

Disability Support Services Accommodation Glossary

**Compiled by: Starlette L. Vaught Daniels
May 2025**

(hover over terms to access hyperlink)

Assistance With Doors	4
Assistive Listening Device.....	5
Assistive Technology Accommodation.....	6
Audio Description	7
Books in Electronic Format	8
Braille Materials	9
Calculator	10
Captioned Videos	11
CART Services	12
Closed Captioning	13
Distraction Reduced Environment.....	14
Extended Time on Test (1.5x, 2x).....	15
FM System.....	16
Flexibility with Attendance	17
Frequent Breaks.....	18
Lab Assistant	19
Large Print	20
Mark Answers on Test	21
Oral Interpreter	22
Other Classroom Accommodation	23
Other Testing Accommodation	25
Preferential Seating.....	26
Priority Registration	28
Read Aloud.....	30
Recorder/Audio Recordings of Lecture.....	32
Reduced Courseload	34
Scribe	36
Service Animal.....	37
Sign Language Interpreter	38
Sighted Assistance.....	40
Sighted Assistance in Classroom	41
Staff Notetaker	42

Support Counseling	43
Transliterator Cued Speech.....	44
Volunteer Notetaker	45
Wheelchair Accessible Classroom	47

Assistance With Doors

"Assistance with Doors" is typically an accommodation provided to students who may have difficulty opening doors independently due to physical disabilities, injuries, or other limitations.

This accommodation ensures that someone is available to help open doors when needed, either by holding them open, pushing buttons for automatic doors, or assisting in any other necessary way.

In various contexts, such as in public buildings, workplaces, or hotels, this accommodation helps ensure accessibility and inclusivity for students with mobility challenges. It is part of broader efforts to comply with accessibility standards and provide equal access to facilities and services for all students.

Responsibilities:

DSS: makes certain the campus is in compliance with architectural access for students on each campus. The Assistive Technology Manager will contact Facilities to resolve the issue.

Instructor: makes certain any identified barriers have been communicated with the Assistive Technology Manager

Students: makes certain any identified barriers have been communicated with the Assistive Technology Manager

Assistive Listening Device

An "Assistive Listening Device" (ALD) accommodation refers to devices or systems designed to improve sound perception for students who are Deaf or Hard of Hearing. These devices are used to amplify sound, clarify speech, or reduce background noise in classrooms or public venues.

Responsibilities:

DSS: makes sure the student knows how to use the device if they have never used it before. In limited circumstances, DSS will also loan the student a device.

Instructor: makes sure they have access to the transmitter when the student is using a two-part (transmitter and receiver) device

Students: make sure they have the device they need to use in their possession.

Here are some common types of assistive listening devices:

1. **Personal Amplification Systems:** These include devices like hearing aids or personal FM systems that amplify sound directly to the user.
2. **Induction Loop Systems:** Also known as hearing loops, these systems transmit audio signals electromagnetically to hearing aids or cochlear implants equipped with telecoils (T-coils).
3. **Infrared Systems:** These systems transmit sound using infrared light to headphones or receivers worn by the user.
4. **FM Systems:** Like personal FM systems, these transmit sound via radio waves to receivers worn by the user.
5. **Bluetooth Systems:** These utilize Bluetooth technology to connect audio sources (like smartphones or TVs) directly to hearing aids or cochlear implants.
6. **Captioning Devices:** For students who rely on visual cues, captioning devices display text of spoken words in real-time, enhancing comprehension in various settings.

The purpose of providing Assistive Listening Device accommodation is to ensure effective communication and equal access to information and services for students with Hearing Impairments.

Assistive Technology Accommodation

Assistive technology accommodations refer to devices, tools, or systems that are used to maintain or improve the functional capabilities of students with disabilities. These accommodations are designed to help students perform tasks that they might otherwise have difficulty with due to physical, cognitive, sensory, or other impairments.

Responsibilities:

DSS: makes certain students are oriented to any new assistive technology they have been given permission to use as an accommodation.

Instructor: makes certain any adaptations or modifications to teaching materials are accessible to be used with assistive technology

Students: make certain they communicate with DSS and Instructors when materials are not accessible with assistive technology they are using

Here are some examples of assistive technology accommodations:

1. **Screen readers:** Software that converts text displayed on a computer screen into speech or Braille output, helping students with visual impairments navigate and access digital content.
2. **Augmentative and alternative communication (AAC) devices:** Tools such as communication boards, speech-generating devices, or apps that assist students with speech or language disorders in expressing themselves.
3. **Wheelchairs and mobility aids:** Devices like manual or powered wheelchairs, scooters, walkers, or canes that aid students with mobility impairments in moving around independently.
4. **Adaptive switches and utensils:** Switches, grips, or utensils designed for students with limited motor skills to operate electronic devices, appliances, or perform daily tasks like eating.
5. **Environmental control systems:** Devices that enable students with physical disabilities to control household appliances, lighting, temperature, and other environmental factors through voice commands, switches, or mobile apps.
6. **Orthoses and prostheses:** Customized braces, supports, artificial limbs, or other assistive devices that improve mobility or replace missing body parts.
7. **Smart home technology:** Integration of voice-controlled assistants (e.g., Amazon Alexa, Google Assistant) and IoT devices to facilitate independent living for students with disabilities.

The goal of assistive technology accommodations is to enhance independence, accessibility, and quality of life for students with disabilities by overcoming barriers in education, employment, communication, and daily living activities.

These accommodations are tailored to meet individual needs and are often provided in accordance with legal requirements such as the Americans with Disabilities Act (ADA) in the United States or similar legislation in other countries.

Audio Description

Audio description accommodations are services designed to make visual content accessible to individuals who are blind or have low vision. These accommodations involve the use of a narrator or audio track that describes key visual elements of a scene or environment, helping users understand what is happening on screen or in real life when they cannot fully see it.

Responsibilities:

DSS: makes certain students are oriented to any new assistive technology they have been given permission to use for the accommodation.

Instructor: makes certain any adaptations or modifications to teaching materials are accessible to be used with assistive technology or narrator.

Students: make certain they communicate with DSS and Instructors when materials are not accessible with assistive technology or narrator.

Here's how audio description works:

- **Narration of Visuals:** An audio description provides a spoken narration of important visual details that are essential for understanding the context, such as actions, facial expressions, setting, costume, and scene changes.
- **Timing:** The description is timed to fit into pauses in the dialogue or action so that it does not overlap with the original audio, allowing the listener to receive both the visual and auditory elements without confusion.

Common Settings for Audio Description:

1. **Movies and TV Shows:**
 - Audio descriptions are often offered as an option for people with visual impairments to enjoy films and television. Descriptions include details about the setting, character actions, and non-verbal cues (such as body language) that are crucial for understanding the story.
2. **Live Performances:**
 - For theater productions or live events, audio descriptions may be provided through a headset or speaker, allowing attendees to hear descriptions of actions, costumes, and scenery in real-time.
3. **Museums and Art Exhibits:**
 - Audio descriptions are available in museums to provide verbal details about visual artworks, exhibits, and displays for individuals with visual impairments.
4. **Online Videos and Streaming:**
 - Many streaming platforms, like Netflix and Hulu, offer an audio description track for their content to ensure accessibility for users with vision impairments.
5. **Public and Outdoor Spaces:**
 - In some cases, outdoor events like parades or public demonstrations may have audio descriptions available to help individuals understand visual elements of the event.

Books in Electronic Format

Books in electronic format, also known as e-books or digital books, refer to publications that are available in digital form rather than as traditional printed books. These electronic versions can be accessed and read on various electronic devices such as computers, tablets, e-readers, and smartphones.

Responsibilities:

DSS: makes certain students with this accommodation know how to request and access their textbooks for the semester.

Instructor: makes certain books for the semester have been identified in a timely manner. Also, those books that are not readily available through traditional means for the student are available to the Assistive Technology Manager to convert to an accessible format.

Students: after registering for classes each semester, submits a completed *Textbook Alternative Form Request* and proof of purchase to the DSS Office to receive textbooks in an alternative format.

Here are some key characteristics and benefits of books in electronic format:

1. **Digital Distribution:** E-books are distributed electronically through online platforms, websites, or digital libraries. This allows for instant access and downloading, making it convenient for users to acquire books from anywhere with an internet connection.
2. **Accessibility:** E-books can enhance accessibility for students with print disabilities (such as visual impairments or dyslexia) by providing features like adjustable font sizes, screen readers compatibility, and text-to-speech functionalities.
3. **Portability:** Unlike physical books, e-books can be stored and carried easily on electronic devices, allowing readers to access their entire library wherever they go without the bulk of carrying multiple books.
4. **Search and Navigation:** Digital books often include search functions, hyperlinks, bookmarks, and table of contents navigation features, making it easier for readers to locate specific information or chapters quickly.
5. **Interactive Features:** Some e-books incorporate multimedia elements such as videos, audio clips, interactive quizzes, or hyperlinks to external resources, providing a richer reading experience.
6. **Cost and Sustainability:** E-books can sometimes be more affordable than their printed counterparts, and they contribute to reducing paper usage and the environmental impact associated with traditional printing and distribution.
7. **Formats:** E-books are available in various formats, including PDF, EPUB, MOBI, and others, each compatible with different devices and reading apps.

Books in electronic format offer flexibility, accessibility, and convenience, catering to the preferences and needs of modern readers in a digitally connected world.

Braille Materials

Braille materials accommodation refers to the provision of written information in Braille format for students who are blind or visually impaired. Braille is a tactile writing system used by students who are blind or have significant visual impairments to read and write.

Responsibilities:

DSS: makes certain requested Braille materials have been converted or sent out for conversion and retrieved for the student. DSS makes certain materials that are then made available to the student within a reasonable time frame to comply with course requirements.

Instructor: makes certain textbooks and related published materials have been identified no later than 6 to 8 weeks in advance of the course start date so that materials can be retrieved by DSS for conversion

Students: after registering for classes each semester, submits a completed *Textbook Alternative Form Request* and proof of purchase to the DSS Office to receive textbooks in an alternative format.

Here are key aspects of Braille materials accommodation:

1. **Braille Books:** These are books printed with raised dots that represent letters, numbers, punctuation marks, and even musical symbols. They allow students who are blind to read via touch.
2. **Educational Materials:** Textbooks, worksheets, and other educational resources are transcribed into Braille to facilitate learning for students who are blind or visually impaired.
3. **Documents and Notices:** Important documents such as letters, notices, and official correspondence may be provided in Braille to ensure accessibility and equal access to information.
4. **Braille Labels:** Labels on everyday items like food packaging, appliances, and office supplies can be produced in Braille to help students identify and use these items independently.
5. **Accessibility Standards:** Many countries have accessibility laws and standards requiring the provision of Braille materials in public places, transportation systems, and government offices to ensure inclusivity and compliance with disability rights legislation.
6. **Braille Displays:** Electronic devices such as Braille displays or refreshable Braille devices convert digital text into tactile Braille characters, enabling blind students to read text from computers, tablets, or smartphones.
7. **Braille Literacy:** Promoting Braille literacy is essential for empowering students who are blind to access information independently and participate fully in education, employment, and daily activities.

Braille materials accommodation plays a crucial role in promoting equal opportunities and enhancing the quality of life for students who are Blind or Visually Impaired by providing them with access to information and resources in a format they can read and understand through touch.

Calculator

A calculator accommodation refers to the allowance of calculators or similar devices to assist students who have difficulty performing Mathematical calculations manually or using standard methods due to disabilities or other limitations.

Responsibilities:

DSS: makes certain the student knows that this accommodation refers to a four-function calculator unless otherwise specified.

Instructor: makes certain the student knows that this accommodation refers to a four-function calculator unless otherwise specified.

Students: make certain they know that this accommodation refers to a four-function calculator unless otherwise specified by DSS.

Here's how calculator accommodations are typically used:

1. **Students with Disabilities:** In educational settings, students with disabilities such as dyscalculia (a specific learning disability involving difficulty in learning or comprehending arithmetic) may be provided with calculators to aid them in performing mathematical tasks during tests, exams, or regular classroom activities.
2. **Accommodations in Exams:** During standardized tests or exams, accommodations may include allowing students to use calculators if their disability affects their ability to perform calculations by hand.
3. **Complex Calculations:** In professional settings or academic disciplines where complex calculations are required, students may use specialized calculators or software designed for specific mathematical functions or analyses.
4. **Accessibility Features:** Some calculators are designed with accessibility features such as larger buttons, audio output of calculations, or compatibility with screen readers to assist students with visual impairments or other disabilities.
5. **Legal and Educational Standards:** Accommodations involving calculators are often provided in accordance with legal requirements (e.g., under disability rights legislation such as the Americans with Disabilities Act in the United States) and educational policies that aim to ensure equal access and opportunity for all students.
6. **Training and Support:** Accommodations may also involve providing training and support on how to use specialized calculators or software effectively to maximize their benefit in overcoming specific challenges related to mathematical calculations.

Calculator accommodation aims to level the playing field for students with disabilities by providing tools that facilitate their ability to perform mathematical tasks independently and accurately, thereby promoting inclusivity and accessibility in educational and professional environments.

Captioned Videos

Captioned videos accommodation involves adding text captions to video content to provide access to students who are Deaf or Hard of Hearing. These captions display spoken dialogue, background noises, music, and other audio information as text on the screen, allowing students to read along while watching the video.

Responsibilities:

DSS: makes certain instructors aware that instructors are responsible for providing captioned materials if accommodation is not provided.

Instructors: make certain relevant course materials are captioned

Students: make certain instructors and DSS are made aware if course materials are not captioned

Here are key aspects of captioned videos accommodation:

1. **Accessibility:** Captioning makes audio content accessible to students who are Deaf or Hard of Hearing by providing a visual representation of spoken words and sounds.
2. **Inclusion:** It promotes inclusivity by ensuring that students with Hearing Impairments can fully participate in and comprehend video content, including educational materials, entertainment, news broadcasts, online videos, and more.
3. **Legal Requirements:** Many countries have laws and regulations (e.g., the Americans with Disabilities Act in the United States) that require captioning for certain types of video content, particularly in public settings, educational institutions, and on broadcast television.
4. **Types of Captions:**
 - **Closed Captions (CC):** These can be turned on or off by the viewer and are typically available as a separate track.
 - **Open Captions:** These are permanently embedded in the video and cannot be turned off, ensuring that all students see the captions.
5. **Technological Advances:** Captioning technology has evolved to include automated speech recognition (ASR) and machine learning algorithms that help generate captions more accurately and efficiently.
6. **Benefits Beyond Hearing Impairments:** Captioning also benefits students in noisy environments, those learning a new language, and students with cognitive disabilities who benefit from both auditory and visual reinforcement of information.
7. **Quality and Accuracy:** Ensuring high-quality captions that accurately reflect the spoken content is crucial for effective communication and comprehension.

Captioned videos accommodation plays a vital role in ensuring equal access to information and media content for students who are Deaf or Hard of Hearing, contributing to greater inclusivity and accessibility in digital and broadcast media.

CART Services

CART (Communication Access Realtime Translation) services provide accommodations for individuals who are deaf or hard of hearing. It involves the use of a trained stenographer or captioner to transcribe spoken language into real-time text. These services are designed to ensure that individuals can follow conversations, lectures, meetings, and other spoken communication.

Responsibilities:

DSS: makes certain instructors aware that DSS is responsible for providing CART services if accommodation is requested.

Instructors: make certain relevant course materials that are transcribed in real time

Students: make certain instructors and DSS are made aware if course materials are not transcribed in real time.

CART services can be provided in various settings, including:

1. **Classrooms and Educational Settings:** Providing real-time captions during lectures, discussions, or classroom activities to help students who are deaf or hard of hearing follow along.
2. **Workplace and Conferences:** Ensuring accessibility during meetings, presentations, or conferences by providing real-time transcription of spoken dialogue.
3. **Public Events and Entertainment:** Offering captions during live events, performances, or broadcasts to ensure that individuals with hearing impairments can fully engage.

CART services are beneficial because they allow the user to see spoken content transcribed immediately, which is particularly useful for live events or real-time interactions.

Closed Captioning

Closed captioning accommodation refers to the provision of captions that can be turned on or off by students, typically appearing as a separate text track on a video. Closed captions (CC) display spoken dialogue, sound effects, music, and other audio information as text on the screen, making video content accessible to students who are Deaf or Hard of Hearing.

Responsibilities:

DSS: makes certain instructors aware that instructors are responsible for providing captioned materials if accommodation is not provided.

Instructors: make certain relevant course materials are captioned

Students: make certain instructors and DSS are made aware if course materials are not captioned

Here are key aspects of closed captioning accommodation:

1. **Accessibility:** Closed captions provide a visual representation of spoken words and sounds, enabling students with Hearing Impairments to comprehend and enjoy video content.
2. **Inclusion:** They promote inclusivity by allowing students who are Deaf or Hard of Hearing to access a wide range of media, including movies, TV shows, online videos, educational content, and more.
3. **Flexibility:** Students have the option to enable or disable closed captions based on their preferences and needs, accommodating various viewing environments and preferences.
4. **Legal Requirements:** Many countries have laws and regulations that mandate closed captioning for certain types of video content, such as broadcast television programs, online streaming services, educational materials, and public presentations.
5. **Technical Implementation:** Closed captions are typically added to video content through specialized software or services that synchronize the text with the audio track, ensuring accurate timing and alignment with spoken dialogue and other audio elements.
6. **Formats:** Closed captions are available in various formats, such as SubRip Subtitle (SRT), WebVTT (Web Video Text Tracks), and others, ensuring compatibility with different playback devices and platforms.
7. **Advancements in Technology:** Automated speech recognition (ASR) and machine learning algorithms have improved the efficiency and accuracy of closed captioning processes, making it easier to generate captions for large volumes of video content.

Closed Captioning accommodation plays a crucial role in providing equal access to information and media content for students who are Deaf or Hard of Hearing, contributing to greater inclusivity and accessibility in digital media and entertainment.

Distraction Reduced Environment

A distraction-reduced environment refers to a setting or accommodation designed to minimize or eliminate factors that may divert attention, disrupt concentration, or hinder productivity. This concept is particularly relevant in educational settings where focus and concentration are essential.

Responsibilities:

DSS: makes certain a setting where distractions have been minimized is provided for the student to take a test.

Instructor: makes certain students with this accommodation report to DSS when taking tests to access a setting where distractions have been minimized

Student: make certain they report to the DSS office to access a setting where distractions have been minimized

Here are key aspects of a distraction-reduced environment:

1. **Physical Environment:** This involves arranging physical spaces to reduce visual and auditory distractions. For example, using partitions, soundproofing, or noise-canceling headphones to minimize external noises.
2. **Visual Stimuli:** Minimizing visual clutter, bright lights, or excessive decorations that could distract students from the task at hand. Creating a clean, organized space can help maintain focus.
3. **Noise Control:** Implementing measures to reduce noise levels, such as acoustic treatments, quiet rooms, or designated quiet hours. This is particularly beneficial for students who are sensitive to auditory distractions.
4. **Structured Routines:** Establishing predictable routines and schedules can help students anticipate tasks and reduce anxiety or distractions caused by uncertainty.
5. **Technology Use:** Limiting unnecessary use of electronic devices or implementing software tools that block distracting websites or notifications during focused work or study sessions.
6. **Supportive Equipment:** Providing ergonomic furniture, adjustable seating, or tools that support comfort and physical well-being can help students maintain focus and minimize physical distractions.
7. **Behavioral Strategies:** Encouraging behaviors that promote concentration, such as mindfulness techniques, breaks for relaxation, or strategies for managing stress and anxiety.
8. **Individualized Approaches:** Recognizing that different students may have unique needs when it comes to minimizing distractions, and tailoring accommodations accordingly. For example, providing preferential seating in classrooms or offering alternative assessment arrangements for students.

Creating a distraction-reduced environment aims to optimize productivity, learning, and overall well-being by minimizing external factors that can interfere with concentration and focus. This approach is particularly beneficial for students with attention disorders, sensory sensitivities, or those who perform better in quieter, more controlled settings.

Extended Time on Test (1.5x, 2x)

Extended time on a test, typically referred to as 1.5x or 2x extended time, is accommodation provided to students who may need additional time beyond the standard allotted time to complete assessments due to various disabilities or conditions.

Responsibilities:

DSS: Makes certain students understand the definition of extended time on tests. DSS also proctors testing in the DSS testing environment to ensure the student receives the granted accommodation.

Instructors: make certain students who test online receive the granted accommodation by modifying the allotted time given to the student

Students: make certain they receive their granted accommodation. Students who believe they did not receive their granted accommodation should contact their assigned DSS Coordinator for assistance.

Here is a breakdown of what this accommodation entails:

1. **Definition:** Extended time accommodations allow test-takers extra time beyond the standard time limit to complete exams, assessments, or tests. 1.5x extended time means providing 150% of the regular time allowed for a test (2x means 200%)
2. **Reason for Accommodation:** Extended time accommodations are often granted to students with disabilities such as learning disabilities, attention disorders (like ADHD), processing disorders, or other conditions that affect processing speed or task completion.
3. **Implementation:** The specific implementation of extended time accommodations can vary depending on the educational institution, testing agency, or organization administering the test. Typically, this involves extending the duration of each section or the overall test duration by a factor of 1.5 or 2.0.
4. **Fairness and Equal Access:** The goal of providing extended time accommodations is to ensure that all test-takers, regardless of their disabilities or conditions, have an equal opportunity to demonstrate their knowledge and abilities without being unfairly disadvantaged by their disabilities.
5. **Documentation:** In many cases, students requesting extended time accommodation need to provide documentation from qualified professionals (such as medical doctors, psychologists, or educational diagnosticians) that outlines their disability and the specific need for extended time.
6. **Legal Considerations:** Extended time accommodations are often protected under disability rights legislation, such as the Americans with Disabilities Act (ADA) in the United States, which mandates reasonable accommodations for students with disabilities in educational and testing environments.

Providing extended time accommodation ensures that students with disabilities have a level playing field in academic and testing settings, allowing students to demonstrate their knowledge and skills effectively without being limited by their disabilities.

FM System

An FM system accommodation refers to the provision of a personal amplification device that uses radio frequency to enhance sound transmission from a speaker or audio source directly to an individual's hearing aids, cochlear implants, or headphones.

Responsibilities:

DSS: makes sure the student knows how to use the device if they have never used it before. In limited circumstances, DSS will also loan the student a device.

Instructors: make sure they have access to the transmitter when the student is using a two-part (transmitter and receiver) device

Students: make sure they have the device they need to use in their possession

Here are key aspects of FM system accommodations:

1. **Functionality:** An FM system consists of a transmitter microphone worn by the speaker or placed near the sound source, and a receiver worn by the listener. The transmitter picks up the speaker's voice or audio signal and transmits it wirelessly to the receiver worn by the listener, ensuring clearer and amplified sound directly into their hearing devices.
2. **Beneficiaries:** FM systems are typically used by students with Hearing Impairments, such as those who are Deaf or Hard of Hearing, to improve their ability to hear and understand speech in various settings, including classrooms, lecture halls, meetings, and public events.
3. **Accessibility in Education:** In educational settings, FM systems are commonly used to assist students with Hearing Impairments by ensuring they can hear teachers' lectures, discussions, and presentations clearly. This accommodation helps students access educational content more effectively.
4. **Versatility:** FM systems can be used in various environments and situations where amplified sound or enhanced speech intelligibility is needed, including noisy environments or situations where distance from the speaker may affect sound quality.
5. **Integration with Assistive Technology:** FM systems can be integrated with other assistive technologies, such as hearing aids, cochlear implants, or telecoil-equipped devices, to provide seamless audio transmission and compatibility.
6. **Legal Considerations:** Providing FM system accommodations may be required under disability rights legislation, such as the Americans with Disabilities Act (ADA) in the United States, which mandates reasonable accommodations to ensure equal access to communication and information for students with disabilities.

FM system accommodations play a crucial role in facilitating effective communication and access to auditory information for students with Hearing Impairments, promoting inclusivity and accessibility in various settings.

Flexibility with Attendance

Flexibility with attendance refers to accommodation or policy that allows students to have some level of discretion or adjustment regarding their attendance requirements. This accommodation recognizes that certain students may face challenges that affect their ability to adhere to strict attendance policies due to chronic health conditions.

Responsibilities:

DSS: makes certain the student and instructor understand that disability related flare ups which may need medical intervention and cause disability related absences may occur beyond the attendance policy. DSS does not have a role in determining course attendance policies and does not issue official written excuses for disability-related absences. DSS will provide a statement verifying the severity of the student's disability based on appropriate documentation.

Instructors: determine if a student's absence beyond the attendance policy alters the essential functions of the course. The format of the course will be taken into consideration in determining if absences beyond the attendance policy are acceptable. The instructor will decide whether to give the student the opportunity to make up work missed within a reasonable timeframe.

Students: make certain to contact the instructor and the assigned DSS coordinator when the need arises. With the instructor's permission, the students will be responsible for making up work missed within a reasonable time.

Here are the key aspects of flexibility with attendance:

1. **Reasonable Accommodation:** Flexibility with attendance is often considered a reasonable accommodation under disability rights legislation, such as the Americans with Disabilities Act (ADA) in the United States, or similar laws in other countries. It aims to ensure that students with disabilities have equal access to education, employment, and other opportunities without being penalized for attendance issues related to their disabilities.
2. **Individualized Approach:** Flexibility with attendance policies often involves a case-by-case assessment of the individual's circumstances and needs. This may include allowing for additional absences, providing opportunities to make up missed work or assignments, or adjusting attendance requirements based on the nature of the disability or situation.
3. **Documentation and Communication:** Students requesting flexibility with attendance may need to provide documentation from qualified professionals (such as medical doctors, psychologists, or disability service providers) outlining their condition and its impact on attendance. Open communication between the individual and relevant authorities (e.g., teachers, Disability Support Services staff) is crucial.
4. **Alternative Arrangements:** Educational institutions may offer alternative arrangements to accommodate attendance challenges, such as remote work or distance learning options, flexible scheduling, allowing for intermittent leave or extended due dates.
5. **Maintaining Standards:** While providing flexibility with attendance, it is important to balance accommodating individual needs with maintaining essential educational standards. This may involve setting clear expectations, establishing alternative methods for participation or assessment, and ensuring that accommodation does not compromise essential functions or educational objectives.
6. **Promoting Inclusivity:** Flexibility with attendance policies supports inclusivity by recognizing and addressing the diverse needs and challenges students may face in balancing education and chronic health conditions.

Frequent Breaks

Frequent breaks refer to educational accommodation that allows students to take regular intervals of rest or pause during work or study periods. This accommodation recognizes that some students may benefit from breaks to manage health conditions or disability related needs effectively.

Responsibilities:

DSS: makes certain that the student understands that the accommodation refers to brief pauses or intervals of rest over the duration of a class or test.

Instructors: make certain students are allowed to take brief pauses or intervals of rest over the duration of a class. The break may require that the student leaves the classroom to address a health condition or disability related need.

Students: make certain they take brief breaks or intervals of rest in accordance with the granted accommodation. The student may briefly leave the classroom or teaching environment to address a health condition or disability related need.

Here are key aspects of frequent breaks like an accommodation:

1. **Reasonable Accommodation:** Frequent breaks are often considered a reasonable accommodation under disability rights legislation, such as the Americans with Disabilities Act (ADA) in the United States, or similar laws in other countries. It aims to ensure that students with disabilities have equal opportunities to work or study effectively without being unduly fatigued or overwhelmed.
2. **Types of Breaks:** Frequent breaks can include short breaks (e.g., 5-10 minutes every hour) or longer breaks (e.g., lunch breaks, scheduled rest periods) depending on the individual's needs and the nature of their disability or health condition.
3. **Health Benefits:** Taking frequent breaks can help students manage physical or mental health conditions, reduce stress and fatigue, improve concentration and productivity, and prevent burnout or exacerbation of symptoms.
4. **Flexibility:** Employers or educational institutions may provide flexibility in scheduling breaks to accommodate individual preferences or specific needs related to disability, medical treatment, caregiving responsibilities, or personal circumstances.
5. **Communication and Planning:** Open communication between students and supervisors, teachers, or disability service providers is crucial to decide the frequency and duration of breaks that best support the individual's needs while maintaining productivity or educational progress.
6. **Accommodation Implementation:** Implementing frequent breaks may involve adjusting work or study schedules, providing access to suitable rest areas, ensuring coverage during breaks if necessary, and integrating breaks into daily routines or work processes.
7. **Balancing Needs:** While providing frequent breaks, it is important to balance accommodating individual needs with maintaining essential job functions, educational requirements, or operational standards. This may involve setting clear expectations, establishing alternative methods for work or study completion, or adjusting workload distribution as needed.

Frequent breaks as an accommodation support inclusiveness, health, and well-being by recognizing and addressing the diverse needs students may have in managing their work or educational responsibilities effectively.

Lab Assistant

A lab assistant, also known as a laboratory assistant or lab technician, is an individual who supports experimentation or technical work within a laboratory setting for a student with a disability.

Responsibilities:

DSS: contacts Instructor for recommendations for a volunteer lab assistant, if available. If the instructor is unable to help select a lab assistant to work with the student, the Assistive Technology Manager will provide a lab assistant, if available. In the event a lab assistant is not available for the student, DSS will explore comparable options with the instructor to provide comparable alternatives to successfully meet the requirements of the course.

Instructors: help find a current or previous student or volunteer to serve as the student's lab assistant, if available

Students: will keep the instructor and DSS abreast of the effectiveness of the provided assistance and any related concerns in fulfilling the students' needs.

Here are key responsibilities and roles typically associated with a lab assistant:

1. **Assisting Research Students:** Lab assistants help students with conducting experiments, tests, or investigations by preparing equipment, materials, and samples in the event the student with the disability is not capable or unable to do so safely.
2. **Setting Up and Maintaining Equipment:** They are responsible for setting up laboratory instruments, apparatus, and machinery needed for experiments in the event the student with the disability is not capable or unable to do so safely. This includes ensuring equipment is calibrated, cleaned, and maintained.
3. **Preparing Samples and Solutions:** Lab assistants prepare and handle samples, solutions, reagents, and chemicals according to specific protocols and procedures. This involves measuring, mixing, and storing substances safely and accurately in the event the student with the disability is not capable or unable to do so safely.
4. **Data Collection and Record Keeping:** They record and document experimental procedures, observations, and results meticulously in the event the student with the disability is not capable or unable to do so safely.
5. **Safety and Compliance:** Ensuring adherence to safety protocols, guidelines, and regulations is crucial. Lab assistants handle hazardous materials and follow safety procedures to maintain a safe working environment in the event the student with the disability is not capable or unable to do so safely.
6. **Lab Maintenance:** They assist in maintaining cleanliness and organization within the laboratory, including disposing of waste properly, sterilizing equipment, and ensuring compliance with hygiene standards in the event the student with the disability is not capable or unable to do so safely.

Lab Assistant duties can vary depending on the type of laboratory (e.g., research, clinical, educational), the industry (e.g., healthcare, pharmaceuticals, academia), and the level of experience or specialization required for the position. Overall, lab assistants play a crucial role in supporting scientific inquiry, ensuring the smooth operation of laboratory activities, and contributing to the advancement of scientific knowledge and research.

Large Print

Large print accommodation refers to a specific type of testing or instructional accommodation designed to assist students with Visual Impairments or Low Vision. This accommodation involves providing written materials, such as textbooks, worksheets, tests, or instructional handouts, in a larger font size than standard print to enhance readability and accessibility for these students.

Responsibilities:

DSS: when received within a reasonable timeframe from the instructor and/or the student, the Assistive Technology Staff will enlarge print materials and tests for the student.

Instructors: will provide access to print materials, including tests that will be used during the course in a timely manner for DSS staff for enlargement and return.

Students: will provide access to any items they need access to in print to the Assistive Technology Manager and/or DSS staff within a reasonable timeframe for enlargement and return. Students will identify the required font size during the initial intake interview.

Here are the key aspects of large print accommodations:

1. **Implementation:** Large print materials are typically produced using a font size that is significantly larger than standard print, often ranging from 16-point to 24-point font size or larger, depending on the individual's needs and preferences. The materials may also include increased line spacing and high contrast between text and background to further enhance readability.
2. **Availability:** Large print accommodations are commonly used in educational settings, including classrooms, testing environments, and during instructional activities. Educational institutions and testing agencies may provide large print versions of textbooks, worksheets, exams, and other learning materials upon request for eligible students.
3. **Benefits:** Providing materials in large print format allows students with Visual Impairments or Low Vision to access the same curriculum and educational content as their peers. This accommodation promotes equal access to learning opportunities and supports academic success by reducing barriers related to visual challenges.
4. **Legal Considerations:** In many countries, including the United States under the Americans with Disabilities Act (ADA), educational institutions are required to provide reasonable accommodations, such as large print materials, to students with documented Visual Impairments or disabilities that impact reading.
5. **Implementation Strategies:** When implementing large print accommodations, educators and support staff collaborate with students, parents, and specialized professionals (such as vision specialists or educational diagnosticians) to determine the appropriate font size, formatting preferences, and specific needs of the student. They ensure that the materials are produced accurately and delivered in a timely manner to support the student's educational goals.

Large print accommodation is a valuable support strategy that enhances accessibility and facilitates learning for students with Visual Impairments or Low Vision, enabling them to participate fully in educational activities and achieve academic success.

Mark Answers on Test

"Mark answers on test" is a type of accommodation typically provided to students with disabilities or special needs during assessments and examinations. This accommodation allows the student to indicate their answers directly on the test materials in a manner that accommodates their specific needs or challenges.

Responsibilities:

DSS makes certain the student has access to testing materials which will allow the student to answer directly on the test, in print or electronically.

Instructors make certain tests are available to answer without the need for an answer sheet or Scantron.

Students make certain tests received are in a format that will allow them to answer directly on
Here are key aspects of large print accommodations:

Here are the key aspects of large print accommodations:

1. **Implementation:** Students may use various methods to mark their answers, depending on their specific needs:
 - **Writing directly on the test:** Some students may require the ability to write their answers directly on the test booklet or answer sheet due to motor impairments or difficulties with using separate answer sheets.
 - **Use of assistive devices:** Students may use assistive technology such as voice-to-text software, speech recognition software, or alternative input devices to mark their answers electronically or in a manner that suits their abilities.
 - **Other accommodations:** Depending on the student's needs, additional accommodations such as extended time, breaks, or access to a scribe may be provided in conjunction with the ability to mark answers on the test.
2. **Benefits:** Allowing students to mark their answers on the test provides several benefits:
 - **Equitable access:** It ensures that students with disabilities have equitable access to assessment opportunities and can demonstrate their knowledge and skills without being disadvantaged by their disability.
 - **Reduced stress:** It may reduce stress and anxiety associated with assessments by providing a familiar and accessible method of responding to test questions.
 - **Accommodation consistency:** Providing consistent accommodations across different testing environments helps maintain fairness and ensures that students receive appropriate support based on their documented needs.
3. **Legal Considerations:** In many educational systems, including the United States under laws such as the Americans with Disabilities Act (ADA), educational institutions are legally required to provide reasonable accommodations, including alternative methods of responding to assessments, to students with documented disabilities.
4. **Collaboration and Planning:** Implementing the "mark answers on test" accommodation involves collaboration among educators, specialized professionals (such as special education teachers or educational diagnosticians), parents or guardians, and the student to determine the appropriate accommodations based on the student's individual needs and abilities.

Oral Interpreter

An oral interpreter, also known as a speech-to-text interpreter or oral transliterator, is a trained professional who provides communication access for students who are Deaf or Hard of Hearing and rely on lip reading or speech reading rather than sign language.

Responsibilities:

DSS: provides spoken language interpreted visual cues, including lip movements, facial expressions, and gestures, to convey meaning accurately to students who are Deaf or Hard of Hearing. DSS will communicate strategies based on the individual needs and preferences of the Deaf or Hard of Hearing person they are assisting.

Instructors: Will make certain materials that are readily available for the interpreter to access prior to presenting information to the student.

Students: **Will** use speech-to-text software or other assistive technology to provide real-time text displays of spoken content for accessibility purposes.

Here are the key aspects of oral interpreters and their role:

1. **Definition:** An oral interpreter conveys spoken language into visual information for students who are Deaf or Hard of Hearing, using techniques such as lip reading, clear speech, and facial expressions. They may also use additional tools like Cued Speech or speech-to-text technology to enhance communication accuracy.
2. **Purpose:** The primary purpose of an oral interpreter is to facilitate effective communication between students who use spoken language and those who rely on visual cues due to hearing loss or Deafness. This includes ensuring accessibility in educational, professional, medical, legal, and social settings.
3. **Skills and Training:** Oral interpreters undergo specialized training to develop proficiency in clear speech, lip reading techniques, and cultural sensitivity related to Deafness and communication barriers. They may also receive training in using technology such as speech-to-text software or Cued Speech systems.
4. **Settings:** Oral interpreters work in various settings where clear communication is crucial:

Educational settings: Providing interpretation in classrooms, lectures, exams, and academic events for students who are Deaf or Hard of Hearing

Workplaces: Facilitating communication during meetings, training sessions, presentations, and interactions with colleagues and students.

Healthcare settings: Assisting with medical appointments, consultations, and communication between healthcare providers and patients who are Deaf or Hard of Hearing.

Legal settings: Providing interpretation in courtrooms, legal proceedings, meetings with lawyers, and other legal interactions.

Other Classroom Accommodation

Classroom accommodation refers to modifications or adjustments made to the learning environment and instructional methods to support students with diverse needs and abilities. These accommodations aim to ensure that all students have equal access to educational opportunities and can participate effectively in classroom activities.

Here are several types of classroom accommodations commonly implemented:

1. Physical Accommodations:

- **Accessible Seating:** Providing seating arrangements that accommodate students' physical needs, such as using adjustable desks or tables.
- **Wheelchair Accessibility:** Ensuring classrooms are accessible with wide doorways, ramps, and accessible restroom facilities.

2. Instructional Materials:

- **Accessible Texts:** Providing textbooks, handouts, and instructional materials in alternative formats such as large print, braille, or electronic formats compatible with screen readers.
- **Audiovisual Aids:** Using audio recordings, captions, or sign language interpreters for students with Hearing Impairments.

3. Technological Accommodations:

- **Assistive Technology:** Providing access to tools such as screen readers, speech-to-text software, or magnification software to support students with visual impairments or learning disabilities.
- **Accessible Digital Platforms:** Ensuring online learning platforms and educational websites are compatible with assistive technologies and accessible to students with disabilities.

4. Environmental Modifications:

- **Noise Reduction:** Providing quiet areas or noise-canceling headphones for students sensitive to auditory distractions.
- **Visual Supports:** Using visual schedules, timers, or cues to help students with autism spectrum disorders or attention-related challenges.

5. Testing and Assessment Accommodations:

- **Extended Time:** Allowing additional time for completing tests or assignments for students with processing delays or certain disabilities.
- **Alternative Formats:** Offering tests or assessments in alternative formats (e.g., oral exams, use of assistive technology) to accommodate diverse learning styles and needs.

6. Behavioral Supports:

- **Behavioral Plans:** Implementing individualized behavior intervention plans (BIPs) or positive behavior supports students with behavioral challenges.
- **Social Skills Instruction:** Providing explicit instruction and support in social skills development for students with social communication disorders or difficulties.

7. Communication Supports:

- **Augmentative and Alternative Communication (AAC):** Providing AAC devices or systems for students with severe speech or language impairments.
- **Interpreter Services:** Using sign language interpreters or transliterators for students who are Deaf or Hard of Hearing.

8. Collaboration and Support:

- **Collaboration with Specialists:** Consulting with special education teachers, therapists, or other specialists to develop and implement effective accommodations.

- **Professional Development:** Providing training and support for teachers and staff on implementing accommodations and fostering an inclusive classroom environment.

These accommodations are tailored to meet the individualized needs of students with disabilities or other challenges, promoting their academic success, social inclusion, and overall well-being within the educational setting.

Other Testing Accommodation

Other testing accommodations refer to adjustments or modifications made to standardized tests, assessments, or evaluations to ensure that all students, including those with disabilities or special needs, have an equal opportunity to demonstrate their knowledge and abilities. These accommodations are intended to level the playing field and reduce the impact of disabilities or other challenges on testing performance.

Here are some examples of other testing accommodations:

1. **Modified Presentation:**

Simplifying or clarifying test instructions, directions, or questions to enhance understanding for students with cognitive impairments, learning disabilities, or language difficulties.

Providing visual aids, diagrams, or manipulatives for students who benefit from visual or hands-on learning approaches.

2. **Response Accommodations:**

Allowing the use of assistive devices such as calculators, spell-checkers, or word processors for students with disabilities affecting computational skills, spelling, or handwriting.

Permitting answers to be dictated to a scribe or recorded using voice-to-text technology for students with motor impairments or significant writing difficulties.

3. **Environmental Accommodations:**

Creating a quiet testing environment or using noise-canceling headphones for students sensitive to auditory distractions or who have attention-related challenges.

Providing preferential seating or adaptive furniture arrangements to accommodate physical disabilities or sensory impairments.

4. **Assistance and Support:**

Allowing for the presence of a reader, interpreter, or transliterator during testing to facilitate understanding or communication for students with Hearing Impairments or language barriers.

Providing breaks or scheduled rest periods for students with medical conditions or disabilities that require frequent breaks or accommodations for physical comfort.

5. **Individualized Accommodations:**

Developing and implementing individualized testing plans or accommodations based on the specific needs and documented disabilities of each student.

Collaborating with educational professionals, parents, and specialists to determine appropriate accommodations and ensure consistency across different testing environments.

These accommodations are designed to ensure that testing procedures are fair and accessible for all students, regardless of their disabilities or special needs. They promote equity in educational assessments by allowing students to demonstrate their knowledge and skills without the barriers that their disabilities might otherwise impose. Implementing these accommodations requires careful planning, coordination, and adherence to legal requirements and best practices in educational testing and assessment.

Preferential Seating

Preferential seating accommodation is a support measure provided to students with disabilities or special needs in educational settings. This accommodation involves placing the student in a specific location within the classroom that best meets their individual learning needs and facilitates their academic success.

Responsibilities:

DSS: determine accommodation

Instructors: work with student to identify most appropriate seat to meet their needs

Students: work with instructors to identify most appropriate seat to meet their specific needs

Here are the key aspects of preferential seating accommodation:

1. **Purpose:** The primary purpose of preferential seating is to optimize the learning environment for the student by placing them in a location that enhances their ability to access instruction, engage in classroom activities, and minimize distractions or barriers related to their disability or special needs.
2. **Implementation:** Preferential seating can be implemented in numerous ways depending on the student's needs:
 - **Proximity to instruction:** Placing the student closer to the front of the classroom to facilitate better visual and auditory access to the teacher, board, or instructional materials.
 - **Reduced distractions:** Seating the student away from distractions such as doors, windows, or noisy areas to promote focused attention during lessons.
 - **Access to resources:** Positioning the student near resources such as assistive technology, visual aids, or specialized equipment needed to support their learning.
3. **Benefits:** Providing preferential seating accommodation offers several benefits to students with disabilities or special needs:
 - **Enhanced engagement:** It increases the student's ability to actively participate in classroom discussions, activities, and lessons.
 - **Improved focus:** By reducing environmental distractions, preferential seating helps students maintain attention and concentration on learning tasks.
 - **Access to support:** It ensures that students have easy access to instructional supports, materials, or accommodations that may be necessary for their learning success.
4. **Individualized Considerations:** Preferential seating accommodation is individualized based on the specific needs of each student. Factors considered may include the nature of the disability, sensory preferences, behavioral considerations, and input from parents, guardians, or educational professionals.
5. **Collaboration and Communication:** Implementing preferential seating requires collaboration among instructors, Disability Support Services staff, and students to determine the most suitable seating arrangement for the student. Regular communication ensures that seating arrangements remain effective and supportive over time.
6. **Legal Considerations:** In many educational systems, preferential seating is considered a reasonable accommodation under laws such as the Americans with Disabilities Act (ADA) in the United States and similar legislation in other countries. These laws mandate that

educational institutions provide necessary accommodations to ensure equal access to education for students with disabilities.

Preferential seating accommodation is a practical and effective strategy to create a supportive learning environment for students with disabilities or special needs, promoting their academic engagement, focus, and overall educational success.

Priority Registration

Priority registration accommodation is a support measure provided to students with disabilities or special needs in educational institutions, allowing them to register for classes earlier than their peers. This accommodation aims to address specific challenges or barriers that these students may face related to scheduling, course availability, and academic planning.

Responsibilities:

DSS: explain the notification process and registration process associated with the accommodation

Instructors: no direct responsibility for this accommodation

Students: Monitor emails for timely notification of registration period. Meet with advisor.

Here are the key aspects of priority registration accommodation:

1. **Purpose:** The primary purpose of priority registration is to provide equitable access to course selection and scheduling opportunities for students with disabilities or special needs. By allowing them to register earlier, it helps ensure that they can secure the classes and accommodations necessary to support their academic goals and requirements.
2. **Implementation:** Priority registration allows eligible students to select their courses and build their schedules ahead of the general student population. Specific implementation details may vary depending on the policies and procedures of the educational institution:
 - **Early access:** Students may gain access to online registration systems or receive assistance from academic advisors to select classes before registration opens to other students.
 - **Customized support:** Educational institutions may offer personalized support and guidance to help students navigate the registration process, select appropriate courses, and coordinate accommodations or services.
3. **Benefits:** Providing priority registration offers several benefits to students with disabilities or special needs:
 - **Course availability:** It increases the likelihood that students can enroll in courses that accommodate their specific learning needs, such as those with accessible facilities or specific scheduling requirements.
 - **Reduced stress:** Early registration reduces uncertainty and stress related to securing necessary accommodations, arranging transportation, or coordinating other support services.
 - **Graduation timeline:** It helps students stay on track with their academic plans and progress toward graduation by ensuring access to required courses and prerequisites.
4. **Individualized Considerations:** Priority registration accommodation is based on the documented needs and recommendations of each student. Factors considered may include the nature of the disability, academic requirements, scheduling constraints, and input from Disability Support Service staff.
5. **Legal Considerations:** In many educational systems, priority registration is considered a reasonable accommodation under laws such as the Americans with Disabilities Act (ADA). These laws mandate that educational institutions provide necessary accommodations to ensure equal access to education for students with disabilities.

6. **Collaboration and Communication:** Successful implementation of priority registration requires collaboration among students, disability support services, academic advisors, faculty, and administrators. Regular communication helps ensure that the accommodation meets the students' needs and facilitates their academic success.

Read Aloud

Read aloud accommodation is a support measure provided to students with disabilities or special needs during assessments, tests, or instructional activities. This accommodation allows the student to have test questions, instructions, passages, or other written content read aloud to them by a test administrator, teacher, or through assistive technology.

Responsibilities:

DSS: ensure test materials are available to the student in a digital format to be read by screenreading software or that a reader is readily available to read test materials.

Instructors: Provide test materials in convertible format for digital and print access

Students: indicate when scheduling test if they will be using this accommodation.

Here are the key aspects of read aloud accommodation:

1. **Purpose:** The primary purpose of read aloud accommodation is to ensure that students with disabilities or special needs, such as those with reading disabilities, visual impairments, or certain cognitive disabilities, have equitable access to written information and instructions. By having content read aloud, these students can better comprehend and respond to the material presented.
2. **Implementation:** Read aloud accommodation can be implemented in several ways depending on the student's needs and the nature of the assessment or instructional activity:
 - **Human reader:** A test administrator, teacher, or aide reads aloud test questions, instructions, passages, or other written content to the student during testing or class activities.
 - **Assistive technology:** Students may use text-to-speech software or devices that convert written text into spoken language, allowing them to listen to written materials independently or with support as needed.
 - **Audio recordings:** Pre-recorded audio versions of textbooks, test materials, or instructional content may be provided to students, allowing them to access written information in an auditory format.
3. **Benefits:** Providing read aloud accommodation offers several benefits to students with disabilities or special needs:
 - **Access to content:** It ensures that students can access and understand written information effectively, regardless of their reading abilities or challenges.
 - **Equitable assessment:** Students can demonstrate their knowledge and abilities without being hindered by reading difficulties, ensuring fair assessment of their academic skills.
 - **Independence and confidence:** Access to assistive technology or human readers promotes independence in accessing educational materials and enhances confidence in academic settings.
4. **Individualized Considerations:** Read aloud accommodation is based on the documented needs and recommendations of each student. Factors considered may include the nature of the disability, specific reading challenges, recommendations from educational professionals, and input from parents or guardians.
5. **Legal Considerations:** In many educational systems, read aloud accommodation is considered a reasonable accommodation under laws such as the Americans with Disabilities Act (ADA). These laws mandate that educational institutions provide

necessary accommodations to ensure equal access to education for students with disabilities.

6. **Collaboration and Communication:** Successful implementation of read aloud accommodation requires collaboration among students, teachers, test administrators, disability support services, and other stakeholders. Effective communication ensures that the accommodation meets the students' needs and supports their academic success.

The read aloud accommodation is a valuable support strategy that promotes accessibility, inclusivity, and equitable assessment practices for students with disabilities or special needs. By providing access to written information in an auditory format, this accommodation helps students demonstrate their knowledge and achieve their academic goals more effectively.

Recorder/Audio Recordings of Lecture

Recorder or audio recordings of lectures accommodation refers to a support measure provided to students with disabilities or special needs in educational settings. This accommodation allows students to use recording devices or technology to capture audio recordings of classroom lectures, discussions, or instructional content.

Responsibilities:

DSS: Explain how this accommodation is to be used. Have student read and sign corresponding recording agreement.

Instructors: allow students the opportunity to record lecture using an approved device

Students: adhere to recording agreement and use a device that is approved by the instructor

Here are the key aspects of this accommodation:

1. **Purpose:** The primary purpose of providing recorder or audio recordings accommodation is to assist students who may have difficulty with note-taking due to disabilities such as learning disabilities, attention deficits, or physical impairments. By recording lectures, students can review and reinforce classroom content at their own pace and as needed.
2. **Implementation:** Recorder or audio recordings accommodation can be implemented in several ways depending on the student's needs and the policies of the educational institution:
 - **Personal recording devices:** Students may use their own digital recorders, smartphones, or other devices to capture audio recordings of lectures.
 - **Classroom-provided technology:** Some educational institutions may provide students with access to recording equipment or assistive technology designed for capturing lectures.
 - **Permission and guidelines:** Students typically need permission from instructors or educational administrators to record lectures. Clear guidelines may be established regarding the use of recordings, confidentiality, and their intended educational purposes.
3. **Benefits:** Providing recorder or audio recordings accommodation offers several benefits to students with disabilities or special needs:
 - **Enhanced comprehension:** Students can review lecture content multiple times to reinforce understanding, clarify concepts, and improve comprehension.
 - **Accurate notetaking:** Recording lectures reduces the need for extensive notetaking during class, allowing students to focus more on listening and engaging with the material.
 - **Flexibility and independence:** Audio recordings provide flexibility for students to access educational content outside of the classroom environment, accommodating different learning styles and preferences.
4. **Legal Considerations:** In many educational systems, recorder or audio recordings accommodation is considered a reasonable accommodation under laws such as the Americans with Disabilities Act (ADA). These laws mandate that educational institutions provide necessary accommodations to ensure equal access to education for students with disabilities.
5. **Collaboration and Communication:** Successful implementation of recorder or audio recordings accommodation requires collaboration among students, instructors, disability

support services, and educational administrators. Open communication ensures that the accommodation aligns with the students' needs and supports their academic success.

6. **Ethical Considerations:** It is important to establish ethical guidelines regarding the use of audio recordings, including respect for privacy, confidentiality of classroom discussions, and obtaining consent from instructors or fellow students if their voices are recorded.

Recorder or audio recordings of lectures accommodation is a valuable support strategy that promotes accessibility, independent learning, and equitable access to educational opportunities for students with disabilities or special needs. By facilitating access to lecture content through audio recordings, this accommodation helps students engage effectively in their studies and achieve academic success.

Reduced Courseload

Reduced courseload accommodation is a support measure provided to students with disabilities or special needs in educational settings. This accommodation allows eligible students to enroll in a reduced number of courses or credits per semester or academic term compared to the typical full-time course load.

Responsibilities:

DSS: explain to the student how this status impacts them if used

Instructors: have no responsibility related to this accommodation.

Students: determine if a reduced courseload is necessary to meet their complex needs

Here are the key aspects of reduced courseload accommodation:

1. **Purpose:** The primary purpose of the reduced courseload accommodation is to address challenges or barriers that students with disabilities or special needs may face in managing a full course load. This accommodation allows students to balance their academic responsibilities with their disability-related needs, promoting academic success and well-being.
2. **Implementation:** Reduced courseload accommodation can be implemented in several ways depending on the student's needs, preferences, and academic requirements:
 - **Reduced number of courses:** Students may enroll in fewer courses per semester or academic term than their peers, typically adjusting their course load based on their documented disability or health-related challenges.
 - **Adjusted credit requirements:** In some cases, students may be allowed to enroll in a reduced number of credits while still maintaining part-time or full-time status, depending on the policies of the educational institution.
 - **Flexibility in scheduling:** Educational institutions may offer flexible scheduling options, such as extended program completion timelines or opportunities to take courses during summer sessions or alternative study periods.
3. **Benefits:** Providing a reduced courseload accommodation offers several benefits to students with disabilities or special needs:
 - **Reduced academic pressure:** It allows students to focus more intensively on fewer courses, facilitating deeper learning and academic engagement.
 - **Enhanced academic performance:** By managing a manageable course load, students can maintain academic progress and achieve higher grades.
 - **Improved well-being:** Reducing stress associated with academic workload supports overall well-being and mental health, promoting a balanced and sustainable approach to education.
4. **Individualized Considerations:** Reduced courseload accommodation is individualized based on the specific needs, documented disability, and recommendations of each student. Factors considered may include the nature of the disability, medical documentation, academic goals, and input from disability support services or educational professionals.
5. **Legal Considerations:** In many educational systems, reduced courseload accommodation is considered a reasonable accommodation under laws such as the Americans with Disabilities Act (ADA). These laws mandate that educational institutions provide necessary accommodations to ensure equal access to education for students with disabilities.

6. **Collaboration and Communication:** Successful implementation of reduced courseload accommodation requires collaboration among students, academic advisors, disability support services, and educational administrators. Open communication ensures that the accommodation aligns with the students' needs and supports their academic success.

Reduced courseload accommodation is a valuable support strategy that promotes accessibility, academic success, and well-being for students with disabilities or special needs in higher education. By adjusting their academic workload, this accommodation helps students achieve their educational goals while managing the challenges associated with their disabilities effectively.

Scribe

Scribe accommodation is a support measure provided to students with disabilities or special needs during assessments, tests, or examinations. This accommodation allows the student to dictate their responses verbally to a trained scribe, who writes down their answers on their behalf.

Responsibilities:

DSS: explain and provide a person to scribe for the student during test if requested.

Instructors: have no responsibility associated with this accommodation.

Students: indicate the need for scribe when scheduling each test. Dictate to scribe during testing.

Here are the key aspects of scribe accommodation:

1. **Purpose:** The primary purpose of scribe accommodation is to assist students who have difficulty with writing due to disabilities such as physical impairments, fine motor skill challenges, or certain learning disabilities. By using a scribe, these students can effectively demonstrate their knowledge and understanding without being hindered by their writing limitations.
2. **Implementation:** Scribe accommodation is typically implemented in the following ways:
 - **Human scribe:** A trained scribe, often a teacher, aide, or exam proctor, writes down the student's dictated responses during assessments or exams.
 - **Assistive technology:** In some cases, students may use voice-to-text software or speech recognition technology to dictate their responses directly into a computer or device, which then converts their spoken words into written text.
3. **Benefits:** Providing scribe accommodation offers several benefits to students with disabilities or special needs:
 - **Access to assessments:** It ensures that students can participate fully in assessments and demonstrate their knowledge without being limited by their writing abilities.
 - **Fair assessment:** Scribe accommodation promotes fair assessment practices by focusing on the student's understanding of the content rather than their ability to physically write.
 - **Reduced stress:** Students can focus on formulating their thoughts and responses verbally, reducing the stress and anxiety associated with writing tasks.
4. **Individualized Considerations:** Scribe accommodation is individualized based on the specific needs, documented disability, and recommendations of each student. Factors considered may include the nature of the disability, medical documentation, and input from disability support services or educational professionals.
5. **Legal Considerations:** In many educational systems, scribe accommodation is considered a reasonable accommodation under laws such as the Americans with Disabilities Act (ADA). These laws mandate that educational institutions provide necessary accommodations to ensure equal access to education for students with disabilities.
6. **Collaboration and Communication:** Successful implementation of scribe accommodation requires collaboration among students, teachers, disability support services, and educational administrators. Clear communication ensures that the accommodation meets the students' needs and supports their academic success.

Service Animal

Service animal accommodation refers to the provision of support and access for students with disabilities who use service animals in various public and private settings, including educational institutions.

Responsibilities:

DSS: Confirms the animal meets the two question confirmation.

Instructors: allow service animal in all spaces the student is allowed unless it is unsafe to do so

Students: ensure the service animal is compliant with training as it relates to its surroundings.
The student does NOT have to establish services with Disability Support Services.

Here are the key aspects of service animal accommodation:

1. **Definition:** A service animal is defined as a dog (and in some cases, a miniature horse) that is individually trained to do work or perform tasks for a person with a disability. The tasks performed by the animal must be directly related to the person's disability. Examples include guiding students who are blind, alerting students who are Deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, or performing other special tasks.
2. **Purpose:** The primary purpose of service animal accommodation is to ensure that students with disabilities who rely on service animals have equal access to educational facilities, programs, activities, and services. Service animals are trained to assist their handlers in several ways that mitigate the effects of their disabilities, thereby promoting independence and participation in academic pursuits.
3. **Implementation:** In educational settings, implementation of service animal accommodation involves several considerations:
 - o **Access:** Service animals are allowed to accompany their handlers into classrooms, lecture halls, laboratories, libraries, dormitories, and other campus facilities where students are typically allowed.
 - o **Responsibilities:** Handlers are responsible for the care, supervision, and behavior of their service animals. This includes ensuring that the animal is under control, well-behaved, and does not disrupt the educational environment.
4. **Legal Considerations:** Service animal accommodation is protected under laws such as the Americans with Disabilities Act (ADA) in the United States and similar legislation in other countries. These laws mandate that educational institutions must allow students with disabilities to be accompanied by their service animals in all areas where the public or students are normally allowed to go.
5. **Collaboration and Communication:** Successful implementation of service animal accommodation requires collaboration among students, disability support services, faculty, staff, and administrators. Clear communication ensures that policies and procedures are followed to support the rights of students with disabilities and their service animals while maintaining a safe and inclusive educational environment.

Service animal accommodation is a crucial support measure that ensures students with disabilities can benefit fully from their educational experiences while being accompanied by their trained service animals. By providing access and support, educational institutions uphold principles of accessibility, inclusion, and equal opportunity for all students.

Sign Language Interpreter

A sign language interpreter is a trained professional who facilitates communication between students who are Deaf or Hard of Hearing and those who can hear.

Responsibilities:

DSS: Makes certain the student understands how to put this service in place. The DSS service provider may have to initiate this service on behalf of the student.

Instructors: Ensure this service is in place for associated activities held outside of the classroom.

Students: Setup services immediately to navigate student processes across campus. Communicate with DSS if the services are inadequate.

Here are the key aspects of a sign language interpreter and their role:

1. **Definition:** A sign language interpreter is proficient in one or more sign languages (such as American Sign Language, British Sign Language, etc.) and translates spoken or written language into sign language and vice versa. They ensure effective communication between Deaf students who primarily use sign language and hearing students.
2. **Purpose:** The primary purpose of a sign language interpreter is to bridge the communication gap between students who use sign language and those who do not. This includes facilitating communication in various settings, such as educational institutions, workplaces, healthcare facilities, legal proceedings, social services, and community events.
3. **Skills and Training:** Sign language interpreters undergo specialized training to develop fluency in sign language and proficiency in interpretation techniques. They must also have a thorough understanding of Deaf culture, communication dynamics, and ethical standards governing their profession.
4. **Roles and Responsibilities:**
 - **Interpretation:** Interpreting spoken language into sign language and sign language into spoken language accurately and impartially.
 - **Cultural mediation:** Providing cultural context and explanations to ensure accurate understanding and communication between Deaf students and hearing participants.
 - **Facilitation:** Assisting with communication logistics, such as positioning in meetings or classrooms to optimize visual access for Deaf students.
 - **Confidentiality and professionalism:** Adhering to strict ethical standards regarding confidentiality, impartiality, and professional conduct.
5. **Settings:** Sign language interpreters work in diverse settings, including:
 - **Educational settings:** Providing interpretation for Deaf students in classrooms, lectures, exams, and extracurricular activities.
 - **Workplaces:** Facilitating communication during meetings, training sessions, interviews, and interactions with colleagues and students.
 - **Healthcare settings:** Assisting with medical appointments, consultations, and communication between healthcare providers and Deaf patients.
 - **Legal settings:** Providing interpretation in courtrooms, legal proceedings, and meetings with lawyers or law enforcement.
6. **Legal Considerations:** In many countries, laws and regulations mandate the provision of sign language interpreters as a reasonable accommodation to ensure effective

communication for students who are Deaf or Hard of Hearing. These laws uphold the rights of Deaf students to access information and participate fully in various aspects of society.

Sighted Assistance

Sighted assistance refers to support provided by a sighted individual to a student who is blind or visually impaired in completing their homework assignments.

Responsibilities:

DSS: Sighted Assistant describes visual elements such as diagrams, charts, graphs, and illustrations to help the student understand the content. If necessary, the assistant may transcribe the student's handwritten or dictated responses onto paper or into a digital format. The sighted assistant reads aloud assignments, instructions, textbooks, worksheets, and other written materials to the student.

Instructor: Assisting with organizing materials, managing deadlines, and planning study schedules. Checking the accuracy of the students' written work and providing feedback as needed.

Students: communicate understanding of information transcribed by DSS. Convey any difficulties with understanding material to instructor.

Here are the key aspects of sighted assistance:

1. **Implementation:** Sighted assistance can be provided in several ways, depending on the student's needs and preferences:
 - **In-person assistance:** A sighted assistant may work directly with the student in their home, at school, or in another designated learning environment.
 - **Remote assistance:** Using technology such as video calls, screen-sharing, or document-sharing platforms to provide virtual support for homework tasks.
 - **Scheduled sessions:** Establishing regular times for homework assistance sessions to ensure consistency and continuity in support.
2. **Benefits:**
 - **Access to information:** Students receive timely access to assignments and instructional materials in accessible formats.
 - **Independence:** Encourages the development of independence and self-reliance in completing academic tasks.
 - **Equal educational opportunities:** Promotes equality by ensuring that students with visual impairments can participate fully in their academic coursework.
3. **Collaboration and Communication:** Successful implementation of sighted assistance requires collaboration among students, parents or guardians, teachers, educational assistants, and other support personnel. Open communication helps ensure that the assistance provided meets the students' individual needs and supports their academic goals.

Sighted assistance plays a crucial role in supporting students who are Blind or Visually Impaired in their academic pursuits. By providing necessary support and access to educational materials, this assistance helps students overcome barriers and achieve success.

Sighted Assistance in Classroom

Sighted assistance in the classroom refers to the support provided by students who can see (typically teachers or aides) students who are visually impaired or blind. This assistance aims to help these students access educational materials, navigate the physical environment of the classroom, and participate fully in classroom activities.

Responsibilities:

DSS: Collaborates with Assistive Technology Staff to provide staff in the classroom at scheduled time(s).

Instructors: Confirm with student if this accommodation is needed for specific class.
Encourages student to follow-up with DSS to secure service.

Student: Communicate with DSS and instructor if this service is required to participate in class.

Here are some common aspects of sighted assistance in the classroom:

1. **Access to Materials:** Sighted assistants may help visually impaired students by reading aloud printed materials such as textbooks, handouts, or notes on the board. They may also assist in accessing digital materials or adjusting classroom technology to accommodate the students' needs.
2. **Navigational Support:** Assistance may be provided to help the student navigate around the classroom, find seating, locate materials, or move safely through the school environment.
3. **Visual Descriptions:** Sighted assistants often provide verbal descriptions of visual elements in the classroom that the visually impaired student cannot see. This can include describing diagrams, charts, or physical objects during lessons.
4. **Facilitation of Interaction:** They may facilitate interactions between the visually impaired student and peers, ensuring the student is included in group activities, discussions, and collaborations.
5. **Adaptation of Visual Information:** Sighted assistants may help adapt visual information into accessible formats such as tactile diagrams, large print, or electronic text using screen readers or magnification software.
6. **Emotional and Social Support:** Beyond academic support, sighted assistants may also provide emotional and social support to visually impaired students, fostering a positive and inclusive classroom environment.

Sighted assistance in the classroom plays a crucial role in ensuring that visually impaired students have equal opportunities to learn, participate, and succeed alongside their peers. It involves a combination of practical support, educational adaptation, and inclusive practices to meet the unique needs of each student.

Staff Notetaker

A staff notetaker is an individual employed or designated by an educational institution or organization to take notes during classes, meetings, or events on behalf of a student or staff member who requires assistance due to a disability or other reasons. The role of staff notetaker is primarily to ensure that the person they are assisting has access to complete and accurate notes, despite any challenges they may face in notetaking themselves.

Responsibilities:

DSS- Based on granted accommodation and availability of volunteer notetakers or lack thereof, DSS may resort to requiring a DSS employee to serve as the student's notetaker. This will usually be based on extenuating circumstances.

Instructors: When staff notetaker has been provided for the student, the instructor must allow the staff notetaker into the classroom/lab in order to take notes for the student.

Students: Confirm with assigned DSS Coordinator, whether or not, based on the granted accommodation, that they are in need of a notetaker. When circumstances warrant a staff notetaker one will be provided.

Here are some key points about the role of a staff notetaker:

1. **Accessibility:** The primary purpose of a staff notetaker is to promote accessibility. They provide a service that enables students or staff members who may have disabilities (such as visual impairment, learning disabilities, or physical disabilities affecting writing ability) to access essential information presented during lectures, discussions, or meetings.
2. **Note-Taking Responsibilities:** Staff notetakers are responsible for capturing key points, important details, and other relevant information discussed during the class or meeting. They typically use methods such as handwritten notes, typing on a laptop, or using specialized software based on the needs and preferences of the person they are assisting.
3. **Accuracy and Clarity:** It is crucial for staff notetakers to ensure that their notes are clear, organized, and accurate. This helps the recipient understand and follow the content effectively, particularly if they are unable to attend or fully participate in the session themselves.
4. **Confidentiality:** Notetakers must maintain confidentiality and professionalism at all times. They are entrusted with sensitive information discussed during classes or meetings and must handle this information with care and respect for privacy.
5. **Communication and Collaboration:** Effective communication between the notetaker and the recipient is essential to ensure that the notes meet the recipient's needs and preferences. They may collaborate closely to discuss any specific requirements or adjustments necessary for optimal support.
6. **Supportive Role:** Beyond note-taking, staff notetakers may also provide additional support as needed, such as helping with organizational strategies, reviewing notes together, or assisting in accessing resources related to the course or meeting content.

Staff notetakers are often part of accommodations provided to students with disabilities regardless of any disabilities or challenges they may face in notetaking.

Support Counseling

Support counseling refers to a form of counseling or therapy that focuses on providing emotional and psychological support to students who are facing various challenges, difficulties, or transitions in their lives. This type of counseling aims to help students cope with their emotions, process their experiences, and develop strategies to manage stress and navigate through tough situations.

Responsibilities:

DSS; Staff makes themselves available to the student as much as possible to ensure needs are being met and no issues of discrimination or limitations to access are apparent.

Instructors: Collaborate with DSS upon request to ensure the student's needs are being met.

Students: Seek out assistance from DSS assigned staff in the event they need any additional supports to be productive and successful as a Wake Tech student.

Here are some key aspects of support counseling:

1. **Emotional Support:** Support counselors provide a safe and non-judgmental space for students to express their feelings, concerns, and fears. They offer empathy, understanding, and validation of the client's experiences.
2. **Problem Solving:** Counselors may assist students in identifying problems or challenges they are facing and help them explore potential solutions or coping strategies. This could involve brainstorming ideas, setting goals, and developing action plans.
3. **Skills Development:** Support counseling often includes teaching students practical skills and techniques to better manage stress, improve communication, enhance relationships, and build resilience.
4. **Exploration and Insight:** Counselors help students explore their thoughts, beliefs, and behaviors that may contribute to their current difficulties. Through this exploration, students can gain insights into themselves and their situations, which can facilitate personal growth and change.
5. **Education and Information:** Counselors may provide students with information about their specific concerns or issues, including resources, community services, or therapeutic techniques that could be beneficial.
6. **Advocacy and Referral:** In some cases, support counselors may advocate on behalf of students or refer them to other professionals or services that can provide additional support or specialized assistance.

Support counseling is typically shorter-term and focused on addressing immediate concerns and helping students regain a sense of stability and well-being. The goal is to empower students to cope effectively with their difficulties and improve their overall quality of life.

Transliterator Cued Speech

Transliterator Cued Speech (CS) refers to a communication system designed to make spoken language accessible to students who are Deaf or Hard of Hearing by using a combination of handshapes and placements near the face to represent phonemes (distinct units of sound).

Responsibilities:

DSS provides transliterators for Wake Tec academic and non-academic functions. The request form must be completed at least four days prior to the event.

Students/Student Representatives: Completes the WTCC Disability Support Services Sign Language Interpreter/Transliterator Request Form

Instructors: Must allow Transliterator into the classroom to complete their requested service.

Here is a breakdown of what transliterator Cued Speech entails:

1. **Purpose:** The primary goal of Cued Speech is to visually represent spoken language, including sounds that are not visually distinct on the lips, such as different vowels and consonants. It bridges the gap between the phonological structure of spoken language and the visual representation needed for students who rely on lipreading or sign language.
2. **Components:** Cued Speech involves using eight handshapes (representing consonant sounds) in four different placements around the face (representing vowel sounds), combined with natural mouth movements and facial expressions. This system allows the transliterator to convey all the distinct sounds of spoken language visually, making lipreading more accurate and improving comprehension.
3. **Role of Transliterator:** A transliterator trained in Cued Speech acts as a facilitator between students who are Deaf or Hard of Hearing and the spoken language environment. They listen to spoken language and use Cued Speech handshapes and placements to provide a clear visual representation of the spoken words and sounds in real-time.
4. **Applications:** Transl iterators using Cued Speech can be found in educational settings, where they support students who are Deaf or Hard of Hearing in accessing spoken language instruction and communication with peers. They may also assist in various professional or community settings to ensure effective communication between students who use spoken language and those who rely on visual cues.
5. **Benefits:** Cued Speech helps students who are Deaf or Hard of Hearing to achieve literacy in their native spoken language more effectively, as it provides a precise visual representation of spoken sounds that may not be fully discernible through lipreading alone. It enhances communication clarity and facilitates better language development and integration.

Transliterator Cued Speech involves using a systematic approach to visually represent spoken language through handshapes and placements around the face, enabling students who are Deaf or Hard of Hearing to access and understand spoken communication more effectively.

Volunteer Notetaker

A volunteer notetaker is an individual who provides their notes to support a student who, due to a disability or other reasons, may have difficulty taking notes themselves during classes or educational sessions. This role typically exists within educational institutions and is part of the accommodation provided to students with disabilities to ensure equal access to educational resources and information.

Responsibilities:

DSS- Based on granted accommodation, and confirmation of need is communicated by student upon inquiry, DSS will anonymously solicit the class roster for a volunteer to take notes for the corresponding class(es).

Instructors: Will assist DSS upon request in identifying an appropriate volunteer notetaker amongst the students in the class, without disclosing the student for which the accommodation is granted.

Students: Confirm with assigned DSS Coordinator, whether or not, based on the granted accommodation, that they are in need of a volunteer notetaker. If a volunteer is not available, a staff notetaker may be provided.

Here are some key aspects of what a volunteer notetaker does:

1. **Purpose:** The primary purpose of being a volunteer notetaker is to help ensure that students with disabilities have access to complete and accurate notes from lectures, discussions, or other educational activities. This support aims to mitigate barriers to learning that may arise due to difficulties in notetaking.
2. **Responsibilities:** The responsibilities of a volunteer notetaker include attending classes or educational sessions along with the student requiring support. During these sessions, they take detailed and organized notes that capture key points, important details, and other relevant information presented by instructors or speakers.
3. **Note-Taking Skills:** Effective volunteer notetakers are typically good listeners who can synthesize information quickly and accurately. They should be able to capture the essence of lectures or discussions in a clear and comprehensible manner.
4. **Confidentiality and Professionalism:** Notetakers are expected to maintain confidentiality regarding the student they are supporting and to handle any sensitive information discussed during classes with discretion. Professionalism in this role includes punctuality, reliability, and the ability to communicate effectively with the student receiving the notes.
5. **Accessibility and Accommodations:** In educational settings, the provision of volunteer notetakers is often part of the accommodations and support services available to students with disabilities under laws such as the Americans with Disabilities Act (ADA) in the United States. These accommodations aim to create an inclusive learning environment where all students can participate fully and succeed academically.
6. **Benefits:** Volunteer notetakers contribute significantly to the academic success of students with disabilities by providing them with comprehensive notes that they may review and study independently. This support helps students stay engaged in classes, improve their understanding of course material, and perform better academically.

A volunteer notetaker plays a crucial role in facilitating equal access to education for students with disabilities by ensuring they have access to detailed and accurate notes from classes or educational sessions. Their commitment helps create an inclusive and supportive learning environment where all students can thrive.

Wheelchair Accessible Classroom

A wheelchair accessible classroom is a learning environment that has been designed or modified to accommodate students who use wheelchairs or other mobility aids. The goal is to ensure that these students can navigate the classroom independently and participate fully in all educational activities.

Responsibilities:

DSS: Collaborates with Facilities to ensure wheelchair accessible furniture exists in all wheelchair accessible classrooms.

Instructors: Communicate with Assistive Technology if the teaching space is not wheelchair accessible so the issue can be resolved.

Students: Notify DSS and instructors if aspects of the learning environment are not wheelchair accessible so that modifications can be made in a timely manner.

Here are some key features and considerations of a wheelchair accessible classroom:

1. **Physical Accessibility:** The classroom should have adequate space and clear pathways to accommodate wheelchairs. This includes wide doorways, hallways, and aisles between desks or tables to allow maneuverability for students using wheelchairs.
2. **Accessible Furniture:** Desks, tables, and work surfaces should be adjustable in height to accommodate different wheelchair heights and allow students to sit comfortably. Flexible seating arrangements may also be necessary to accommodate various classroom activities.
3. **Accessible Technology:** Ensure that classroom technology, such as computers, projectors, and interactive whiteboards, are positioned at accessible heights and reachable from a seated position. Accessible outlets and connectivity options should also be considered.
4. **Assistive Devices:** Classrooms may be equipped with assistive devices such as hearing loops for students with Hearing Impairments, accessible visual aids, and communication boards for students with speech or language disabilities.
5. **Restroom Accessibility:** Nearby restrooms should be accessible with appropriate facilities, including grab bars, accessible sinks, and ample space to maneuver.
6. **Safety Considerations:** The classroom should meet safety standards, including proper lighting, non-slip flooring, and accessible emergency exits. It should also be free of physical barriers or obstacles that could pose a risk to students using wheelchairs.
7. **Inclusive Design:** Design principles should prioritize inclusivity and consider the diverse needs of students with disabilities beyond physical accessibility. This includes providing materials in accessible formats, considering sensory needs, and fostering a supportive and inclusive classroom culture.
8. **Training and Awareness:** Teachers, staff, and students should receive training in disability awareness and accessibility to promote understanding and facilitate positive interactions with students using wheelchairs or other mobility aids.

Creating a wheelchair accessible classroom involves thoughtful planning, adherence to accessibility guidelines and ongoing commitment. By providing a physically and socially inclusive environment, wheelchair accessible classrooms contribute to fostering an environment where all students can learn and thrive together.