

**ACCOMMODATING STUDENTS WITH DISABILITIES:
A GUIDE FOR YALE UNIVERSITY**

**Prepared by
Resource Office on Disabilities
35 Broadway (rear entrance)
P.O. Box 208305
New Haven, CT 06520-8305
203-432-2324 (voice)
203-432-8250 (TTY/TTD)
www.yale.edu/rod**

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UNIVERSITY POLICY

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, it is the policy of Yale University to provide reasonable accommodation for students with disabilities.

HISTORY AND GROWTH OF THE RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities (Resource Office) was established in 1982 in response to the growing population of students with disabilities enrolled in Yale College and the Graduate and Professional Schools at the University. A part time Director was appointed and in 1983-84, twenty-four (24) students with disabilities received services.

The number of students with disabilities registering with the Resource Office increased to over 550 by the end of the 2011 summer term. The increase of registered students is indicative of disability-related public laws, regulations and services implemented in the last three decades. Today, most students with disabilities entering the University are aware of the services and accommodations they need to succeed in a post secondary environment either through Special Education and/or advocacy efforts.

The Resource Office is composed of a full time Director and Administrative Assistant, supported by an Advisory Committee appointed by the Office of the Provost. The Advisory Committee on Resources for Students and Employees with Disabilities contributes expert knowledge resources to University concerns related to disability. This includes issues of physical access, services, awareness education and publicity, technology, and public information.

The Resource Office on Disabilities is part of the Yale College Dean's Office but serves all students in the University to include the Graduate School of Arts and Sciences and all Professional Schools. It coordinates its efforts with the Provost Office, Deans, Registrars, and Admission Directors of Yale College and the University's Graduate and Professional Schools. The Resource Office also works most commonly with University Parking and Transit, Library Services, ITS and Media Services, the Writing Centers of Yale College and the Graduate School of Arts and Sciences. Physical Plant, Custodial Services, Health Services, Graduate Housing, Campus Security, and the Commencement Office.

Today, the priority of the Resource Office is to coordinate and provide quality services to students with disabilities. The Office has evolved as an education and information resource center on general and specific disability issues for the University. Awareness of and learning about disability issues, general and specific, is an ongoing process. The Resource Office is a vehicle to keep disability awareness and accommodations in the forefront of all University affiliates.

STUDENT RESPONSIBILITIES

Registering with the Resource Office on Disabilities is required for students who request a disability-related accommodation or service. Students must contact the Resource Office for registration materials that include guidelines for documenting a disability. Once the Resource Office receives registration materials and appropriate documentation, the student must meet with the Director of the Resource Office to discuss the appropriate accommodation(s). Students are informed of the procedures during the registration process and sign agreements and individual documents submitted each semester. A student may register and submit documentation to the Resource Office even though a specific accommodation request is not anticipated at the time of registration.

Students must report to the Director every semester accommodations are needed. The student is expected to contact the Resource Office when he or she anticipates the need for course accommodations and/or services. This contact usually occurs within the first three weeks after course registration.

New registrations are accepted at any time during a semester. This process recognizes new diagnoses and injury or a delay in procuring appropriate medical documentation. It also responds to students who have a documented disability and have made all attempts to proceed with academic course work without the previous need for accommodation(s).

The majority of students served by the Resource Office experience a disability that is permanent in nature. However, the Office considers the special needs of students who experience a temporary illness or injury that affects academic life. For example, a student who experiences a hand injury that prevents his or her ability to take notes or write answers for exams may request and receive services.

Students requesting course related accommodations are responsible for presenting a *Letter of Accommodation* from the Resource Office to the principal faculty member responsible for a course and a copy to their college or school Dean. The *Letter of Accommodation* is intended to serve as an

action plan of accommodation needs for each student with a disability. The accommodations are discussed each semester between the student and the Director of the Resource Office. This discussion considers what is known about the course requirements and the individual student's disability requirements.

See a sample *Letter of Accommodation* (see Figure 1.1 below)

Students are responsible for reporting any problems or concerns with services or accommodations as they occur. Students must speak to the Director of the Resource Office to request changes to any accommodation already implemented. Students registering with temporary injuries are expected to notify the Resource Office of service changes as they occur.

Students with disabilities are expected to comply with the Academic Regulations of the College or School. Problems with compliance, even if disability related, must be communicated with the student's Dean. Deans may choose to confer with the Resource Office on Disabilities when appropriate.

FACULTY ROLES

LETTER OF ACCOMMODATION

Support and efforts made by faculty are essential to a student's academic performance. The registered student and Resource Office identify what accommodations are required for each course every semester. This information is transmitted to the principal faculty member responsible for the course in a *Letter of Accommodation*. The decisions made and recommended are determined by what is known of the course requirements, either electronically published and/or transmitted by the student with the printed course syllabus. The student is usually responsible for delivering this letter directly to the principal faculty member. A copy of the letter is delivered to the student's Dean, via the student.

See a sample *Letter of Accommodation* (see Figure 1.1). The *Letter* will indicate the semester and the course number and name. A faculty member should not accept a *Letter* for a different semester or course.

Figure 1.1

CONFIDENTIAL

TO: Professor XXX
FROM: Judy York, Director
DATE: July 26, 2011
RE: Spring 2011 Disability-Related Accommodations for

This information is confidential. The student whose name appears above is registered with the Resource Office on Disabilities and has a disability for which this office has appropriate documentation on file. The documentation supports the accommodation(s) listed below. I ask your assistance in arranging the accommodation(s) as described, and notifying the student of any accommodations you have arranged. If you need help in arranging testing accommodations, please contact the designated liaison for your department or school as listed below at least one week in advance. Should you need assistance in arranging non-testing accommodations or have additional questions, please don't hesitate to contact me at 432-2325. Thank you very much.

Department/School _____
Course Title: _____
Course Number: _____
Liaison: _____ Phone: _____

Accommodation(s):

- Note taker: Please announce that a note taker is needed without disclosing the name of the student needing assistance and distribute the enclosed notices to interested persons.
- Permission to use a laptop computer for tests and exams that require short answer and essays (the Resource Office on Disabilities has laptops that can be loaned for the test/ exam period to ensure no stored material or electronic access in campus wireless locations).
- Extension of time on tests and exams: up to time and one half.
- A separate testing environment is advised with consideration given to a tabletop surface for the computer.

cc: Dean
Student

_____ ROD mail to professor X Student to deliver

I understand that once I accept this letter for transmittal to the professor listed above, or ask the Resource Office on Disabilities to forward this letter to the professor on my behalf, the Resource Office on Disabilities may contact the professor directly to discuss the requested accommodation(s).

Student signature: _____ Date: _____

Faculty members are responsible to provide the accommodation(s) indicated but are not required to alter the essential elements of the course requirements. Excessive absence, tardiness and unexcused delays in assignments should be reported to the student's Dean and can be reported to the Resource Office. Such behavior is not always related to disability. The Dean, made aware of the student's registration with the Resource Office, is in the best position to investigate the circumstance. Deans have regular contact with the Resource Office and will initiate a query with us if disability reasons are suspected. Of course, if there are questions, the Office will be available to advise on the best point of contact for concerns.

Letters of Accommodation are most commonly issued within the first three weeks after course registration but can be completed and issued sooner. Because special testing arrangements are required by some students, course instructors who plan to conduct regular in-class quizzes weekly or bi-weekly or a test within the first five weeks of the semester are encouraged to announce this information to students several times before and after shopping period. Presenting quiz and test dates in a written syllabus is also advised. This can help us all to avoid the "I didn't know" statement that can lead to a flurry of frustration and last minute arrangements no one welcomes.

DEPARTMENT OR SCHOOL LIAISON

Many Schools and Departments have identified a liaison to the Resource Office. The liaison is listed as a resource and point of contact for the instructors to assist with special testing arrangements. The name of a Department/School liaison is requested annually by the Provost's Office. The name will appear on the *Letter of Accommodation*; however, the liaison will not receive a copy.

For those Schools and Departments that have no designated liaison, direct contact can be made with the Resource Office for resource assistance.

While *Letters of Accommodation* are usually delivered in the beginning of the semester after course registration, a *Letter* may be delivered later in the semester and will not require any changes to course activity already completed.

Any communication with the student or on behalf of the student submitting a *Letter of Accommodation* must be confidential. The student's disability should not be revealed unless the student chooses to discuss his or her disability with an instructor or provides written permission to the Resource Office to do so. The student's name must not be presented when supports, such as notetakers, need to be recruited from the class. Surmising or "guessing" the

reason for the recommended accommodations should be avoided, as should the comparison with other students submitting *Letters of Accommodation*. Students with a physical disability, chronic medical condition, learning disability and mental health diagnosis may not present a visible or noticeable difference, yet accommodations can be similar or the same.

When faculty members receive any *Letter of Accommodation*, it should be stored in a safe location protecting the privacy of the student. Discussions about the individual student's needs should only be held with other persons formally associated with the course who have a "need to know" because of their involvement with special arrangements that may be required. These discussions should take place in a private environment so others may not overhear the information. Faculty and teaching fellows should remain alert to e-mail transmitted to several students regarding accommodations. This should be done without revealing one student to another when e-mailing. Faculty should advise teaching fellows/assistants to send singular mail and to carefully avoid a group e-mail that identifies several names. Likewise, to protect confidentiality, no faculty or teaching fellows/assistants should forward e-mail that identifies other student names in any portion of what is sent.

NOTE TAKING ACCOMMODATIONS

The most common types of accommodations indicated in a *Letter of Accommodation* are notetaking support and special testing arrangements. If the *Letter* requests assistance in the recruitment of a student notetaker, the instructor is asked to make an announcement to the class, "The Resource Office on Disabilities seeks to employ a notetaker for this class." With the *Letter*, several informational flyers should be available for distribution to interested students. As follow-up statement may suggest: "If there are any interested students, please come up after class for an informational flyer."

Prospective notetakers who come to the Resource Office must show a copy of their notes taken to date to judge readability of handwriting. The Resource Office is not in a position to judge quality of content for each class. The quality is determined quickly by the recipient and the position is kept open until acceptable materials from a notetaker have been found.

The Resource Office will occasionally hear questions from faculty members about his or her role to help with the selection of a notetaker. This is especially common for small classes when faculty members have a good knowledge of each student. The Resource Office will welcome a discussion with faculty members to help advise.

There can be more than one student in a class requiring notetaking services. The Resource Office will discontinue the request for an announcement in the *Letter of Accommodation* when (a) student notetaker(s) is/are secured for each class. In classes where there are several students requiring notetaking services, the Resource Office may employ two notetakers to ensure continuity. We consider more than one notetaker to protect recipients from a delay or absence of this service.

Instructors do not need to facilitate or coordinate the student notetaking services during the semester. Once the Resource Office hires a student notetaker, it coordinates the transfer of notes. Notetakers commonly copy and deliver notes at the Resource Office or, if typed, transfer the notes to the Office electronically. It is not expected that the notetaker will know who the student recipient is. The Resource Office either distributes notes to recipients or makes arrangements with a Professional School to assist with distribution.

Occasionally, the Resource Office may request a copy of the instructor's lecture notes and visual materials used in class. Some students find reviewing lecture notes ahead of class valuable. Other students may require repeated review after the class presentation. We will make the request and welcome conversations with instructors when these arrangements are not logistically possible.

TESTING ACCOMMODATIONS

When special testing arrangements are indicated as an accommodation, faculty members are expected to provide the arrangements. A student requiring extra time may complete the exam before the expected time allotment. This can happen for a number of reasons and assumptions should be avoided. Unless it is the protocol to ask questions of any students finishing an exam early, questions asked to any individual student about extended time should not be posed.

The Resource Office may be contacted for assistance when the School or Department lacks the resources to make the arrangements. During final examination period, the Resource Office is prepared to assist, especially for classes where several students require special arrangements. The Resource Office tracks the published final examination schedule of its registered students.

If a faculty member changes the final examination date or offers an alternative date and needs the assistance of the Resource Office, two weeks advance notice is requested. Students presenting a *Letter of Accommodation* who request a date change in the exam must receive

approval from their Deans. The Resource Office does not have the authority to approve a date change for the student.

When the start time of a test or final exam is scheduled in the evening and a student requires additional time, arrangements to start the exam at an earlier time are common. The start time of the exam for the individual student proctored by the Resource Office usually overlaps the start time for the class exam, protecting the integrity of the exam.

When the Resource Office assists with the administration of an exam for a registered student, the Office requests that the exam is delivered to its office at 35 Broadway in person or electronically and later, picked up. Unless pre-arranged by the faculty member several weeks in advance, exam administration and proctoring by the Resource Office will be in the Cross Campus area or, in special arrangements for finals, in Old Campus area locations.

The Resource Office is comprised of two staff members and it hires additional proctors for final examination period to cover daytime slots. Two staff persons officially cover evening slots throughout the final examination period so that completed examinations can be placed in a locked and secure location. Our official personnel resources are limited in time of high demand and we ask for a joint effort in delivery and pick up of exam materials.

During the examination, contact with an instructor or teaching fellow/assistant may be necessary if students have questions. Plans to provide this can be discussed prior to the exam.

Some students require unique and singular arrangements for exams, such as the need for a scribe, enlarged print, a reader, and the student's requirement to use special equipment to complete examination questions. Advance planning is initiated to coordinate these arrangements between the faculty member, student and Resource Office. Unexpected injuries or medical conditions can necessitate late and immediate arrangements. In this occasion, the student's Dean is involved to aid in the coordination of last minute arrangements that include a discussion with the faculty member and the Resource Office to facilitate an acceptable testing arrangement.

The use of a computer is required by some students to complete essay portions of an exam. This need will be noted on the *Letter of Accommodation*. The Resource Office can loan laptop computers that do not contain any stored information for registered students. Reservation is required. Students using laptops will need a hard surface to work on in proximity to an electrical outlet. This indicates the consideration of the

classroom facility and resources where the exams will be taken. We have found it necessary to arrange for a separate exam location for singular students to provide for a reasonable setting.

There is some special testing at the University, e.g. foreign language placement exams, when planning for special testing arrangements may not be arranged more than a few days in advance. The Resource Office will make every attempt to directly communicate with the lead exam administrator as soon as a need is known.

WEBSITE ACCOMMODATIONS

Computers and the World Wide Web are being used increasingly to transmit course-related information. Posting course information and notes should consider the special access requirements of students with disabilities. Simple text based format is advised. Graphics should have text descriptors. Video presentations should have audio descriptors of visual material. Extensive requirements for navigation can present a problem for some students. Lengthy course materials reviewed by constant use of a mouse or trackball should also be made available on request in a print format to be copied by the student.

The Resource Office can provide several web site resources on key elements to create accessible web pages (see *ADDITIONAL RESOURCES – WEB PAGE ACCESSIBILITY* in this guidebook) and welcomes inquiries. We also welcome conversations with web page designers and masters of Department and School pages.

ADVANCE PLANNING

Shopping period presents some special considerations for Yale students with disabilities and can affect faculty directly or indirectly. Students with special mobility requirements and students who require alternative reading media are asked by the Resource Office prior to the beginning of the semester to submit a “proposed” shopping list of courses.

For students with special mobility requirements, room assignments for classes are closely coordinated with the Registrar. It is the University’s legal responsibility to locate classes in accessible rooms for these students. Classroom size, locations and AV resources required by the instructor are all considered in the assignments. The final choices made at the end of shopping period may require class moves that are inconvenient and disruptive. The decisions made are thoughtful to all considerations of faculty and students.

Deans and the Resource Office may initiate advance course planning for a specific student when early identification of services is advised. The most common advance planning involves the identification of required course reading for students who require different medium or personal supports. Lead-time is essential for the Resource Office in arranging for books on tape, enlarged print, reader services and visual interpreters. Students are asked to identify the classes they may choose well in advance of the beginning of the semester. A Dean or the Resource Office may contact faculty members to determine the required reading before the beginning of the semester.

INDICATIONS OF A DISABILITY NOT YET IDENTIFIED

Faculty members and Deans can contact the Resource Office about a student if there are indications of a disability. Academic performance and or attendance concerns noted by faculty should be initially discussed with the student's Dean.

The Resource Office is available to listen to the facts or descriptors that profile a student's behavior or academic performance that suggest the possibility of a disability. It is requested that the student's name is not presented in these preliminary discussions to respect the right of confidentiality. A plan of action can be discussed. In these discussions, it is critical to consider the student's right to choose whether to (1) consider and pursue a disability determination and/or (2) seek and accept support services.

THE ROLE AND SERVICES OF THE RESOURCE OFFICE ON DISABILITIES

The Resource Office staff welcome conversations with faculty and Deans to ensure proper coordination of special arrangements for the student while maintaining the integrity of course requirements. The following list of services is a sample of services and accommodations most frequently provided. It is not all-inclusive.

- Assessments for and provision of assistive computer technology
- Classroom accommodations (e.g. wheelchair accessible location, seating priority, etc.)
- Examination & testing modifications (e.g. extension of time, distraction-free testing location, use of laptop/ computer, etc.)
- Materials in alternative formats (e.g. large print, Braille, Books on Tape, etc.)
- Notetakers

- Readers and Visual Interpreters. A Visual Interpreter describes graphs, charts and print materials that cannot be reasonably presented otherwise to a student who is blind.
- Referrals to other campus and community services
- Scribes and transcription services
- Interpreting and real time transcription services for students with hearing impairments
- Orientation and mobility assistance in residence and on campus for students with visual impairments
- Wheelchair accessible door to door shuttle service to points on campus provided by the University's Special Services Transportation

The Resource Office pays and manages casual and student employees for notetaking; high volume, long term scanning; visual interpreting; scribing and transcribing services. Through the Office, the University has a membership with the "Recordings for the Blind and Dyslexic," a national public service offering many academic textbooks on tape. Where textbooks and course packets are not available through this service, the Resource Office employs readers and loans the necessary equipment to provide this material on tape-recorded medium.

Occasionally, the Resource Office may coordinate with a faculty member to pay for time limited and task specific teaching assistant/fellow services. Other services requiring specific and specialized skills are provided under contractual arrangements with a variety of community resources.

The Resource Office utilizes the expert consultation of Yale School of Medicine's Center for the Study of Learning and Attention when a student exhibits evidence of a possible learning disability. Follow-up can result in arrangements to test for a learning disability and recommendations to support academic performance.

The Resource Office participates with Yale College in the process necessary for an undergraduate student to petition for a foreign language waiver. The Director, after meeting with the student and speaking with the student's Residential College Dean, can make a referral for testing to the Center for the Study of Learning and Attention. The results of the testing process are added evidence to the material and petition process required by the determining body for a foreign language waiver, the Committee on Honors and Academic Standing. This testing can be provided for graduate students in departments with a foreign language requirement.

The Resource Office does not have access to a student's transcript or GPA. The Office does not nor cannot monitor individual student class attendance or tardiness unless made known by an instructor, the student or the student's Dean. Reports on attendance problems and assignment delays should be reported first to the student's Dean.

The Resource Office does not have the authority to grant extensions on assignments or rescheduling dates for exams. This is the authority of the student's Dean.

The Resource Office does not offer tutoring services to students. This can be offered, at Yale College, through the student's Residential College Dean. Arrangements for tutoring may be available with the Professional Schools through the school's Dean of Academic Affairs.

Information kept on file on each student registered with the Resource Office is kept confidential. The information is not merged with the student's general transcript or other documented information. Cumulative accommodations received by each student at Yale University are not indicated on the individual student transcript and are not released without the individual student's written permission to any party.

The Resource Office has no influence on the Admissions process for a prospective student acknowledging a disability other than a general advisor on the services that should be available in the application process. The Office is available and welcomes general inquiries from prospective students about anticipated services. When a student is admitted and accepts, special arrangements in housing (as required) and immediate and long-term academic supports can be planned.

ACCOMMODATIONS DETERMINATION

The accommodations each registered student requires are considered individually. While students may share common diagnoses, this does not always indicate the same or even similar services.

Service decisions are based on what is known about the requirements of each course, including grading indicators and testing formats and the unique disability needs of the student. Disability documentation provided for the individual is reviewed as are recommendations made by a treating physician or registered/licensed professional or diagnostician. The student and the Director of the Resource Office meet each semester services are anticipated. Several accommodation options are considered. For example, if a student

presents difficulty in writing essay questions in a timed examination but can be supported by the use of using a computer; such a recommendation could be made. If a student has experienced a temporary injury that prevents him/her from typing with two hands, extended time can be considered to compensate for one hand typing speed. If, the injury or illness suggests a compromise to handwriting of questionable duration, the Resource Office can consider the introduction of other supports such as transcription, scribe service and/or computer based voice recognition.

In deciding on and providing individual services, the University always considers fair and equal provision of services for all students. Legal counsel from the University is provided to and used by the Resource Office.

TEACHING STUDENTS WITH DISABILITIES

GENERAL PROCEDURES

Students with disabilities are individuals. Comparisons with other students needing the same accommodations or appearing to have the same disability should be avoided.

Assumptions based on previous or current experience can be wrong and detrimental. For example, students using wheelchairs may not require the same accommodations. The classroom location should be wheelchair accessible but that may be where commonality stops. Where a student sits in the class (in a wheelchair or transferred into a regular desk), how a student manages the reading and writing requirements of a class and how a student interacts within the class can differ from one person to another.

If a student presenting no apparent disability requires extended time in testing, the student's disability should not be assumed or guessed. Extended time is required for a number of different types of medical conditions that are invisible.

Students are not obligated to reveal or discuss their disability with instructors. Some will choose to have a dialogue about their disability and accommodations; others will not. If a student chooses to openly discuss his or her disability, the content and discussion should be kept private and confidential. It is not uncommon for people to feel awkward when discussing disability. An open mind, avoiding stereotype images and experiences, and recognizing the student for his or her abilities are important in establishing a successful working relationship with each student.

Clearly written course syllabi provided in advance, at the beginning of the semester and posted on the web during the semester offer important information to determine the accommodations for each student. Standards for course content and the evaluation and testing content should not be changed for students with disabilities. The manner in which the student is evaluated or tested may be modified. If specific course activities are impossible for a student, alternative but equal assignments can be considered. The individual student can be invited to participate in the discussion of alternative assignments to determine what is feasible, however the standards of the instructor or course evaluation should not be reduced. The Resource Office can be helpful in suggesting other ways that a student can pursue a required activity.

TEACHING STUDENTS WITH VISUAL IMPAIRMENTS

There is a wide spectrum of etiologies and functional abilities among persons known to have a visual impairment. Some students may be experiencing a progressive loss of vision. Some students might experience a medical condition affecting vision in an unpredictable manner. Others may have a visual impairment that has stabilized and is corrected but still substantially hinders their ability to see near and/or far.

Some students experience the inability to use peripheral vision; others, central vision. Some students will have no visual response to color but for others with limited sight, color may be an aid. Some students are blind either from birth or an early age or later in life.

Persons with visual impairments can present themselves with identifying symbols: a white cane used in mobility, a guide dog, electronic notebooks offering voice output or Braille support, and glasses. Others do not. The absence of physical supports should not indicate more or less capability. It simply indicates the individuality of each person with a visual impairment.

Students with visual impairments are often challenged by the regular methodologies and demands of academic life that are highly visual. Modern technology allows access to print and electronic material within certain limits. Copy machines have the capacity to enlarge print. A growing library of books on tape is offered through public and private services. Text files (originally generated or scanned materials) and Internet use is supported by specialized technology added to personal computers with the capacities to enlarge or present materials verbally. Closed circuit TV's (CCTV's) produce magnification of print information. These products enable access to vast amounts of information required in the academic setting. How individual students use this technology can vary.

Some students arrive at Yale with years of experience using special technology and manage the use to maximum benefit. Other students arrive at Yale with limited or no experience. The Resource Office can provide the technical and instructional support in these technologies and recognize that each student's ability to use and adapt is incomparable. It is often a transition time for the student moving from the use of human supports to read, write or otherwise assist to a growing independence achieved with the technology. Communications with the student, faculty members, Deans and the Resource Office is imperative in this transition stage.

Not all students who are blind will rely on braille reading. The Resource Office does offer a braille printer that can convert printed text from a computer file. This resource is available with prior notice.

While use of these technologies is enabling, it does not promise equal access to all sight dependent media. The use of any of these technologies can also require more time and unintentional delays.

Technology does not support all visual requirements in and out of the classroom. Charts and graphic displays are not supported well. Video multimedia presentations lacking visual description may be useless to a student with a visual impairment.

Visual interpreters are employed by the Resource Office to present alternative verbal support. Visual interpreters present a verbal description of visual materials in print, either on paper or on a projection screen.

Use of this service in the classroom can be disruptive as the visual interpreter needs to speak in an audible level. The presence of a visual interpreter in the classroom also requires incremental delays in the lecturer's presentation. The student needs to hear the description of the visual presentation and the lecture information presented separately. The most practical alternative to this process is for the instructor to provide descriptions of the visual materials to the entire class.

Videos and movies without closed description captioning may need to be viewed separately with a visual interpreter if essential to the course content. Otherwise, use of such media should be avoided.

When needed, the Resource Office will often seek the technical support of a Department or School to solicit persons with the correct experiential background to act as a visual interpreter. Common use of a visual interpreter

occurs outside of the classroom for assigned reading containing charts, graphs and formulae.

Instructors can provide necessary supports for their students with visual impairments in the following ways:

- When approaching a student known to have a visual impairment in or out of the classroom, introduce yourself. It will help a person know who you are without guessing by the sound of your voice. If you are leaving a group conversation, let the student know.
- If a student with a visual impairment is alone and needs to walk or sit, you can offer assistance. Wait for a response. If the student declines the offer, do nothing. If the student accepts, extend your right or left arm bent at the elbow depending on how you are situated in reach of the student's extended hand. Place your upper arm in reach of the individual's hand and if walking through a maze of obstacles, talk about the need to move right, left or up/down stairs as required. Pause for only a second if going up/down stairs and inform the student of stairs and the approximate number before reaching a flat surface. To assist and direct the student to a seat in an office or meeting room, extend your arm, elbow bent to reach the student's extended hand for direction. When approaching a chair, place the student's hand on the back or arm of the seat. In an office visit or classroom, pay attention to unexpected barriers in doorways and paths of access and changes in regular seating arrangements within the classroom used. If there is an unanticipated room change, arrange for someone to wait for the student and act as an escort to the new location.
- Invite the student privately to talk about their needs in the classroom. Ask about how he or she is handling the reading and writing assignments. This information can help understand what supports the student is using and how he or she is managing the supports. It can be informative to decide on processes and arrangements for the course requirements.
- Provide the reading list or syllabi in advance. Posting this information on line in an accessible format (text based) allows students with special technology to access it and reference it equal to other students. If enlarged print is needed, develop text files in 18 point. Use copy machines to enlarge 150%.
- In the classroom, read any information that is presented visually in overheads, LCD screen display or on the board. Avoid using "this and that, here and there" phrases, such as the "the sum of this equals that" or "the battle site was located here and the artillery was positioned there."

- Movies and videos shown in class should offer closed description captioning or not be shown at all. If essential to the course, a private viewing should be arranged with a visual interpreter.
- In a group discussion, acknowledging the name of the speaker will allow a student with a visual impairment to know who is participating.
- Do not apologize for or purposely avoid using common expressions that refer to sight, such as “I’ll see you later.”
- Class notes can be supported in a number of ways. Some students will bring their own portable equipment, such as a Braille notetaker or portable computer. Students may rely on a note taker paid for by the Resource Office. Sometimes instructor’s notes are made available and reproduced in the media usable by the student. Students may request the instructor’s permission to tape record class lectures. Tape recording is less common because of time factor and “white noise” interference.
- Test taking can be accomplished in several ways. Tests can be administered orally or with a scribe who reads questions and writes the student’s responses. Essay exam questions can be pre-recorded on tape and student responses typed or in some circumstances, the student will be capable of and prefer handwriting the responses. The exam may be enlarged on a copier or sent electronically to a host computer equipped with speech output or magnification support. There can be test arrangements that only require extended time, i.e. breaks for a student to relax their visual attention for a period of time. Any one of these solutions is uniquely considered for the student’s ability.
- Field trips and out-of-class locations should be discussed with the student. The student may require assistance from a “sighted guide,” perhaps another willing student in the class. Discuss transportation requirements, if any.

We will continually find unique academic requirements that can present a penalty or unprecedented challenge to students and faculty members. The search for reasonable solutions is a shared partnership between the faculty member, student and the Resource Office.

TEACHING STUDENTS WITH HEARING IMPAIRMENTS

Students with hearing impairments can experience different levels of hearing ability and loss. They can present varying abilities in communications. Differences can be attributed to the degree of the hearing loss; when the

hearing loss occurred; social, educational and home environments; and the modes of communications used. Students may rely on lip reading, amplification, any one of a number of interpreting services (e.g. American Sign Language (ASL), Cued Speech, and Oral Interpreters) and/or Computer Assisted Real-time Transcription (CART).

What a student needs in his or her academic life depends on degree of loss, the age at which the hearing loss occurs, and his or her experience with alternative communications and the environment. For example, a student with a hearing loss in a small seminar may be able to rely on lip reading. The same student may require amplification or interpreting support for large lecture environments. When a student relies on lip reading or interpreting services, he or she may also require notetaking support to keep a visual focus on the interpreter or lecturer. Students with hearing loss can also vary widely in their written and verbal expressive ability.

The Resource Office meets students with hearing loss or who are deaf prior to their entrance to the University. In planning with some students, it is possible to define the exact supports that will be required. This is possible for a student who is deaf and consistently relies on interpreting services. For others presenting varying degrees of hearing loss, the environments and the correct supports can only be anticipated and arranged when the student arrives.

The University relies on contracted resources for services that includes American Sign Language (ASL) interpreters and Computer Assisted Real-time Transcription (CART). These services are provided in the classroom through arrangements made by the Resource Office. CART is a service provided by trained court stenographers using a steno machine and laptop computer supported with special software that translates steno into written English. Interpreters and CART providers attend class with the student.

Some students will rely on a wireless FM transmission system to amplify the speech of a speaker. A small clip on microphone is offered to the speaker in a class.

A student with a hearing loss will often be proactive to explain his or her requirements to instructors early in the semester.

Instructors can provide necessary supports for their students with hearing impairments in the following ways:

- When speaking privately to a student with a hearing loss accompanied by an interpreter, direct your eye contact to the student, not the interpreter.

To get the student's attention not already in visual direction, a light tap on the shoulder or other visual sign is helpful. Face the student and avoid sitting in front of a window with bright light. Try to pause briefly to allow the interpreter time to catch up. If unique terminology is used in the conversation, expect the requirement to spell words requested by the interpreter. If the conversation held is an interview with standard questions involving unique terminology, be prepared to provide the questions in writing to the interpreter in advance. Do not hesitate to ask the interpreter questions about the logistics of the interpreting.

- When speaking with a student who has a hearing impairment, try to keep hands and other objects away from your mouth. If something is misunderstood, try rephrasing rather than repeating and avoid speaking louder.
- When presenting a class lecture, face front. Try not to speak with a turned back while, for example, writing on a board. Visual aids can be helpful to supplement verbal presentations.
- If a student is using an interpreter or CART service, try to pause the verbal presentation often. Seconds of silence to erase the blackboard, change overheads or move to the next slide can be helpful for everyone in the class.
- Be patient with student responses. Because of the delay in interpreting and CART supports, there will be a delay in response. Keep casual eye contact with the student as he or she answers.
- If there is a group discussion in the classroom, try to limit the communications to one person at a time. Repeat questions asked by other students before responding.
- When handing out papers that expect immediate visual review, give students time to give their visual attention to the paper before giving explanation or instructions.
- If an interpreter is used, invite a private conversation with the student and the interpreter to discuss how to best communicate in the classroom and the most appropriate location for the interpreter. If there is only one interpreter, she or he will require a break after 45 minutes. For three hour classes, two small breaks can be considered as an alternative to one mid-way break. The interpreter has only one role: to facilitate communication. If a response is unclear, either student or faculty member should indicate

this and ask the respondent to rephrase the response. The student or faculty member should not consider interpreters in other roles.

TEACHING STUDENTS WITH CHRONIC MOBILITY IMPAIRMENTS

Students with mobility impairments may use wheelchairs (manual or powered), scooters, crutches or braces. A personal aide may accompany some students. Others may walk unassisted but sometimes slower and/or with a noticeable difference in gait. And there may be students who rely on a mobility aid (e.g. a wheelchair) only occasionally.

There are a number of medical conditions that affect mobility. Some also affect the individual's fine or gross upper limb ability. Some can affect the length of time an individual can sit or stand. Chronic medical conditions can include (but are not limited to) spinal cord injury, cerebral palsy, spina bifida, amputation, multiple sclerosis, severe arthritis, dwarfism, muscular dystrophy, severe back injury/pain, severe cardiac conditions, severe sickle cell anemia, and severe respiratory disorders.

The Resource Office expects to have advance knowledge of students who have mobility impairments. If the planned course work of a particular student indicates very special arrangements (e.g. laboratory work, internships, fellowships) the Resource Office will begin advance planning with the Dean, the Department or School before a semester begins.

Physical access is a primary consideration for students with permanent mobility impairments. The University continues to make improvements in wheelchair access to and within its buildings. The Resource Office maintains current information on building and specific classroom accessibility changes. Each semester, the Resource Office will work with students known to require wheelchair access and will coordinate with Registrars assigning classroom locations before and after the course registration period and during examination period. It is the legal responsibility of the University to provide students requiring wheelchair access the opportunity to "shop" classes within reason, to locate class rooms in wheelchair accessible locations for these students and to schedule examinations held outside of the regular classroom in accessible locations.

Classroom assignments consider required seating capacity, instructor requirements for AV support within a classroom and the location. Moves during shopping period consider students requiring accessibility who indicate a strong probability to register for the class.

To assist in on-campus transportation, the Resource Office registers students with appropriate medical documentation for the University's Special Transportation Service provided by Parking and Transit. The Special Service Transportation Service provides door-to-door transport within the campus boundaries. It is similar to any public transportation, subject to unexpected delays of traffic and weather conditions. Delays can occasionally interfere with a student's timely arrival to a class.

Instructors can provide necessary supports for their students using wheelchairs in the following ways:

- When speaking with a student who is using a wheelchair, try to sit or squat for equal level eye contact if the conversation lasts more than a minute or so. Do not hang onto or lean on the wheelchair. If working one-on-one with a student using a power chair in a directed activity, ask the student to shut the power off. This prevents the chair from moving accidentally and unexpectedly.
- Take note of the classroom layout. Chairs and desks moved by a previous class can present abrupt obstacles to wheelchair navigation. Ensure doorways and aisles are clear of obstructions.
- A student who uses a wheelchair should have a choice in the location of seating in classrooms where seating is not fixed. Some students may need assistance to move a chair around a table to fit the wheelchair. This can often be done casually. Offer assistance and if a "no, thank you" is the response, accept it and let the student assist him or her self. In classrooms with tables, a table may not be high enough for the fit of the wheelchair. If the student prefers to sit under the table, there are a few simple solutions that can be discussed with the student and the Resource Office as needed.
- Where there is an unexpected change in classroom location, expect the student to arrive with delay. Access to and within our University buildings may not be as direct for persons using wheelchairs. The same expectation can be held for days during snow and ice.
- If your office is not accessible for a wheelchair, speak with the student early in the semester. Alternative meeting locations should be arranged. This will require a planned space and meeting times and, while not as spontaneous as a student stopping by during office hours, it is an acceptable alternative.

- Field trips required by the course must consider transportation and accessibility according to the individual student's requirements.
- Casual or formal gatherings of students outside the structured classroom and related physical activity associated with the gathering must consider accessibility and alternative participation activities. A conversation with the student is advised.
- Laboratory courses may require a modification of tables and the placement of equipment. This is done on an individual basis. Some students may require no modification.

TEACHING STUDENTS WITH MANUAL DISABILITIES OR INJURIES

Some chronic medical conditions may result in permanent or long term limited functional ability in upper limbs. Differences may not be obvious by sight, such as students experiencing carpal tunnel or repetitive injury syndrome. Students experiencing permanent limitations in their manual ability often use compensatory strategies, such as scribes or computer based voice recognition, to manage written requirements outside of the classroom. They have developed the experience and a "comfort level" to dictate information. These students often rely on notetaking services in the classroom.

The Resource Office offers time-limited services to injured students to support the continuity of their academic responsibilities compromised by the injury. Temporary injuries to fingers, hands, wrists, forearms, elbows and shoulders will occur during the academic year. Notetaking services are arranged in class and sometimes require the assistance of instructors to recruit a student within the class to work as a notetaker.

The completion of a term paper can be affected, especially when an injury occurs shortly before its deadline. Using a keyboard with one hand does slow productivity drastically. Students are expected to speak with the Dean if a delay is required. The Resource Office can be contacted to discuss possible services to assist the student in the manual supports required for paper completion.

Exams can be supported by the services of the Resource Office, especially when the format requires writing that will present a compromise to the student. Students with long term or chronic impairments often have experience in taking an exam with an accommodation they have found to be most supportive. This can involve the use of a scribe or typist/transcriber, and extended time to account for the additional time necessitated by the

process. Other students may be capable of writing or typing an exam with additional time considered for required rest breaks. Some students may discuss the opportunity to take the examination orally with the instructor.

The manner of how a student with a short term or abrupt injury/ impairment manages the examination process requires a discussion on appropriate choices. The student, Dean and faculty member, along with the Resource Office may be brought into the discussion to determine the most reasonable accommodations without compromising the integrity of the exam. Last minute discussions are unavoidable when the injury occurs shortly before the exam date.

Instructors can provide necessary supports for their students with manual disabilities and injuries in the following ways:

- Assist the Resource Office in the process to recruit a notetaker by announcing the position requirement to the class. The name of the student requiring the notes should not be given in this announcement.
- When possible and requested, the instructor may provide a copy of his or her class notes and presentation materials to a student.
- If a student has voluntarily revealed his or her manual limitations that can influence course participation, discuss ideas with the student on what can be considered as reasonable alternatives or supports. Call the Resource Office if there is a perceived need for supports that will require human or other resources not already available.
- In the beginning of a semester, forward planning helps to anticipate course requirements that may compromise student participation and can offer enough time to decide on solutions and put them into place. This is common in courses that involve physical activities, especially in the arts and sciences. Students with limited reach, limited manual ability, or upper body weakness may require an assistant. If an assistant is required, and not anticipated in advance, the instructor is asked to call the Resources Office on Disabilities. If an assistant is required, the student should provide the proper direction to the assistant. The assistant should not be making decisions for the student.
- Call the Resource Office for ideas when accommodation solutions needed in the classroom are not readily apparent.
- Suggest to a student with an obvious and new injury (students with casts, arm slings) to contact the Resource Office on Disabilities if he or she

speaks with you about unique arrangements that cannot be put into place simply or have not been communicated from the Resource Office.

- Expect a separate testing environment if a student uses a scribe, typist/transcriber or is participating in an oral exam.
- The requirement to conduct extensive computer based research or access a large volume of course readings posted on the Web can present a physical compromise to some students. Provisions for an assistant to act as an aide may be needed for research activities when no other alternative means to access or produce research based activities is available. Instructor selected, electronically posted course reading materials should be made available for students to copy in hard print as a reasonable alternative.

TEACHING STUDENTS WITH LEARNING DISABILITIES

A student with a learning disability should not be thought of as “a person who cannot read”, “a person who cannot write” or a “person who cannot learn at the same pace or knowledge level”. Each student who has been accepted at Yale has shown competitive academic and community achievements. Those with learning disabilities have identified and managed compensatory strategies that minimize a difference in auditory, visual and/or performance (i.e. hands-on) learning. The student’s ability to learn can be challenged by the traditional education methodologies and the student’s ability to perform to his or her maximum capability may be dependent on the accommodations provided in each course.

A student with a learning disability may or may not enter Yale with a reasonable knowledge of what supports he or she requires. The student will meet with the Director of the Resource Office upon registration and each semester the student requests and requires services. Changes in accommodations may occur each semester and are customized to the course requirements and evaluation methods. Knowledge of the student’s learning strengths and weaknesses is derived from testing information received from a licensed practitioner and from interviews with the student.

Instructors can generally expect that students with learning disabilities will need support in information processing. This may include reading comprehension, written and verbal expression, writing mechanics (i.e. cursive or print), sequencing and memory, and receptive auditory and visual processing. The skill levels and amount of support required by each student can vary drastically. It is impractical and unnecessary to change a course structure to accommodate one student’s needs in the classroom, however

teaching with various modalities (verbal, visual and performance) may provide the support for a good cross section of students' learning styles. A combination is effective if there is more than one student in the class with a learning disability and will not be detrimental to other students.

Identifying a student with a learning disability is only possible if the student self discloses this information or provides permission to the Director of the Resource Office to disclose it. If this occurs, the student's information is confidential and should not be shared with others.

Instructors can provide necessary supports for their students with learning disabilities in the following ways:

- Present the course syllabus in writing with clear deadline dates for assignments. Review the syllabus aloud at the start of the course and shortly after the close of shopping period. Remind students of upcoming deadlines with a week's notice.
- Sharing lecture notes with a student in advance can be extremely helpful to support his or her visual and auditory preparation for each class.
- During a lecture, pause occasionally allowing students to take the time to assimilate the information and catch up with notetaking. Pauses can be used to erase a board or change a visual slide.
- When presenting abstract concepts, support the concepts with concrete examples or visual materials such as charts and graphs.
- Invite the student to submit drafts of written assignments with a specific deadline. When reviewing, make notes but do not correct sentence structure, spelling and syntax. Discuss the draft in person with the student.
- Unless considered as an essential requirement of the course, grading on spelling errors for in class writing assignments should be suspended. Permission to use portable and computer based spell checkers can be asked. It will be the instructor's decision to determine if spelling is critical and essential to the course requirements.
- In the classroom, avoid "rapid fire" questions of students.
- In the testing process, do not make assumptions about the student who has submitted the exam completed before the extended time allowed. There are times when a student "gives-up" on an exam – just like any

student – and, there are times when a student completes the exam because the format did not challenge his/her learning style. This can be especially true when the information about test format was not pre-published or spoken to in enough detail in advance to change what might have been expected when a *Letter of Accommodation* was written at the beginning of a semester.

- Advance planning for the reading requirements of a course from semester to semester is especially helpful to students who need recorded, audio presentations as an alternative format. Deans and the Resource Office may contact faculty members several weeks before the beginning of a semester to ask about anticipated reading assignments. Lead-time is essential to provide the alternative medium in a timely fashion.

TEACHING STUDENTS WITH ATTENTION DEFICIT/ HYPERACTIVITY DISORDERS

Students with documented Attention Deficit Disorder (ADD) or Attention Deficit/Hyperactivity Disorder (ADHD) will experience inattention more frequently and severely than other students. Inattentiveness may or may not be apparent by observation. Diagnosis occurs by a licensed psychologist or psychiatrist and treatment may involve medication and on-going professional counseling support.

Attention may be affected by environmental stimuli that other persons may or may not be conscious of, e.g. consistent background noise from any source in and out of the classroom. “Street noise”, concurrent conversations overheard in and out of the classroom, radiator pipes “banging”, an air vent fluctuating with subsequent noise and the sound emitted from fluorescent lights are examples of possible distractions to a student with ADD or ADHD.

ADHD indicates “hyperactivity” that, to many persons, is an outward or obvious appearance of behavior. This is a generalization and not exhibited by all persons experiencing ADHD. Hyperactivity within some students may be unapparent.

Common challenges for our students with ADD and ADHD involve the attention required in the classroom and the internal focus ability to learn, sequence and retain the instructional materials presented. Outside of the classroom and sometimes affecting attendance and/or course assignment deadlines, students are challenged with temporal (or time) awareness, the ability to organize a self-schedule, and adhering to schedules and places for

reading, studying and writing that are conducive. The degree to which each student is distracted, inattentive and finds successful supports is variable.

Students with ADD and ADHD are expected to meet course requirements in the same manner as other students in the class. Regular, on-time attendance is not excused. Accountability is expected. Recurrent or chronic problems in class attendance or course assignment deadlines should be handled in the same process as expected with any students. Some instructors choose to speak with the student first. If a Dean is contacted for academic concerns as the routine course of action, the Dean should be contacted in situations even when an instructor knows of an ADD or ADHD diagnosis (by way of student disclosure or student permitted disclosure to the Resource Office). The Dean may choose to involve and consult with the Resource Office.

Instructors can provide necessary supports for their students with Attention Deficit/ Hyperactivity Disorders in the following ways:

- Present the course syllabus in writing with clear deadline dates for assignments. Review the syllabus aloud at the start of the course and shortly after the close of shopping period. Remind students of upcoming deadlines with a week's notice.
- Invite the student to submit drafts of written assignments with a specific deadline. When reviewing, make notes but do not correct sentence structure, spelling and syntax. Discuss the draft in person with the student.
- Present course materials and instruction in a variety of modalities – verbal, visual and hands-on when possible. This is usually helpful to all students.
- Adhere to the schedule for course deadlines. Only change deadlines for individual students with a Dean involved in the decision.
- If teaching a course that is over 1 hour and 15 minutes, offer breaks every 45 minutes.
- Plan for a separate testing room for examinations.

TEACHING STUDENTS WITH PSYCHOLOGICAL DISABILITIES

There is a broad range of psychological diagnoses that can be experienced by a student at Yale, both temporary and long term in treatment. By experience, these students are the least likely to seek exceptional support in the course work or to self identify their current or previous history with Deans and instructors. A student's individual choice to seek out individual supports – from the Resource Office, a Dean or from a faculty member is the student's choice. Everyone at the University is, however, responsible to present information if a student is suspected to be at risk of injury or harm to him or herself or to others. This circumstance is rare and not indicative of the majority of students at the University or those choosing to register with the Resource Office.

Symptoms and the interruption of academic requirements as a result of psychological disorders are mostly unpredictable.

A person with psychological diagnosis registered with the Resource Office most commonly comes to present medical documentation pro-actively in the event that intervention in a semester becomes necessary but is not expected.

The most common symptoms of psychological disorders exhibited by students at the University are behaviors displaying (but not limited to) inattentiveness, difficulty in concentration, apathy, fatigue, and/or irritability. Anxiety may interfere with concentration affecting classroom learning and the examination process. Medication prescribed can have side effects and can result in fatigue and irregular behavior and attentiveness.

Any student choosing to self disclose a psychological disorder to Deans and faculty should receive the same respect of confidentiality expected of other students. The student is often in fear of a judgment and discrimination. If a student reveals a psychological diagnosis, consider and look at the factual information available from the student and self-directed research. Avoid making judgments and assumptions based on casual information.

Instructors can provide necessary supports for their students with psychological diagnoses in the following ways:

- If a student self-reveals a diagnosis, ask the student what supports he or she may need. Determine what is reasonable and state why any unreasonable requests cannot be accommodated. Encourage the student to communicate a change in their needs if anticipated during the

semester. Meet the student privately. Do not attempt to hold a conversation in a public area.

- Consider requests for extensions on papers and examinations and reasons provided with each request. Request that the student discuss extensions with his or her Dean.
- Communicate deadlines and exam dates clearly in the class and in the syllabus. Avoid sudden changes in dates for exams. Give reasonable notice for quizzes and tests not announced at the beginning of the semester.
- Discuss inappropriate behavior or unacceptable academic performance as you would with any other student. Present the facts and expectations of the class. Maintain a calm delivery and eye contact. Allow the student the opportunity to respond. Keep the communication professional. Do not attempt to counsel the student.
- Avoid “rapid fire” questions in class. Allow time for a thoughtful response if the procedure within the class is to randomly call upon any and all students for answers.

TEACHING STUDENTS WITH CHRONIC ILLNESSES

Chronic illnesses that can affect academic life are too numerous to list in entirety. Many present no visible difference but can involve pain, severe and chronic fatigue, stress, discomfort and required time for medical treatment. Some examples are arthritis, Lupus, cancer, diabetes, chronic fatigue syndrome, chronic and severe asthma, seizure disorder, cardiac disease and narcolepsy.

Students with chronic illnesses have made a conscious choice to attend school and do so with medical support. Attendance can be affected by a flare-up or medical complication that cannot be predicted. A change in medication can be disruptive to a student’s energy level, concentration or general feeling of “wellness”.

Students with chronic medical illnesses are frequently experts on their medical management. They are often honest with their self-imposed limits of activity. Because of a history of unpredictable medical episodes and subsequent time delays, these students often plan ahead, within reason, and manage time carefully.

Instructors can provide necessary supports for their students with chronic medical illnesses in the following ways:

- If a student chooses to self-reveal his or her illness, limit questions related to academic concerns. The student may volunteer additional information.
- If a student is absent and or tardy frequently, approach the student in the same fashion as any other with the same pattern. Speak to the student in a private location. Plan for sufficient time to hold a comfortable conversation. Be respectful, not reproachful. Review course expectations regarding attendance and ask the student to respond. Make contact with the student's Dean if attendance problems continue and threaten a passing grade.
- Mid-term and final exam times offered separate from regular class time may need to be changed to accommodate a medication schedule or expected daytime cycle of fatigue.
- Short rest breaks may be required for some students in class times longer than one hour.

EXTRA-CURRICULAR ACTIVITIES AND CONFERENCES

It is the University's responsibility to provide required and reasonable accommodations for students and guests participating in University sponsored extra-curricular activities and conferences. Announcements should include a statement that invites the early identification of (an) accommodation(s) an individual may require. For example, "Accommodations for individuals with disabilities may be arranged by contacting (provide name or office here), ten (or more?) business days in advance of this event at (fill in phone number/e-mail and/or TTY number)."

The host group is responsible for selecting locations of meetings and events that are wheelchair accessible when a student using a wheelchair is or might be a participant. For example, department sponsored lecture series that are open to the Yale community should always be held in accessible locations. Trips planned by automobile, bus or van must provide for a wheelchair accessible vehicle if a participating student requires such. The Resource Office can assist by identifying accessible locations at the University and resources for special transportation.

Students with hearing impairments may require interpreting services. The host group is responsible to contract with a service and pay the required fee.

In developing a budget for the event, interpreting fees should be included even if the need is unknown. If a participant registration fee is required, the additional expense of interpreters should be applied to determine the adequate charge. The Resource Office can provide information on services that can be contacted to get an estimate of costs and to reserve certified interpreters.

Students with visual impairments may require large print copies of agendas, announcements, meeting minutes and other print materials used by other members of the group. This can be done via a copy machine (150%) or by enlarging the text to a minimum of 18 points in a word processing document. The Resource Office can braille information if provided a week in advance and in a word processing document delivered on diskette or as an e-mail attachment.

Students with a medical condition that results in fatigue may require a modified schedule of a full day's events and an area to rest during the day.

ADDITIONAL RESOURCES

In response to frequently asked questions, we present the following additional information.

WEB PAGE ACCESSIBILITY

Internet accessibility has been addressed by an international body overseeing the protocols and operations of the Internet, the World Wide Web Consortium (W3C). In 1999, the W3C presented recommendations for accessible web design. Summary guidelines, technical information and supporting resources developed by the W3C can be found within the following web site location:

<http://www.w3.org/WAI/Resources/>.

Additional information and educational content on web page access can be found at: <http://www.webaim.org/>.

Yale University's Information Technology Services also supports information on web page accessibility. Information can be found at the following site location: <http://yalecollege.yale.edu/content/technology-resources>

INTERPRETING SERVICES AND TECHNOLOGY FOR PERSONS WITH HEARING IMPAIRMENTS

There are several accepted interpreting services used by persons with hearing impairments. We are most familiar with American Sign Language (ASL), however a student with a hearing impairment may rely on other interpreting services. The syntax used in American Sign Language is not the same as spoken English; rather, it is a different language. Other interpreting services include Signed English, Oral Interpreting and Cued Speech. Signed English uses spoken English and a sign for every word. When Oral Interpreting is used, the student will read the lips of the interpreter who is specially trained to repeat speech clearly and silently. Cued Speech interpreting uses a hand code to represent each speech sound in conjunction with lip reading.

Special, assistive technology can be required in small or large group lectures and meetings. A FM transmitter/receiver unit offers amplification provided via infrared transmission between a microphone worn by the speaker and a receiving device worn by the student. Yale's Media Service Office (432-2650) can supply a loaned unit on request. Computer Assisted Real-time Transcription (CART) provides word for word script on a computer laptop utilizing special software similar to the process used in court transcribing. C-Print, similar to CART, uses special software that provides a transcription that can be used later as notes. If CART or C-Print is required, a trained professional will accompany the student to classes and meetings.

Relay Connecticut is a public service company that provides free support for voice telephone communications with a person who is using a TTY/TTD. To use this service, voice callers dial 1-800-833-8134. The service will call the TTY/TTD user and offer a third party person to translate between written and spoken conversation. The third party person is required to translate information exactly and is under strict regulations to keep the content of all conversations confidential.

Media captioning can be supported through Yale's Broadcast & Digital Media Center (203-432-1060)

Information on any of these services is available at the Resource Office.

TECHNOLOGY RESOURCES FOR PERSONS WITH VISUAL IMPAIRMENTS

Students who are blind may rely on reading braille. There are small portable notetaking devices with a keyboard that can “read-back” input via braille or produce regular print using a computer printer. Computer software is available to convert text to braille and music (score and lyrics) to braille. Reading braille music requires special training and we cannot assume that all blind students can read braille music.

Computer software is used frequently to produce “speech output.” This software relies on a common sound card and speakers and will read aloud text, menu bars and dialogue on a computer screen. Printed text can be “read” via the use of a scanner. Some of the University libraries have computer workstations equipped with this software and more workstations are planned. Yale students who are blind may have this equipment in their residences. Use of this software requires excellent keyboarding skills and the use of memorized “hot-keys” to execute commands as an alternative to using a mouse or trackball.

Computer software is available to magnify screens and text for persons with visual impairments. There are also machines known as “Closed Circuit TV’s” (CCTV’s) that magnify print information. Again, there are some workstations at the University libraries equipped with the software and more planned for the future. There is a public CCTV located in the Reading Room at Sterling Memorial Library.

While many of us are familiar with closed captioning (for persons with hearing impairments), there is closed description captioning for persons who are blind. This process describes the scene and motions of actors in a video.

Information on these technologies is available at the Resource Office on Disabilities.

OTHER DISABILITY RELATED RESOURCES

The Resource Office offers a University map indicating accessible entrances to buildings throughout campus and the location of elevators within buildings. This map is available to anyone on request. The map is also found at the following website location: <http://www.yale.edu/rod/maps/maps.html>

We welcome inquiries on disability information, accommodations and special technology used by persons with disabilities. Please call us at 432-2324. Our office is located at 35 Broadway (rear entrance), room 222.

We acknowledge the efforts, knowledge and respect for disability issues displayed daily by Deans, department staff and faculty members throughout the University. We will be constantly challenged to find answers to questions presented by our increasing representation of students with disabilities. We are hopeful that these challenges will be addressed with the thoughtfulness and respect commonly experienced to date at the University.