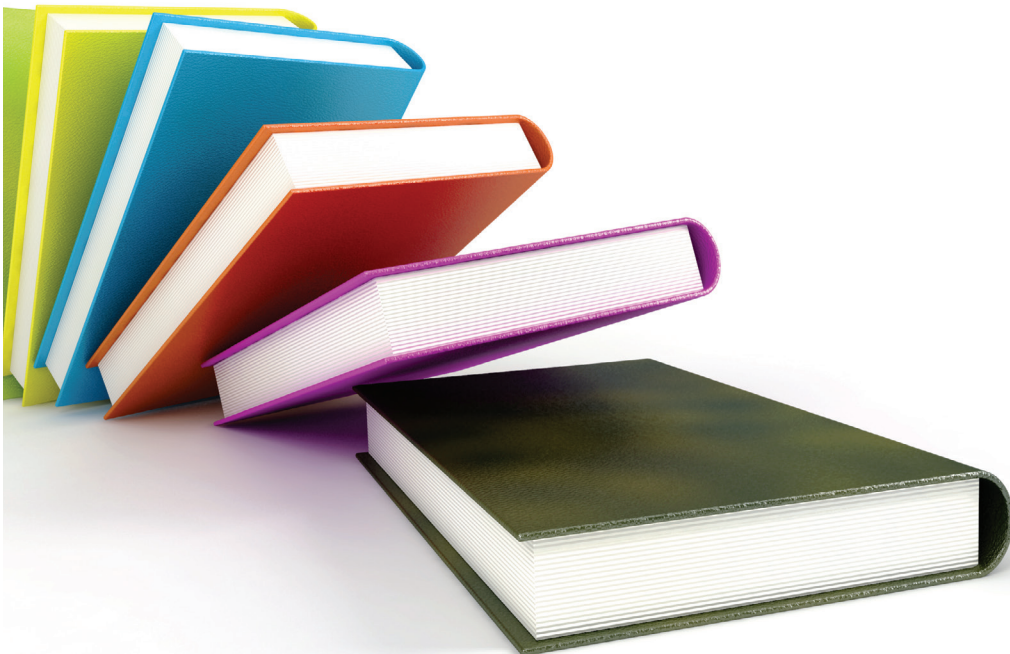
Students should meet with instructors at the beginning of the semester to discuss their need for this option.

- **May need copies of overheads.**

This accommodation usually applies to instructors who use PowerPoint presentations and do not provide students with a handout or access to the PowerPoint via Blackboard.

Also, if an instructor uses transparencies or other types of overheads, the student would be allowed access to those as well, provided copyright laws permit.

- **Please share instructor notes when possible.**



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