

Strategies for Facilitating the Accommodation Process

Be proactive – put a disability statement on your syllabus:

Example:

If you have special needs that may require modification of instruction or assessment, please notify the instructor and/or contact Adaptive Educational Services at IUPUI. Visit the office website for additional information: <http://life.iupui.edu/aes/>, in person in Taylor Hall (UC), Suite 100 via email: aes@iupui.edu, or call 317-274-3231, TTY: 317-278-2050.

After you receive the AES Memo:

- Discuss the accommodations listed on the memo with the student.
- If you will be providing the testing accommodations, secure a room and a proctor for your tests.
- In the event of a scheduling conflict, i.e. one of you has another class overlapping the extended time, work with the student to determine an alternate test time.
- Several students who require a **quiet, distraction reduced setting** may test in the same room.
- Students who require a **private setting** will test alone in a quiet room with a proctor.
- For students who may be referred to AES, complete the form on the reverse of the memo and return the form to the student. (Don't forget to make yourself a copy first!)

Finding note takers:

- You may be asked to solicit a volunteer from class to share notes with students. You will be given a scripted request. Please make every effort to assist in this process.

When a student needs alternate format materials such as Braille, electronic formats, or large print:

- The Adaptive Educational Services Lab, located in IUPUI University Library, assists with the production of materials in alternate formats. Please contact the AES Lab at (317) 274-0489 to discuss your needs as soon as you receive the memo.
- Enlarged print can be produced easily by changing the font size before you print.
- Advance copies of overheads, Power Point slides, and notes used in class give students with low vision access to in-class activities. While we know it may not be possible to anticipate all work to be done on the board, much of it can be planned in advance. The student needs access to your work and your cooperation is appreciated.
- Work with the AES Lab to enable students to convert textbooks and other assigned readings to electronic formats in a timely manner. Try to assign readings well in advance. Conversion is a time-consuming process.

Interpreters and CART stenographers in the classroom:

- Deaf students will only 'hear' your lecture via the interpreter. Hard of hearing students who do not use sign language require the presence of a real time stenographer in order to 'hear' your lecture. The stenographer sits next to the student and captures the spoken word in real time. Collaborate with these individuals to allow the student using their services to have full access to your class.

Attendance Issues:

- Discuss your attendance expectations with students whose memo lists the accommodation of 'reasonable extension of attendance policy.' This is not an endorsement of unlimited absences. The following may be helpful in determining a reasonable accommodation in your specific class :
 - Does the course syllabus/description clearly state the attendance policy and indicate its importance as a factor in determining final grade?
 - Does the fundamental nature of the course rely upon student participation as an essential method of learning?

- Does failure to attend class constitute a significant loss to the educational experience of other students in the class?

What to do if...

- **A student requests accommodations but does not have a AES memo:** You are within your rights to accommodate only after you receive the memo and you are encouraged to refer the student to AES.
- **You suspect that a student has a disability (perhaps test grades are inconsistent with class participation, for example):** This student has not presented a AES memo and you wonder if you should discuss disability with the student. Maybe, maybe not. If you are strongly concerned, arrange to discuss a variety of IUPUI academic supports with the student. In this context, it would be appropriate to mention AES.

Accommodating Students with Disabilities

Rights and Responsibilities

<p>Instructor Rights</p> <ul style="list-style-type: none"> ● To receive reasonable advance notice of a student’s need for accommodations ● To hold all student work to the same academic standards ● Academic freedom in course design and implementation 	<p>Student Rights</p> <ul style="list-style-type: none"> ● To receive appropriate academic accommodations ● Confidentiality concerning their disability and accommodations ● To be treated with dignity and equal rights regardless of disability
<p>Instructor Responsibilities</p> <ul style="list-style-type: none"> ● To implement classroom and testing accommodations ● To facilitate the production of materials in alternate formats (Braille, large print, and advance copies of Power Point slides, and overheads) ● To facilitate volunteer peer note takers 	<p>Student Responsibilities</p> <ul style="list-style-type: none"> ● Timely self-disclosure of their disability to Disability Services for Students ● To engage in an informed discussion with instructors about their accommodations ● To complete the essential components of their courses and programs of study

More tips for teaching students with disabilities are available in the “Faculty Information” section of our website: aes.iupui.edu/faculty.htm

CONTACT US:

Adaptive Educational Services
 Joseph T. Taylor Hall | 317-274-2341
aes.iupui.edu
aes@iupui.edu