

# Instructional Resource Reference Guide

A Guide for Working with Students with Disabilities



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## **Background Information**

### **Equal Opportunity Statement**

The Institute affirms that it will not illegally discriminate on the basis of gender, race, color, national origin, religion, age, disability, sexual orientation or marital status in any of its policies, practices or procedures in accordance with applicable federal, state and local laws, nor will it condone any act of illegal discrimination or harassment on the part of its employees. This provision includes, but is not limited to, employment, admissions, testing, financial aid and educational services.

The Institute confirms that this provision of the handbook by its reference to applicable federal, state and local laws prohibits and condemns any retaliation of any kind against any employee engaging in the exercise of free speech or in activities protected by federal, state or local laws.

Upon request, the Institute will provide **reasonable accommodations** to individuals with disabilities with regard to conditions of employment as provided by applicable federal, state and local laws (Excerpted from the TVI Employee Handbook, 2005).

Any person who desires to file a complaint based on these laws should contact the equal opportunity officer, Bob Brown, at 224-4600. The address is: 525 Buena Vista SE. Building A, Albuquerque, NM. 87106

For concerns regarding TVI compliance, contact A. Paul Smarrella in Special Services, at 224-3259.

If this document is required in an alternative format, please contact Special Services at 224-3259.

### **Compliance with Americans with Disabilities Act**

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other applicable law, TVI takes appropriate action to ensure that its programs and services are readily accessible to qualified individuals with disabilities. No qualified individual with a disability shall, on the basis of the disability be excluded from participation in, be denied the benefit of, or otherwise be subjected to discrimination related to any of the institution's programs or activities.

If a student wishes to discuss a possible accommodation, or has concerns about TVI's compliance, he or she should contact the director of Special Services at (505)-224-3259. (TVI Catalog, p 35).

Laws such as the Rehabilitation Act of 1973 and Section 504 of the Americans with Disabilities Act have been enacted to protect persons with disabilities from discrimination. This has resulted in many changes in physical and instructional accommodations at TVI. Some of these changes include the addition of wheelchair access ramps, automatic doors and improved parking access for persons with disabilities.

Additionally, the use of instructional techniques and training in the area of special accommodations in the classroom has become commonplace. Currently, plans are underway to renovate Smith Brasher Hall and Trades by providing unisex restrooms as well as ramps at the South Valley Campus portable for ADA compliance. These projects are scheduled to begin in 2007.

## **Federal Legislation**

### **The Rehabilitation Act of 1973**

To protect the rights of persons with disabilities, the Rehabilitation Act of 1973, or Public Law 93-112, provides an avenue for individuals who experience discrimination based on disability to seek justice through the courts. This law protects the rights of people with disabilities in the areas of employment, transportation, and public accommodations, with regard to services provided by the federal government. In addition, the law raised the awareness of colleges and universities regarding the rights of people with disabilities to access of programs and services. Though this law had been in effect since 1973, discrimination against persons with disabilities persisted. To combat the problem, in July of 1990, the Americans with Disabilities Act was signed into law and became effective in 1992.

### **The Americans with Disabilities Act Section 504**

According to the Americans with Disabilities Act, (ADA), Section 302, "public entities may not deny an individual the opportunity to participate in or benefit from its programs, activities, or services based on disability". Further, Section 504 of this act provides protection from discrimination based on disability and ensures "**equal access**" for all students in the area of education. The ADA provides opportunities for "**qualified**" persons with disabilities to receive equal access to education programs and services at no additional cost to the student.

As a result, education institutions receiving federal money must make "**reasonable**" modifications in policies, practices or procedures when necessary without "fundamentally altering the nature of the services, programs or activities". This includes all programs and services to benefit staff as well as students. Postsecondary institutions are bound by the law to make "reasonable accommodations" for students with disabilities. In instruction, standards need not be lowered, but to make programs accessible to students with

disabilities, institutions are mandated to make the necessary accommodations to provide equal opportunities for students to meet their academic goals.

According to the law, a “**disability**” is defined as: (a) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (b) a record of such an impairment; or (c) being regarded by the employer as having such an impairment”.

This reference guide was developed to assist faculty and staff in providing services necessary to comply with the Americans with Disabilities Act, Section 504; “to afford every student regardless of gender, race, color, national origin, religion, age, sexual orientation, or disability” the opportunity to achieve their academic goals.

## **Attitudes**

In spite of the positive changes taking place to ensure equality for people with disabilities, negative attitudes prevail. Some individuals continue to view persons with disabilities as helpless, dependent, and incapable of making positive contributions to society. Likewise, some feel people with disabilities have no place in our schools or the workplace. These negative attitudes stem from fear and lack of knowledge in the area of disabilities, thus causing inappropriate responses toward persons with physical or mental handicaps. Negative attitudes result in behaviors such as, patronization, segregation, and the assumption that people with disabilities have very limited mental capacities.

On the contrary, students with handicaps differ from others in one respect: they have physical or mental differences preventing them from functioning as others do, unless they have special accommodations. It is only through education and interactions with these students that positive changes in attitudes can occur. These individuals are an integral part of our society and must be treated with dignity and respect (*See Appendices for appropriate terminology and suggestions for interacting with individuals with disabilities*).

## **Identification**

Identification and referral of students with difficulties in academic performance is crucial in providing instruction to meet the needs of students. Further, it helps faculty and staff accommodate students to the fullest extent possible to help them achieve academic success. Instructors and instructional technicians should be trained to identify students with students experiencing difficulties in the classroom. It is important to remember the following:

- According to Section 504 of the Rehabilitation Act of 1973, a person with a disability is an individual who: (a). has a physical or mental impairment that substantially limits one or more life activities; (b). has a record of such an impairment or; (c). is regarded as having such an impairment.
- Not all students with disabilities require special accommodations.

- Some disabilities are visible, others are not obvious. Disabilities which may not be visible include hearing impairments, some psychiatric disorders, and learning disabilities.
- Students with disabilities may be aware that accommodations are necessary, but are often too embarrassed to inform anyone of their disability.
- Though registered with Special Services, some students may not inform instructional staff. Since this information is confidential, faculty and staff may not be aware a disability exists until a request for extended testing time from Special Services is provided by the student. For more information, see the section on CNM Special Services

In addition to compliance with the ADA, this resource reference guide was written to create *sensitivity and awareness* regarding persons with disabilities and provide the instructional modifications necessary to provide accommodations in the classroom. Instructional strategies are provided to assist faculty and staff to meet the needs of students with disabilities.

Because students with disabilities are a vital part of the academic community, it is important to remember that students should not be labeled as a result of their disability. Persons with disabilities should always be thought of as “people first, and disability second”.

This guide will cover seven common disabilities: learning disabilities, brain injury, physical impairments, hearing impairments, emotional and mental impairments, as well as visual impairments. Instructional strategies are provided to assist faculty and staff to accommodate students with these disabilities.

# Disability Groups, Characteristics, and Instructional Techniques

## Learning Disabilities/Dyslexia

The term “**learning disability**” is used to describe students of average or above average intelligence who do not achieve at the academic level of expectancy for persons of the same age. It is important to note that this definition has certain exclusions. The learning disability is presumed to be of “neurological origin” and “cannot result from mental retardation, physical disability, emotional disturbance, cultural differences, or educational deprivation.”

Deficits may be present in one or more areas and may be manifested in difficulty understanding written or spoken language, writing, spelling, or performing mathematical calculations. Many students exhibit severe visual perception difficulties and may be unable to distinguish between letters and their mirror images.

Students with learning disabilities can learn, but requires structured and direct instruction. Patience on the part of the instructor as well as the student is a must. The key to success in teaching students with learning disabilities is to use multi-sensory teaching techniques to reinforce what is taught in class. Research indicates that students with learning disabilities learn more readily when material is presented in a variety of modalities. These modalities include: visual, auditory, tactile, and kinesthetic.

According to the Southwest Branch of the International Dyslexia Association (SWIDA), “**dyslexia**” is defined as a: “specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision to effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Dyslexia is manifested in the difficulty to distinguish right from left, problems with sequencing, and guessing wildly at unknown words to name a few. Symptoms also include poor handwriting, seeing words in reverse; for example, dyslexics may see “was” for “saw”. In addition, these students may experience difficulties with math and immature speech. Some or all of these characteristics may be present in students with this disorder.

### Common Characteristics of Students with Learning Disabilities

- Auditory processing problems which involve difficulty integrating information presented orally.
- Memory or sequencing difficulties. Low achievement in one or more specific academic areas.
- Low achievement in one or more specific academic areas.

- Lags in learning rate.
- Listening or speaking problems.
- Short attention span.
- Distractibility (may be especially sensitive to sounds or visual stimuli and have difficulty ignoring them while studying).
- Poor organizational skills.
- Poor handwriting.
- Inaccurate copying (especially from chalk boards).
- Impulsiveness (responding without thinking).
- Poor comprehension and retention.
- Trouble with variant word meanings and figurative language,
- Problems in organization, whether in structuring time well, developing essays or term papers or in organizing space.
- Visual selectivity (visual acuity is fine, but may have difficulty reading print or micro computer screens, inability to focus selectively; everything has equal importance on visual attention).
- Word retrieval problems (knows the right vocabulary, but cannot recall the words when necessary).
- Literal interpretations (may have to be directly taught the meanings of idioms or nuances of jokes).
- Very fast worker (often without proofreading for errors) or very slow but accurate worker.
- May exhibit inappropriate social behaviors. For example: loud voice volume, or inappropriate language. May also appear to be insensitive to the feelings of others.
- Incomplete mastery of basic mathematical skills, but may have the ability to do higher conceptual math computations.

a. Transposes numbers, ie., writes 182 as 281.

- b. Often confuses mathematical symbols.
- c. Difficulty remembering mathematical sequence when calculating.
- d. Difficulty comprehending word problems.
- e. Copies problem math problems incorrectly.

## Instructional Accommodations for Students with Learning Disabilities and Dyslexia

There are many effective instructional techniques to accommodate students with learning disabilities in the classroom. These strategies used can benefit everyone; suggest using these methods to all students.

- Provide as much organization as possible. ie. provide handouts and syllabi at the beginning of the term.
- Repeat and summarize each portion of your lecture.
- Review material covered in the previous class prior to introducing new material.
- Paraphrase abstract concepts, illustrating them with concrete examples, personal examples and hands-on experiences.
- Read aloud material that is written on the chalkboard or in transparencies.
- When providing written material, avoid wordiness.
- Allow students to tape lectures.
- Repeat or reword directions.
- Allow note takers to accompany students to class.
- Permit the use of dictionaries to correct spelling errors for those students who require them.
- Use a number of methods of delivery. ie. chalk board, audiovisual equipment, outlines or diagrams.
- Advise students who have difficulties reading and writing to invest in graph paper with large squares.
- Establish a good rapport with students and encourage them to discuss previous school experiences with you. Let them know you and TVI Special Services are available to help them.
- Involve students in participatory activities. Do not allow them to be passive learners. Encourage students to ask questions frequently during lectures. It is important that students contribute to the learning process through active participation.
- Give students frequent feedback about their progress and assist them in modifying their activities to improve their grades.
- Have the counselor review test scores with the student. The counselor should provide you with information on accommodations necessary for student success.

## Study Skills and Time Management Strategies for Students with Learning Disabilities and Dyslexia

Students with learning disabilities require more structure and organization to assist them in the learning process. This is because of difficulties in understanding and following written directions, problems organizing ideas during note taking, and poor recall of new information. In addition, visual, auditory, and spatial problems can inhibit the student's ability to accurately process stimuli based on vision and sound. Spatial or depth perception can result in difficulty with directionality and sequencing. All can cause problems in math and other academic subjects.

Study skills and organization are two major areas of concern for college students with learning disabilities. Students with LD and dyslexia have difficulty performing tasks requiring organization of time and materials. The study strategies listed below are helpful in assisting all students in learning.

### Strategies

#### 1. Mnemonic Devices:

*Mnemonic devices* are easily remembered words and phrases, sentences or rhymes used to recall difficult words or facts. Students with learning disabilities have difficulty retaining information and can benefit greatly from the use of this strategy. The use of mnemonics will increase skills in learning through association.

*Associative mnemonics* are facts associated with information having no real connection with the fact. To assist students in learning through association, teach them how to devise their own mnemonics.

#### **Make a Word Mnemonic**

Make up a word to help the student remember key words.

Example 1: The task is to remember five steps to take in order to avoid cardiovascular disease.

- a. After age 40, get a medical check up each year.
- b. Do not smoke.
- c. Keep your weight down.
- d. Exercise moderately and wisely.
- e. Get sufficient rest.

1. Underline the key word in each item, as in the list above.
2. Write the first letter of each key word. A, S, W, E, and R.
3. Make a word or several words from the first letters of the key words.
4. Change the order of the letters as necessary. Here, we can make the word **SWEAR** which will help us recall the five key words:  
Smoke  
Weight  
Exercise

Age  
Rest

**Make a sentence Mnemonic.** This is a variation of the make-a-word mnemonic.

To make a sentence, follow these steps:

- a. Underline the key word in each main point in your notes.
- b. Write the first letter of each key word.
- c. Construct an easy-to remember sentence using words

Example 2: To remember the order of operations when solving math equations, use the following mnemonic:

<b>P</b> lease	parentheses
<b>E</b> xcuse	exponents
<b>M</b> y	multiplication
<b>D</b> ear	division
<b>A</b> unt	addition
<b>S</b> ally	subtraction

## 2. SQ3R Method

### S Survey

Scan all headings in the chapter. Read the final summary paragraph if the chapter has one. This will assist you in organizing the ideas later.

### Q Question

Turn the first heading into a question. The question increases comprehension and helps you to understand the information more quickly by bringing to mind information you already know. It will also make the important points stand out from supporting details.

### R1

Actively search for the answer while reading. Read to the end of the first section.

### R2

Briefly look away from the book and try to recall what you just read. Put the information into your own words. If you cannot do this, go over the section again. Jot brief phrases in an outline form on a piece of paper.

Turn the next heading into a question, read to answer that, and recite the answer by jotting down cue phrases in you outline. Read in this way until the entire lesson is completed.

### R3

Look over your notes and pay close attention to the main points and their relationships to each other. Cover your notes and check for retention by

recalling the major points while attempting to remember the sub-points listed under it.

### 3. Note Taking Techniques

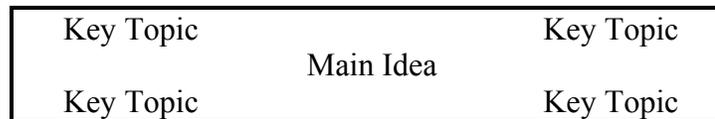
#### A. Standard Lecture Method

At the beginning of class:

- Instructor gives list of 3 or 4 major points to be covered.
- Instructor writes on the board important details developed under each main idea.
- Instructor writes major points of the lesson on the board to guide note taking.

During class:

- Give lectures with verbal cues: first point, second point, next.
- Present information in the format: who, what, when, why, how?
- Have students answer these questions in their notes.
- Diagram Information



Following Lecture:

- Provide a summary.
- Have volunteers answer key questions.
- Review information obtained using ideas from # 2.

#### B. The Two-Page System

Use the 2 page system for taking notes if the lecture's pace is too fast.

- Draw a line down the middle of the paper.

- Record main ideas on the left side of the paper.
- Record all the details you have time to write on the right side of the page.
- Fill in anything you may have missed after the lecture.
- Use signal words and phrases or “transitions” (i.e., words such as for instance, furthermore, or conversely).
- Mentally replay the lecture.
- Use telegraphic sentences.
- Use only important words.
- Ignore rules of punctuation and grammar.
- Use an outline to organize your notes later.
- Highlight and color code important details and main idea.

### Time Management: Suggestions for Students

- Consider your lifestyle, academic responsibilities, and what time of day you function at your best when planning your schedule.
- Study in smaller blocks of time and reward yourself with an activity such as going for a walk after completing a preplanned amount of reading, math, or previewing.
- Study at the same time, same place whenever possible.
- Keep distractions at a minimum.
- Use color-coding for important information such as times or due dates for exams or papers.
- Use index cards or wall calendars posted in conspicuous places.
- Make it a habit to check your calendar and make daily lists.
- To figure out time to set aside for long-term projects, count backward from the due date and estimate how much time will be needed. Always allow more time than you will need.
- Keep the syllabus for each course in a place where it won't get lost.

- Schedule a time before a lecture, discussion, or recitation class to review notes so that classroom time is relevant.
- Take a few minutes after class to review notes. The more immediate your review, the better your chances of retaining the information.
- Use unscheduled time wisely. Summarize lecture or reading notes on index cards or tapes. Review material while you are jogging or traveling.
- Set priorities. When there are conflicting demands on your time, ask yourself what is most important to you.
- Get a monthly calendar. Look at each course syllabus to check for deadlines throughout the term. Then, pencil them in. Add holidays and personal obligations. Post it in a conspicuous place.
- Make out a schedule weekly, with a slot for each hour. Fill in the times of all classes, lectures, labs, and other things in your life that will not change during the term (ie. jobs or tutoring sessions).
- Use a daily calendar or notebook to make up a list of things to do each day. Check your syllabus for assignments and fill empty time slots with alternate activities (study or relaxation time).
- Evaluate your schedule to make sure it is helping you accomplish your goals.
- Use a subject notebook with colored tabs or dividers. Be sure to place each handout or assignment in the appropriate place.
- Develop a system for keeping important information (i.e. filing is an excellent way to keep track of information and other possessions).
- Keep everything in its designated place.
- Write down everything needed for class, labs, or meetings so nothing is forgotten.

### Time Management: Suggestions for Teachers

- **Have student request taped textbooks** from Special Services.
- **During lectures, rewrite the material** so the student can read more comfortably and with comprehension.
- **Provide easy-to-understand definitions** for technical terms.

- **Use visual and auditory media** such as tape recorded lessons, overheads or PowerPoint presentations as much as possible.
- **Provide clear, concise and organized directions.** Limit the number of directions given to one or two at a time.
- **Provide wait time to allow additional time** for students to process information. Allow 6-10 seconds for student to think about the question prior to answering.
- **Use multi-sensory techniques frequently.** Provide opportunities for hands-on activities, such as field trips and participation in experiments whenever possible.

## Traumatic Brain Injury

Traumatic Brain Injury (TBI), caused by an injury to the head, often results in some of the same difficulties experienced by those with learning disabilities. The effects of TBI may be mild, moderate, or severe. Characteristics include, but are not limited to, speech impairments, difficulty concentrating and interpreting abstract information, processing problems, difficulty retrieving stored information and issues with organization. Hearing, vision, fine and gross motor skills may also be affected.

Symptoms include: headaches, memory lapses and fatigue. Other symptoms may include:

- Depression,
- Easily distracted, agitated, or angered.
- Have difficulty concentrating.
- Difficulty with organization.
- Difficulty with task completion.
- Overwhelmed with environmental noises.
- Impulsive (don't think before acting or speaking).

### Instructional Strategies:

- Do not impose time limits on the student when taking examinations.
- Permit the student to take exams or complete assignments in a quiet place.
- Encourage group study or working with a study partner.
- Teach organizational skills such as note taking when appropriate.
- Emphasize test taking strategies during lectures when possible. For example, teach them how to find "trick questions" in the wording of test questions.
- Have the student document all tests, quizzes, assignments and lecture notes.
- Provide practice for taking essay exams.

- Encourage the use of word cards to learn material.

## Mental and Emotional Impairment

### Emotional Impairment

An “**emotionally disturbed person**” is one who exhibits the following characteristics to a marked degree:

- An inability to learn which cannot be explained by health, intellectual or sensory factors.
- Inappropriate types of behavior under normal circumstances.
- General mood of unhappiness or depression.
- A tendency to develop fears associated with personal or school problems.

An emotional disability may result from head injury. This disability can be manifested by feelings of frustration and an inability to cope with classroom situations.

Unlike other disabilities, psychological impairments are not visible. Instead, they may be manifest in negative and socially unacceptable behavior. Certain other forms of the disability can result in the student being quiet and withdrawn. Because of the nature of the disability, it sometimes becomes necessary to deal with inappropriate classroom behavior.

Strategies:

- Encourage the student to take an active part in the learning process (i.e., involve them in class discussions and activities).
- Don't pressure them to respond to questions if they do not desire to do so. Simply leave them alone for a few minutes to give them some time alone and encourage participation later.
- Always make yourself available to them during office hours.
- Meet with the student individually to discuss the issue. Document the behavior and the meeting.
- In discussing inappropriate classroom behavior with the student, do not attempt to analyze the problem or counsel them.
- Document the incident and encourage the student to discuss issues with a Special Services counselor.
- Discuss problems with the student directly in a non-confrontational manner.
- Limit the discussion to appropriate behavior related to the course.
- If the student appears to be belligerent or unreasonable, terminate the discussion tactfully and call Security at extension 3002.
- If the behavior is repeated, contact the Dean of Student Services at extension 4342 with the specific details of the incident(s) if you feel additional action

needs to be taken. Inform the student that the Dean of Student Services has been notified.

- Notify your supervisor of the action taken.
- Since many of the same characteristics for learning disabilities exist in students with traumatic brain injury, use the instructional techniques for students with LD listed on pages 10-16.

### Other Suggestions:

In identifying safety hazards, please **notify your supervisor** of obstacles presenting a safety hazard or anything which may prevent the ability to provide special accommodations in your work area.

#### *Identify Safety Hazards*

- Post rules of behaviors and safety in a conspicuous place. Discuss each rule with the student.
- Label each piece of machinery, equipment and supplies.
- Color code labels on machinery, equipment or indicate the type of hazard.
- Use symbols to denote safety concerns.
- Use warning lights to supplement fire alarm.
- Use clear labels for chemicals, paints and flammables.

#### Demonstrate the Safe Use of all Equipment

- Involve the student with observation of equipment, tools and machines at specific work site; later involve student in hands-on work in actual workplace.
- Have student “talk through” each step of using specific equipment safely.
- Use color codes in areas, and on tools or equipment.
- Use symbols to denote special safety concerns.
- Use checklists for procedures or use of machines.
- Avoid time pressure and stressful situations.

## **Mental Impairment**

“**Mental impairment**,” known also as cognitive or intellectual disabilities, are marked by diminished functioning in the areas of cognitive abilities, activities of daily living skills such as communication, self-care, and difficulty functioning in social situations. Levels of impairment are determined by the Intelligence Quotient (IQ test). Levels of functioning may be mild, moderate, severe, and profound.

Students with mental disabilities do not learn as quickly as their peers. They also require language and behavior instruction. As a result, instructional emphasis must be placed on

academics, community-based and vocational instruction if students are to succeed in the workplace.

### Strategies for Teaching Students with Mild Mental Disabilities

- Teach only the most basic skills necessary for the student to perform the task.
- Make sure the student is an active part of the learning process. Do this by allowing the student to actually perform related tasks, and to the extent possible, permit the student to assist in the program planning stage.
- Use age-appropriate activities and materials (i.e., do not use materials geared for young children with adults).
- Plan meaningful activities.
- Teach appropriate adaptive behavior skills for classroom and community (i.e., interpersonal skills, how to behave appropriately in the workplace).
- Develop instructional objectives related to the student's educational goals with the assistance of a Special Services counselor.
- Schedule outside trips as part of the class schedule to provide community and vocational experience.
- If possible, set up simulated exercises in the classroom to teach appropriate behavior in the workplace.
- Be creative in using instructional methods (i.e., role play to teach appropriate behavior in the workplace).
- Be patient; repeat information for the student as many times as necessary. In addition, pair with modeling of the behavior.
- Closely supervise student at all times.
- Work closely with a Special Services counselor.

Structure the environment to enhance functioning.

Sequence tasks to avoid fatigue and decrease stress resulting from excessive noise or temperatures.

Other Suggestions:

### *Identify Safety Hazards*

- Post rules of behavior and safety in conspicuous place and discuss them.
- Color code labels on machinery, equipment, or type of hazard.
- Use universal symbols to denote special safety concerns.
- Use warning lights to supplement fire alarm.
- Post evacuation routes; rehearse procedure.
- Use standardized symbols for dangerous materials.

### Demonstrate the Safe Use of all Equipment

- Involve the student in hands-on work or demonstration.
- Color-code areas, tools or equipment.
- Have a standard place for each piece of equipment or machinery and location of safety features.
- Use pictures, posters, reminders.
- Review rules more carefully and frequently.
- Post evacuation routes; rehearse procedure.
- Use the *buddy* system.
- Avoid stressful time and pressure and situations.
- Determine a practical attention span and keep work activity within this limit.

## **Attention Deficit Disorder**

“**Attention Deficit Disorder**”, or ADD, is a neurological syndrome characterized by a triad of three symptoms: distractibility, impulsivity, and hyperactivity, or excess energy.

About 15 million Americans have it today; most of them do not know that they have it. The condition occurs in boys, girls, men and women. The disorder cuts across all ethnic groups, socioeconomic strata, levels of education, and degrees of intelligence.

- About one-third of the ADD population outgrows it; two-thirds have it through adulthood.

- ADD is not a learning disability or a language disability or dyslexia, and it is not associated with low intelligence.
- The syndrome is not of attention deficit but of attention inconsistency. Many people hyper-focus at times.
- Hyperactivity may or may not be present.

By the 1970's research began to look at symptoms associated with hyperactivity and found 4 major traits to account for the clinical picture:

- Deficits in attention and effort
- Impulsivity
- Problems in regulating one's level of arousal.
- The need for immediate reinforcement.

### Synopsis and Treatment of ADD

1. **Diagnosis.** The first step in treatment is making the diagnosis. There is no definitive test for ADD – no blood test or electroencephalogram reading, or CAT scan, PET scan X-ray, no neurological finding or psychological testing score. The diagnosis of ADD is based first and foremost on the individual's history or life story.
2. **Education.** The more one can learn about ADD, the more successful the therapy will be.
3. **Structuring.** This refers to the external limits and controls people with ADD need. Concrete, practical tools such as: lists, reminders, simple filing systems, appointment books, goals, and daily planning, can greatly reduce the inner chaos in the life of a person with ADD and improve productivity as well as one's sense of control.
4. **Coaching and/or Psychotherapy.** The person with ADD will greatly benefit from having a "coach". A coach is someone who stands on the sidelines to encourage, and provide instructions and reminders for the student. The coach helps keep the student focused. Group therapy is most effective.
5. **Medication.** There are several medications helpful in correcting many of the symptoms of ADD. The medication works like a pair of eyeglasses, helping the individual to focus. It can also reduce the sense of inner turmoil and anxiety common in persons with ADD. The medication works by correcting a chemical imbalance of neurotransmitters in the parts of the brain that regulate attention, impulse control, and mood. While medication is not the whole answer, it can provide profound relief, and when used properly, is very safe. The medication increases the brain's ability to focus on one task at a time, while filtering out competing stimuli or distractions.

### 10 Tips for Structuring and Organizing Information

1. Make a list of the problem areas.

2. Develop specific remedies for each problem area.
3. Make use of concrete reminders such as lists, schedules, alarm clocks, etc.
4. Incentive plans are good – they are not bribes.
5. Give frequent feedback.
6. Give responsibility whenever possible.
7. Make use of praise and positive feedback; use this abundantly! Use a coach or tutor for schoolwork.
8. Help the student incorporate whatever devices the coach considers helpful.
10. Always negotiate, don't argue with the student.

## Classroom Management Tips

*Other suggestions:*

- Ask the student what strategies have been most effective.
- Know your limits – Don't be afraid to ask for assistance in working with the student.

*Remember the emotional part of learning:*

- Provide structure and reminders, repetition, direction and limits
- Post rules
- Minimize the amount of video use in instruction as it can cause hyperactivity in individuals with ADD.
- Be consistent with instruction.
- Provide frequent opportunities for movement.
- Provide positive reinforcement when appropriate.
- Always have an emergency plan in place to deal with uncontrollable behavior.
- Keep students occupied. When there is too much down time, students with ADD may become bored and restless.

## Physical Impairments

Physically impaired students are those individuals who, due to accident, birth defects or certain debilitating diseases, exhibit limited range of motion in the extremities. The condition leaves the muscles and or joints in a weakened state, resulting in a diminished capacity for movement. Endurance, strength, speed, and coordination may all be affected. As a result, the student has difficulty performing physical activities such as walking, writing, or sitting for extended periods of time. To increase mobility, students may require the use of wheelchairs, canes and other adaptive equipment.

TVI's (Americans with Disabilities Act (ADA) Committee has been instrumental in making all buildings and other areas around campus accessible to the physically impaired. Installation of electronic door openers, elevator access buttons and wheelchair ramps are some of the changes made. In addition, wheelchair access to the inter-campus shuttle has been improved. To accommodate students with mobility problems in the classroom, instructors also should be concerned with accessibility.

## Strategies for improving physical access and instruction:

- Be flexible with time schedules. The student may occasionally be tardy or absent due to various reasons related to their disability.
- Rearrange the furniture in the classroom to make the room wheelchair accessible.
- Make sure aisles and doorways are not blocked.
- Be familiar with the evacuation plan for the lab and or classroom you are using for the term. If the plan is not posted, inform your department dean.
- Avoid seating students in wheelchairs next to exits unless they prefer it. While it is important that the student have the ability to enter or leave the room without difficulty, it is equally as important that they be integrated with the rest of the class.
- Modify shelves, cabinets, desks, tables and other classroom fixtures to provide access.
- Adapt activities to the extent possible to provide the opportunity for participation.
- When planning field trips, take into consideration the needs of those with physical impairments.
- Is the bus wheelchair accessible?
- Are adequate facilities and staff available to provide any assistance necessary?
- Is the area for the site of the trip accessible? If not, can changes be made to provide accessibility?
- If building access is a problem, speak with your supervisor prior to the beginning of the term to resolve the problem.
- Suggest that students with hand-mobility problems see Special Services for a note taker.
- Permit the student to use tape recorders or note takers in class.
- Allow extended time for tests.
- Extend assignment deadlines when necessary.
- Give alternative assignments if the student's mobility prohibits them from completion of the original assignment.

- Allow frequent breaks.
- Permit the student to get up and stretch or leave the room if sitting for extended periods of time causes discomfort.
- Be familiar with the evacuation plan; make any adaptations necessary for the student with a physical impairment.

### Other Strategies:

#### *Identify Safety Hazards*

- Keep aisles clear.
- Avoid protruding handles or partitions with feet which might be dangerous to students on crutches or in wheelchairs.
- Position students for adequate viewing of instructors and demonstrations.
- Provide adequate fire exit widths, and accessibility in compliance with standards.
- Store materials at reachable heights.
- Use special helmets for specific job tasks.
- Use appropriate locations for emergency signals and fire alarm switches.

#### *Demonstrate the Safe Use of All Equipment*

- Use a desk, table, counter or workbench heights designed for safety and comfort.
- Use extension poles or grippers where needed.
- Use doors with kick plates and vision panels.
- Use handrails and guardrails as appropriate.
- Use knurled or looped handles on doors, gates, drawers, etc.
- Use foot or elbow controlled faucets.
- Use television and/or overhead mirrors for adequate rear vision of stove tops, workbenches, and demonstration areas.

- Use specific adaptive or modified tools and equipment as required.
- Use a *buddy* system.

## Hearing Impairment

A hearing loss may occur as a result of heredity, repeated exposure to loud noises, accidents, tumors, viral diseases or from the use of certain drugs. The effects of the hearing impairment may vary from mild to severe.

The age of the student at the time of the hearing loss determines the extent of the disability. If the student experienced a diminished capacity for hearing prior to the age he/she began to speak, the disability may be more severe. With hearing losses occurring after this period, the student may speak, but do so in a distorted tone. This is due to the lack of experience in hearing language. To compensate for the hearing loss, the student may lip read. However, only 30-40% of spoken language will be understood.

It is not uncommon for a student to be aware of the problem and remain silent about it. Therefore, it is crucial that the instructor be observant and recognize a problem exists before the disability adversely affects academic performance.

### Characteristics

Indicators of a hearing impairment include:

- The use of hearing aid.
- Instructions may need to be repeated several times.
- The student may appear confused and only understand bits and pieces of information.
- Some words may be mistaken for others.
- Difficulty completing assignments and following instructions.
- Performing below academic level for their age group.
- Responds inappropriately to questions or comments, or may not respond at all.
- Complains about classroom acoustics or background noises.
- Provides inappropriate answers to questions.
- Denial. The student refuses to admit they have difficulty hearing.

If you suspect that a student has a hearing impairment:

- As always, be tactful when working with or discussing the disability with the student. For example, do not yell at them in an attempt to get them to hear you. Additionally, always discuss the issue privately.
- Inform the student of the problems you have observed and their effect on academic performance.
- Mention the assistance available through Special Services and encourage the student to see a special services counselor or achievement coach. **Never send a referral against their wishes!**
- Stress the importance of getting assistance to help the student achieve their academic goals.

### Devices and Other Technology:

Because hearing impairments may affect every aspect of communication, it is important to be aware of the devices available to increase the capacity for hearing or to substitute for it. There are several devices used to improve hearing. **Hearing aids** help individuals with a hearing impairment by amplifying sounds in the environment. One of the problems which may be encountered is the interference of background noises, which can be a source of frustration for the student.

A **cochlear implant** is a hearing device used to improve the hearing of persons with profound hearing loss due to nerve damage. A receiver is implanted in the inner ear and attached to a transmitter. The external device may be worn behind the ear, or in a pouch. The result of the procedure may not produce sounds of normal quality, but enhances the ability to hear sound by simulating normal hearing.

Title IV of the Americans with Disabilities Act of 1990 (ADA) specifies Telecommunications Relay Services or TRS provide a means of communication for persons with hearing and speech impairments at no additional cost. Today's technology provides several communication options for individuals with hearing impairments. These options include:

**Telecommunication Device for the Deaf, or TTY**, is a teletype system used to assist the hearing impaired with telephone communication. Messages are typed in and transmitted via the telephone wires. Both the sender and receiver must have the device in order to send and receive messages.

These devices are located at:

Main Campus:	Special Services (TTY) 224-3262
	Technologies 224-3340

Montoya Campus:	Tom Wiley Hall (Front Desk)
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Calls may be placed via the Internet on a PC equipped with a software program for the hearing impaired. An assistant reads the text aloud and types the reply.

- Video Relay Service (VRS) technology uses signing as opposed to typing. Broadband service is required. The last two options are currently not available at TVI.

## Communication and Accommodations

Sign language may be used as the first language and English as a second language when the student is profoundly deaf. American Sign Language or ASL is one form of sign language used by the deaf student. Meaning is conveyed through a system of hand gestures and their placement relative to the upper body. This is the language used in the classroom between student and interpreter.

The person assisting the student in the communication process in the classroom is called an **interpreter**. The interpreter is assigned by Special Services and may be accompanied by a note taker. It is important that both these individuals accompany the student to class because he/she cannot watch the interpreter and take notes simultaneously.

### *Suggestions:*

- Inform the student of services available through Special Services.
- Encourage the student to sit in the front row.
- Be sure the student is in a position to see both instructor and interpreter.
- Face the student and speak in a natural tone.
- If an interpreter is present, make sure that you address the student, not the interpreter.
- Never ask the interpreter not to tell the student something that was said. Behave as though the student can hear because any conversation will be communicated to them.
- Before speaking, get the student's attention.
- Use the chalkboard, video, or overhead to reinforce lectures.
- Use good eye contact.
- Provide class outlines, lecture notes, vocabulary lists, or printed transcripts of audio and audiovisual materials.

- Repeat important information by rephrasing often.
- Communicate with the student in writing when necessary.
- Stand still when giving instructions.
- Allow extended time for tests and reading assignments.
- During lectures, arrange the chairs or desks in a circle or facing one another to increase the student's understanding of the classroom discussion.

### Other Suggestions:

#### *Identify Safety Hazards*

- Use visual and aural signals for emergency mechanisms.
- Use warning lights and flags and machine status indicators.
- Use heat sensing indicators.

#### *Use signs and tags extensively.*

- Post and discuss rules for each machine.
- Use checklists, posters, and charts.
- Use warning lights to supplement fire alarms.

#### *Demonstrate the Safe Use of All Equipment*

- Use hearing aids.
- Use gestures liberally.
- Speak clearly without shouting.
- Avoid masking mouth; men should wear neatly trimmed moustaches.
- Demonstrate task with handout provided.
- Use face-to-face communication.
- Use the buddy system,

- Use ear protectors in high noise areas.
- Use visual aids when and where appropriate.

## Visual Impairment

Students who have visual impairments may be partially-sighted (have limited vision) or have no vision at all (blindness). Partially sighted students can benefit from the use of adapted visual aids. The blind student must rely completely on tactile and auditory stimulation to facilitate learning.

As with other disabilities, visual handicaps are not always apparent. For instance, a student who is partially-sighted is not as obvious as one who walks with a cane or comes to class accompanied by a Seeing Eye dog. In addition, loss of vision can be gradual and the student may feel that any problem he/she is experiencing is only temporary not realizing the seriousness of the problem.

Therefore, it is important to recognize the signs of a possible visual impairment so proper steps can be taken to provide appropriate accommodations if necessary.

### Indicators of a Visual Impairment:

- Frequent squinting, frowning or rubbing the eyes.
- Changes in the appearance of the eye (i.e., redness).
- **Difficulty seeing the board or other written materials.**
- Poor performance on written tests or other assignments.
- May appear clumsy (trip or bump into objects in their path).
- Changes in vision in different situations and illumination.
- Complains of blurred vision.
- **Holding books or other written materials close to the eyes.**
- Unusual eye movements.

Keep in mind that other conditions such as allergies may cause some of these symptoms; one or more symptoms may exist and warrant no concern. However, if these symptoms persist and are interfering with academic performance, discuss it with the student. Recommend that they see an ophthalmologist to rule out any serious problems. If the student is aware of the disability, mention the help available through the Special Services program. Accommodations for the visually impaired are numerous. Those used in the classroom are listed below.

### Visual Aids:

- Black felt-tip pens to produce bold letters and diagrams.
- Books with enlarged print.
- Page markers or reading windows to assist the student with focusing on words or lines of print.
- Lamps with varied illumination to provide additional or reduced illumination if needed.

- Bold lined paper to increase the visibility of lines on the paper for students who cannot otherwise see them.

Tactile aids:

- The **Braillewriter** is used to type in Braille while the slate and stylus are used as notebooks to write down messages in Braille.
- A **Cubarithm slate** assists the student in performing mathematical calculations using Braille characters.
- The **Cranmer Abacus** is especially adapted for blind students and is used in mathematics.
- **Templates and writing guides** assist the blind student in writing.

Auditory:

- **Cassette tape recorders** allow students to take notes in class and listen to recorded texts.
- **Talking Book Program** provides recorded books for the visually impaired.

Other aids:

- The **Talking Calculator** speaks its entry and results.
- The **Optacon** or “Optical to Tactual Converter” transforms print into letter configurations that can be read tactually.
- **Closed Circuit Television** electronically enlarges printed material onto a television screen. Color changes in background and text can be altered.
- **Glasses** with special prescriptive lenses.
- Small **telescopic aids** (hand-held or placed in lenses).
- **Magnifiers** increase the size of the image that reaches the eye.
- **Kurzweil Reading Machine** scans and reads aloud text in English.
- **Microviewer (Visual tek)** provides enlarged text on microfiche. Text is enlarged as the student types.

- **Voice Indexing** allows the student to tape headings and subheadings for lectures and other written material.

### Strategies for Teaching Visually Impaired Students:

- Provide reading lists or syllabi in advance to allow time to make arrangements with Special Services for copying, taping or acquiring Braille texts.
- Pair visually impaired students with a sighted partners or aides when necessary.
- Guide dogs must be permitted to accompany the visually impaired student to class if necessary.
- Face the class when speaking.
- Verbalize information written on the board and information on visual and graphic materials.
- Permit lectures to be taped and or provide copies of lecture notes.
- Be flexible with assignment deadlines.
- If it is impossible for the student to carry out an assignment, consider and alternative.
- Use alternate methods of assessing the students' skills. Some alternate examinations include oral, large-print, Braille or taped tests. In addition, it may be necessary to allow extended time for exams.
- Use black felt-tip markers when scoring or making comments on partially-sighted student's paper.

### Other Suggestions:

#### Identify Safety Hazards

- Post rules of behavior and safety in Braille or in larger print. Discuss rules with the student.
- Label each piece of machinery, equipment, and supplies with stud gun or in Braille.
- Color code labels of machinery, equipment, or type of hazard.
- Use raised lines, knobs, textured flooring, concrete, etc.

- Relocate, recess or remove protrusions in walk areas (water fountains, fire extinguishers, etc.).
- Use Braille or raised label markings for dangerous material (e.g., gasoline, ammonium-nitrate, acetylene, etc.).

*Demonstrate the Safe Use of All Equipment:*

- Involve the student with observation of equipment, other machines; later, in hands-on work in the workplace.
- Use supplemental lighting if needed.
- Use color contrast areas, tools or equipment.
- Have a standard place for each piece of equipment or machinery and location of safety features.
- Demonstrate use of handrails/guardrails as appropriate.
- Demonstrate use of magnifying lenses or sheet.
- Demonstrate use of warning buzzers and bells for power on/off switches.
- Demonstrate use of click gauges.
- Demonstrate use of directions in Braille and time pieces.
- Have warning signs in Braille or tactile as well as visual.
- Demonstrate use of varied shapes and surface textures for operating knobs.
- Demonstrate use of wall rails.
- Use the buddy system.
- Permit an assistance dog (seeing-eye dog) to accompany a blind student to class even if the student is not registered with Special Services.

## CNM Special Services

Special Services, located in the Student Services building, assists students with disabilities in areas such as, career planning, classroom accommodations as well as coordination with community support agencies. Other services provided include testing for disabilities and adaptive equipment.

Prior to making a referral, the faculty member should take several steps. First, discuss any observations regarding academic deficiencies with the student. While it is not necessary for the student to self-disclose information regarding their disability, they must do so in order to receive services through Special Services. Allow them to share information such as special classes or testing they have had in the past if the student wishes to.

Secondly, provide the student with information about TVI Special Services and urge them to make an appointment to see a counselor. Complete the referral form with the student and remind them to schedule an appointment to meet with a special services counselor.

Finally, follow-up with the student and Special Services to ensure the student receives the services necessary to accommodate them in the classroom.

If evidence of a disability exists and a referral is made to Special Services, do not refer students to an academic counselor. However, if the student does not have a disability, but does have academic performance issues, a referral to an academic counselor is appropriate. To be eligible for services, students must provide documentation of the disability from an **“appropriate certified professional”**.

The services provided through Special Services can assist students in achieving academic goals through the use of special instructional techniques and adaptive equipment. A list of general services and equipment available are listed below.

### Accommodations

#### General Services:

- Assistance during the admissions process.
- Extend time for classroom tests (student should be registered with special services).
- Assist with request special accommodations for ACT, GED, and other standardized tests.

#### Services Offered by Disability:

##### **Visually Impaired**

###### Equipment:

- Print magnification devices: VisualTek, magnifying desk lamp, page magnifier.
- Compulenz – enlarges computer screen.
- Vert Plus speech synthesizer.
- Books on Tape-Recording for the Blind or Special Services.

- 4-track tape recorders.
- Conversion to Braille, enlarging of, or taping of textbooks (must have one term notice, 9-12 months notice for Texts).
- Conversion to Braille, enlarging or taping of test and handouts – (must have 7 days notice).
- Readers / Note takers.
- Visual acuity exam and magnifying devices, arranged through Commission for the Blind.

### 3. Hearing Impairment

- Equipment:
  - TTY (TTD) – telecommunication devices (TVI number 224-3259).
  - The Note taker – binder with NCR paper for classroom notes.
  - Instruction manuals – for working with deaf students and sign language interpreters.
  - Interpreters
  - Note Takers
  - Audiological evaluation and hearing aids through DVR (Department of Vocational Rehabilitation).

### 4. Physical Impairment

- Ergonomic keyboards.
- The note taker binder with NCR paper, for classroom notes.
- Provision of adaptive equipment through TVI or other agencies
- Note Takers
- Facility accommodations – automatic door openers, ramps, desks, etc.

### 5. Learning Disabilities

- Card readers – for vocabulary words or math facts.
- Variable speed cassette recorders for recording lectures.
- Computers
- Remedial computer software
- Taping of textbooks – (must have one month notice).
- Taping of test and handouts (must have 7 days notice).

## Medical Emergencies

### Seizure Disorders

Two of the most common medical problems encountered by school personnel are chest pain and seizure disorders. The **seizure disorder** known as **epilepsy**, results from imbalances in the brain causing seizure activity.

## Types of Seizures

There are three types of seizures:

### 1. **Petit mal (symptoms)**

- Eye blinking or staring. This may last for a matter of seconds.

### 2. **Psychomotor (symptoms)**

- Symptoms may be mild or severe.
- Confusion.
- Person may be uncoordinated.
- Incoherent speech and behavior outburst.
- Jerking movements.
- May last from 2 to 30 minutes or longer.
- Immediately recovery following the seizure. May be fatigued.

### 3. **Grand mal**

- May be moderate to severe.
- Jerking, twitching and muscle contractions followed by unconsciousness and extreme fatigue.

Things to remember:

- Some students are reluctant to divulge information about their condition because it is quite often misunderstood.
- Be aware that medication will have side effects such as drowsiness and temporary memory problems.
- Allow the student to discuss their condition anytime it is appropriate to do so.

Procedures to Follow for Seizure Disorders:

Some individuals experiencing petit mal and psychomotor seizures may not require assistance. However, whenever a student has a seizure of any kind, call Security immediately. If a student has a seizure, take the following steps:

- Remain calm.
- Remove any harmful objects near the student.

- Help the student lie down on the floor. Place an article of clothing or pillow under the person's head for comfort.
- Turn his/her head to the side to make breathing easier.
- Loosen tight clothing.
- **DO NOT PLACE ANYTHING IN THE PAIENT'S MOUTH.**
- Call Security, even if the student instructs you not to do so.
- After the seizure, recommend that the student remain on the floor until Security and the paramedics arrive.
- Do not phone or send the student to Student Health Services!
- Document the incident and inform your supervisor.

## Chest Pain

Chest pain can result from a number of causes, from heart burn to heart attack. Never attempt to diagnose the problem! In any medical emergency, call 911 from a phone on campus immediately. Dial 224-3001 if calling from a cell or pay phone.

If a person is experiencing chest pain:

- Have the patient sit or lie down.
- Make the patient comfortable until help arrives.

## Emergency Procedures

Provide Security with information regarding:

- Nature of the medical emergency (if the patient is not breathing, unconscious, was injured on campus, or if the person has a medical condition).
- Medical history if known.
- Age.
- Gender.

If possible, dial 911 on a TVI land line; do not use a cell phone. If this procedure is not followed, Security will not be notified to dispatch the paramedics to the proper location. In the event the call must be placed from a cell or pay phone, dial 224-3001.

Security officers will be dispatched immediately to the location to provide assistance until paramedics arrive. When the emergency vehicles arrive, the patient will be evaluated by medical personnel.

For further information regarding emergency policies and procedures, refer to “*The Source*” at <http://planet.tvi.edu/ppo/>

## **Student Grievance Procedures and Discipline Policy**

A grievance is a complaint which may arise from a student's academic or non-academic experiences with instructors, staff or other students. TVI's student grievance and appeals procedures are formulated to resolve disputes among students and between students and faculty or staff members.

Questions about these procedures may be directed to the relevant dean or director, to Phillip Bustos, Executive Vice President for Student Services, or the Dean of Student Services. For more information, go to <http://www.cnm.edu/students> and click on Student Complaint Procedures.

All behavior problems regardless of origin are governed by the Student Code of Conduct. If you suspect discipline problems stem from a disability, follow the code of conduct and discuss the issue with a Special Services counselor. For more information, refer to the Dean of Students website at:

[http://www.cnm.edu/deanofstudents/classroom behavior.php](http://www.cnm.edu/deanofstudents/classroom%20behavior.php)

## Contacts

### CNM Support Services

#### Special Services Contacts:

Terri Abraham, Counselor/Diagnostician, Ext. 3259  
 Dave Bear/Counselor Ext. 3259  
 Mike Bassow, Special Services Support Specialist 3259  
 Prudence Davis/Counselor 3259  
 Ed Lopez, Counselor, Ext. 3259  
 Faith Timm, Interpreter Coordinator 3259  
 Nahid Movaghar/Counselor 3259  
 A. Paul Smarrella, Director, Ext. 3259

#### Telecommunications for the Deaf

Main Campus:           Special Services (TTY) 224-3262  
                                   Technologies                   224-3340

Montoya Campus:   Tom Wiley Hall (Front Desk)

#### Faculty Contacts

Shirley A. Ellison, Faculty, Educational Career Advancement Ext. 3988  
 Email: [sellison@tvi.edu](mailto:sellison@tvi.edu)

Donna Hurtado, Faculty, Educational Career Advancement Ext. 3975  
 Email: [djswanson@tvi.edu](mailto:djswanson@tvi.edu)

Larry Johnson, Faculty, Educational Career Advancement Ext. 3931  
 Email: [larryj@tvi.edu](mailto:larryj@tvi.edu)

*If you have expertise in working with individuals with disabilities and would like to be listed as a resource, please contact Shirley Ellison at 3993 ext. 1116.*

## State Agencies

### State Department of Education: Division of Vocational Rehabilitation

DVR provides services for those who qualify based on the disability which prevents them from working. There are several locations throughout the Albuquerque area.

Website: [www.dvrgetsjobs.com](http://www.dvrgetsjobs.com)

(See website for satellite offices).

435 St. Michael's Drive Building D

Santa Fe, New Mexico 87505

Phone: (505) 954-8500

Toll Free: (800) 224-7005

### New Mexico Commission for the Blind

Website: [www.state.nm.us/cftb](http://www.state.nm.us/cftb)

2905 Rodeo Park Dr. East Suite 100

Santa Fe, New Mexico 87505

Phone: 827-4479

### Library for the Blind and Physically Handicapped

Website: [www.stlib.state.nm](http://www.stlib.state.nm)

1209 Camino Carlos Rey

Santa Fe, New Mexico 87507-5166

Phone: 1-800-456-5515

### US Department of Justice

Website: [www.usdoj.gov](http://www.usdoj.gov)

ADA Information Line

Civil Rights Division

950 Pennsylvania Ave. NW.

Disability Rights Section-NYAV

Washington, DC. 20530

### For general information regarding ADA questions call:

800-514-0301

800-514-0383 (TTY)

### New Mexico School for the Deaf

Website: [nmsd.k12.nm.us](http://nmsd.k12.nm.us)

1060 Cerillos Road

Santa Fe, New Mexico 87505

Phone: 476-6311  
Toll free: 800-841-6699

## **Local Agencies**

### **Paralyzed Veterans of America**

Website: [www.ziapva.org](http://www.ziapva.org)

833 Gibson Blvd. SE  
Albuquerque, New Mexico 87102  
Phone: 247-4381

### **Protection and Advocacy**

Website: [www.nmpanda.org](http://www.nmpanda.org)

1720 Louisiana Blvd. NE Suite 204  
Albuquerque, New Mexico 87110  
Phone: 256-3100

### **Southwest Branch of International Dyslexia Association (SWIDA)**

Website: [www.interdys.org](http://www.interdys.org)

Email: [info@southwestida.com](mailto:info@southwestida.com)

PO Box 25891  
Albuquerque, New Mexico 87125-0891

## **New Mexico College Websites**

Albuquerque Technical Vocational Institute: <http://tvi.edu/depts/ss/index.php>

Clovis Community College:

[www.clovis.edu/studentcenterforstudentsuccess/specialservices/index.asp](http://www.clovis.edu/studentcenterforstudentsuccess/specialservices/index.asp)

Eastern New Mexico University: [www.enmu.edu/disabilityservices](http://www.enmu.edu/disabilityservices)

Mesalands Community College: [www.mesalands.edu](http://www.mesalands.edu)

New Mexico Highlands University: [www.nmhu.edu](http://www.nmhu.edu)

New Mexico Junior College: [www.nmjc.edu](http://www.nmjc.edu)

New Mexico Military Institute: [www.nmmi.edu](http://www.nmmi.edu)

Western New Mexico University: [www.wnmu.edu](http://www.wnmu.edu)

New Mexico State University: [www.nmsu.edu/~ssd/](http://www.nmsu.edu/~ssd/)

New Mexico State University at Alamogordo: <http://alamo.nmsu.edu>

New Mexico State University at Dona Ana: [www.nmsu.edu/](http://www.nmsu.edu/)

New Mexico State University Carlsbad: <http://artemis.nmsu.edu>

New Mexico State University Grants: <http://grants.nmsu.edu>

San Juan Community College: [www.sanjuancollege.edu](http://www.sanjuancollege.edu)

Santa Fe Community College: [www.sfccnm.edu](http://www.sfccnm.edu)

Southwest Indian Polytechnic Institute: [www.sipi.b.edu](http://www.sipi.b.edu)

University of New Mexico: <http://dd.unm.edu/atresources/index.htm>

University of New Mexico Taos: [taos.unm.edu](http://taos.unm.edu)

# Terminology

**adaptive behavior** – A person’s ability to adjust to the environment by displaying adequate levels of independence and responsibility in daily life.

**Americans with Disabilities Act of 1990-** the federal law prohibiting public entities from denying “qualified persons with disabilities” from participation in or benefiting from public programs based on disability.

**Appropriate certified professional-** a professional such as a psychologist or diagnostician certified to diagnose a disability.

**Cochlear implant-** a hearing device surgically implanted in the ear to improve hearing.

**distractibility** – The tendency to attend to irrelevant stimuli instead of relevant features of stimuli.

**encoding** – Giving organization and meaning to stimuli.

**learning disability** – A disorder in which one or more of the basic psychological processes involved in understanding or using spoken or written language is affected.

**educable mental handicap-** a disability resulting in a mild impairment in intellectual and adaptive behavior resulting in a slower rate of learning.

**modeling** – A technique in which individuals interacting with the student demonstrate appropriate behaviors.

**person with a disability** – An individual who has a physical or mental impairment substantially limiting one or more major life activities or who has a record of such impairment. This definition excludes current illegal drug users.

**program accessibility** – According to Section 504, each program or activity is readily accessible to persons with disabilities, when the program or activity is viewed in its entirety.

**prompting** – Deliberately arranging variables within the environment to encourage students to practice a new behavior.

**qualified person with a disability** – A person or persons with a disability possessing the required education and skills necessary to perform the functions of a job with or without special accommodations.

**“reasonable” accommodation** – providing modifications in policies, practices or procedures when necessary without “fundamentally altering the nature of the services, programs or activities”.

**receptive language** – The ability to receive and understand transmitted language.

**roleplaying** – an instructional strategy sometimes used for developing desired social skills. With this strategy, students act out real life situations, then discuss and study them.

**SWIDA-** the Southwest Branch of the International Dyslexia Association.

**vocational training** –education experiences designed to provide students with employable skills.

# Appendices

## Words with Dignity

### By Using Words with Dignity, We Encourage Equality for Everyone

When referring to persons with disabilities, always refer to the individual first. Avoid using words with negative connotations, and always emphasize the person's abilities.

#### Words with Dignity

#### Avoid These Words

person with a disability/disabled

cripple/handicapped/handicap/  
invalid (Literally, invalid means "not  
valid." Don't use it.)

person who has/ or person who has  
experienced/person with (e.g., person  
has cerebral palsy)

victim/afflicted with (e.g., victim of  
cerebral palsy)

uses a wheelchair

restricted, confined to a  
wheelchair/wheelchair bound (The  
chair enables mobility. Without the  
chair, the person is confined to bed.)

non-disabled

normal (referring to non-disabled  
persons as "normal" insinuates that  
people with disabilities are abnormal).

learning difference

avoid terms such as "learning disabled.

deaf/ without speech/nonverbal

deaf mute/deaf and dumb

born with a disability

birth defect

emotional disorder/mental illness

crazy/insane

seizures

fits

developmental delay

slow

person who had a stroke

stroke victim

person with symptoms of mental illness

crazy, paranoid

## **Special Services Forms**



Special Services Referral form

Referrals to Special Services should be based on presence of an obvious physical disability or apparent learning problem as evidenced by poor performance in your class. A description of the performance problem would be appreciated.

If you have students who have other problems such as poor attendance or unrealistic choice of major, they should be referred to an academic counselor rather than Special Services, unless they also appear to have a disability (in which case Special Services is appropriate). Students referred to an academic counselor should not be listed on this form. Please sign your name at the bottom. Thank you.

ID NUMBER: \_\_\_\_\_

NAME: \_\_\_\_\_

REASON FOR REFERRAL: \_\_\_\_\_

Multiple horizontal lines for writing the reason for referral.

INSTRUCTOR'S/COUNSELOR'S NAME  
Revised 2/21/01

DATE

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EXAMPLE

## SPECIAL SERVICES

### Special Needs Statement

**TO:****DATE:****STUDENT:****PROGRAM:****(Check One)****Prep****Major**

**Strengths of Areas and Weaknesses:** According to records obtained through Special Services, \_\_\_\_\_ has disabilities which affect their processing information including reading, writing and math. Their strength is their positive attitude and determination. Please allow the following accommodations to assist this student with their educational goals at CNM.

**Confidentiality applies to all interactions involving this student.**

**Recommendations:**

1. Please allow for extended time on tests and in-class assignments. Tests can be taken at Special Services (SC208 Main Campus) with Student notifying Special Services 5 school days in advance of tests or tests can be taken at the ECATesting Center (J121 Montoya Campus) with Student notifying instructor 5 school days in advance of tests.
2. Please allow for Student to use one or more of the following options to obtain class or Lecture notes in the classroom: a) ***instructor's assistance in finding*** a volunteer student in the class to provide copies of notes ***using*** either through Xerox copies or through NCR paper provided by Special Services, b) copies of instructor's notes when possible, c) a tape recorder in class to record lectures, or d) a staff note taker when appropriate.
3. Please allow Student to do all essay type tests on a computer/word processor with grammar Check or leniency regarding grammar errors.
4. Please allow for Student to use a spellchecker and/or dictionary on all graded/ungraded work.
5. Provide an understanding and supportive type environment.

**Please contact me at 224-3260 if you would like any additional information or assistance with this student.**

**Special Services Counselor**

## References

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 3.

Removing bias in language in APA journals: Guidelines for non-handicapping language in APA journals.

U. S. Department of Labor Employment Standards Administration Office of Federal Contract Compliance Programs. (2005). *Americans with Disabilities Act of 1990*.  
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<http://www.southwestida.com>

<http://www.idonline.org>

What is traumatic brain injury?  
<http://www.traumaticbraininjury.com/>