

**Supporting Students with Disabilities  
in Academic Settings**

# **A Guideline for Faculty**

**ODTÜ Disability Support Office  
September 2013**





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# Introduction

ODTÜ Disability Support Office aims to provide students with disabilities, equal access to the facilities and services of the university; creating an environment supportive of disabled students' academic, social, personal and vocational development.

In order to fulfill our aim, DSO needs the collaboration of every unit of the university. Via this material, DSO provides information regarding the procedures and policies of the services, and a set of guidelines specific to academic settings and different types of disabilities.

## About Disability Support Office (DSO)

Orta Doğu Teknik Üniversitesi is the first university of Turkey in which accessibility studies towards students with disabilities have been initiated. In 2004, long before the legal obligation for universities to establish a disability coordination service in Turkey, ODTÜ Disability Support Coordination Unit was established to investigate problems that students with disabilities faced and to develop suitable systems to solve these problems.

Disability Support Coordination Unit was reconstituted and ODTÜ Disability Support Office was established instead on June 28th, 2011 in accordance with the Orta Doğu Teknik Üniversitesi Senate's decision dated and numbered 2011/5-2. ODTÜ Disability Support Office was charged with providing equal access to resources and services of the university for students who have special needs because of specific disabilities, and establishing an environment that supports their development. ODTÜ Disability Support Office's working procedures and principles determined as reorganizing physical circumstances of the campus depending on the special needs of students with disabilities and enhancing academic accessibility in accordance with the articles 11 and 12 of "Regulations on the Solidarity and Coordination of the Handicappers in the Institutions of Higher Education".

## Services Provided by DSO

Students with disabilities can apply to DSO via filling the DSO application form on the web site (Appendix A) or directly contacting DSO to receive the following services:

**Letter for Academic Accommodation:** DSO prepares letter for academic accommodation about the accommodations that the student needs for his/her courses (providing course materials in alternative formats, necessary modifications of exams, accessibility of classroom-building etc.) after individual meetings with the student, to be conveyed to the instructors and faculty coordinators in charge so that they can make the necessary arrangements (Appendices B & C).

**Note-Taker Support:** For those students who experience difficulty in taking notes or those who cannot take notes during the courses because of their disabilities, note-taker service is provided by means of student assistantship (Appendices D & E).

**Course Partnership:** For those students who experience difficulty studying because of their disabilities, course partnership is offered by means of student assistantship (Appendices F & G).

**Unobstructed Campus Transportation:** In order to ease in-campus transportation, free shuttle service is provided primarily for students with sight and mobility disabilities. To use this service, students must apply to our office.

**Campus Orientation Program:** This is a program designed to facilitate the adaptation of students with disabilities to university life and to give students information about the resources (academic, administrative, physical, psychological, social, and accommodation) provided by our university at the beginning of the first year of our disabled students who were accepted to Orta Doğu Teknik Üniversitesi. Students who would like to take advantage of this program must apply for it during the registration period.

**Consultancy for Departments with Disabled Students:** DSO provides consultation service to departments with disabled students when necessary; informs the instructors about course and exam accommodations that the student needs and the rationales behind them.

**Seminar and Training:** Includes seminars, conferences, and trainings for raising awareness and sensitivity of university staff and students about the field of disability.

**Research and Evaluation:** Consists of needs identification of students with disabilities, and follow-up and evaluation of the services and programs that are offered by the DSO.



# Responsibilities of Students with Disabilities

## **Responsibilities of the students with disabilities are stated below:**

- Contacting the instructors of the courses at the beginning of each semester and informing them about his/her condition and needs.
- Reviewing each course in terms of required accommodations at the beginning of the semester and applying to the DSO about required accommodations.
- Submitting the current official documents that support the need for accommodations to the DSO.
- Submitting the letter for academic accommodation(s) prepared by DSO to the instructor. Student is also responsible for conveying one copy back to the DSO which was signed by both the student and the instructor; otherwise, the LAA would be regarded as invalid.
- Informing DSO about services provided/not provided by the faculty, department or institute.
- Informing DSO regarding any changes in his/her condition and contact information.
- Forming consistent and permanent relationship between DSO, instructors of her/his courses and his/her academic advisor.
- Following information provided by DSO via web site, mail or telephone contact; and participating in planned individual and group meetings at DSO.

## **If the student is provided with note-taker service (Appendix E) his/her responsibilities are such as the following:**

- Meeting with note-taker at the agreed date, place and time in order to obtain notes.
- Keeping notes for your own and not sharing them with any other persons.
- Maintaining a professional relationship with note-taker on the basis of respect.
- Informing note-taker urgently, in the case of changes in your contact information and in note taking process.
- Not requesting lecture notes in case of unexcused absence.

## **If the student is provided with course partner service (Appendix G) responsibilities of him/her are such as the following:**

- Meeting with course partner at the agreed date, place and time.
- Maintaining a professional relationship with course partner on the basis of respect
- Informing Disability Support Office about study dates and hours on a weekly basis.
- Informing course partner urgently in the case of any changes regarding contact information and any problems related to partnership process.

# Responsibilities of Instructors

Faculty members are responsible to abide by regulations (i.e., Regulations on the Solidarity and Coordination of the Handicappers in the Institutions of Higher Education) and implement reasonable accommodation(s) for students with disabilities. Additional responsibilities of faculty members are stated below;

- At the beginning of each semester including the statement of “If you need any accommodation for this course because of your disabling condition, please contact me” in syllabuses of the courses.
- Observing students in order to identify whether any of the students have difficulties in following the





course or not. Contacting the student privately and referring the student to DSO, when a student needs extra support.

- Following the DSO web site and DSO guideline in order to get information about the conditions of the student(s) and necessary accommodations.
- Reviewing letter for academic accommodation which is sent by DSO via student, signing it and implementing the accommodations suggested in the letter.
- Contacting the DSO; when more information about the accommodation(s) is needed.
- Monitoring the student after reasonable accommodations are being implemented to evaluate the effectiveness of the accommodations.
- Respecting the privacy of the student; keeping all information about the student with disability confidential.

## Responsibilities of Student Assistants

Student assistants working in DSO provide two types of services for students with disabilities. A student assistant may work as a note-taker or course partner. Note-taking service is provided for a student, who is not able to take notes because of his/her disability conditions (Appendix D). Note-takers are selected from the same course in which student with disability asked for note taking service. Responsibilities of note-takers are presented below;

- Attending lectures regularly and taking notes.
- Copying notes for the student in agreed format (hand writing, hard copy or electronic copy).
- Conveying notes to the student at the agreed date, hour, place and format.
- Respecting privacy of student and not sharing information regarding identity and disability condition of the student.
- Informing the student and DSO urgently, in the case of missing a lecture due to health and/or personal problems.

Course partners support students with disabilities in academic work outside the course hours (Appendix F). It is not necessary for a course partner to enroll in the same course with the student. Responsibilities of course partners are presented below;

- Meeting with the student at the agreed date, place and time.
- Making preliminary preparation about the topic that will be studied, presenting current and true information to the student.
- Being faithful to agreed study hours.
- Respecting privacy of the student, keeping any kind of information secret regarding student's identity and disability conditions.
- Informing student and DSO any changes in working hours due to health or other types of problems.
- Informing DSO about the study dates and hours on a weekly basis.
- Informing DSO and student, urgently, in the case of any changes in your contact information.

## What is Inclusive Teaching and Assessment?

Inclusive teaching and assessment is that while keeping academic standards, being able to recognize different conditions of students, accommodating the learning environment and meeting the needs of students with disabilities. It is not so infrequent that a particular teaching or assessment style excludes a student with disability from an academic program (Kennedy, Treanor, & O'Grady, 2008).





To make a course or and a program more accessible, reasonable accommodations can be required. These accommodations can be determined on the basis of the students' needs and abilities. The purpose of the accommodations is to remove the barriers and disadvantages of the student arising from his/her disabling condition. Thus, do not give a student credit because of his/her disability and do not take credits because of reasonable accommodations that he/she receives.

## General Tips before Starting

### **Every disabling condition may not be visible to others:**

For example, if a person does not use a hearing aide, his/her condition is not visible to others. Moreover, chronic health conditions may have disabling impacts on the person and may not be recognized unless the person discloses. Another invisible condition may be learning difficulties. So you should not treat the student who is disclosing to you her/his disabling condition, as if she/he is deceiving you. You may ask the student further information or you can ask the DSO about the nature of the student's condition.

### **Although two persons may have the same diagnosis, all disabling conditions are not the same:**

People with disabilities may have the same or similar diagnosis; however, this does not indicate that they are using similar strategies, or they have the same abilities. For instance, two visually impaired students may have the same diagnosis but one can prefer to read in Braille while the other student may prefer to listen to audio materials. Or their abilities may differ regarding their available sight usage. Thus, there always exist individual differences among people with disabilities.

### **Do not decide one person's abilities or the capacity regarding his/her disability:**

Via reasonable accommodations, students with disabilities may succeed in a given field. Instead of thinking like "this person cannot do", focus on "how this person can do?", "what different solutions does this student need to be equal to his/her peers?" Give your student with disabilities a chance to attempt figuring out alternative options.

### **One might have multiple disabilities:**

It is not unusual that one person has more than one type of disability, such as one person might have both hearing and visual loss. If this is the case, accommodations should be arranged regarding student's each condition simultaneously.

### **Barriers are not only physical:**

Prejudiced or stereotypical attitudes are preventing students with disabilities from fully participating in life. As well as common stereotypical attitudes like pitying, prejudiced attitudes regarding student with a disability succeeding in a department or in a course can be observed in academic settings. These attitudes can have debilitating impacts on the students' sense of efficacy. As it was aforementioned, with reasonable accommodations, students with disability can succeed in a given area.

## First Steps to Make a Course Accessible

Include an announcement in the course syllabus such as: "To obtain disability related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the ODTÜ Disability Support Office as soon as possible."

Invite students in the first lecture to contact you by making a public announcement like "to request disability accommodations, please contact me as soon as possible".





# Inclusive Teaching Method

To provide student with any accommodation, ask his/her Letter for Academic Accommodation (Appendices B & C) for each term and each course, which is provided by the DSO to eligible students.

Kennedy et al. (2008) suggested the following to make teaching and assessment more inclusive:

1. Prepare electronic notes instead of hand written notes.
2. Make notes accessible online.
3. Make lecture notes available, such as PowerPoint slides in advance of the lecture in electronic format.
4. Provide your students with a reading list in advance to facilitate early planning and reading.
5. Specify most important books in a reading list and guide students to key points in the readings.
6. Make an overview when presenting a new topic, give a summary at the end of the each lecture and course; go over the key points, new vocabulary and terminology.
7. Make sure that the student receives early notice related to changes to their regular routine.
8. Assignment topics should be given early. Via additional follow-ups, expectations related to assignment may be clarified.
9. Explain the structure and instructions of the exams.
10. Some students may need flexibility in attendance to lectures.
11. Some students with disabilities may need extra rest breaks during lectures and exams, as they get tired easily.
12. Some students with disabilities may need extra time to complete assignments and exams. New submission date or duration of the exam should be agreed upon with the student.
13. For some students doing group assignments can be particularly difficult. In such cases, alternatives to completing group assignments should be considered.
14. Some students (with visual, hearing, cognitive and physical impairments) may need to have note-taker assistance.

In addition, providing alternative exam types (e.g. large or colored print, or computer based), dividing task into its parts, providing alternative way (doing an individual assignment instead of group work, submitting a paper work instead of oral presentation), providing a separate room for exam, and a reader or recorder can be regarded as reasonable adjustments to assessment.

## Disability Specific Instructions

In the current section you will be provided with definition of some disabling conditions, and a brief guideline relevant to higher education. Keep in mind that the conditions that you may encounter are not limited to conditions cited here and there are individual differences.



# Asperger's Syndrome

Asperger's syndrome is placed under the disorders of psychological development with the group of pervasive developmental disorders in the ICD-10, Classification of Mental and Behavioral Disorders (World Health Organization, 1992). The pervasive developmental disorders are characterized by "qualitative abnormalities in reciprocal social interactions and in patterns of communication, and by restricted, stereotyped, repetitive repertoire of interests and activities" (p. 203). Specifically, Asperger's syndrome which has similar characteristics with other disorders in this group, such as childhood autism and atypical autism, is differentiated from them in that there is no general delay or retardation in language or in cognitive development. Because there is no delay or retardation in cognitive development, most individuals with Asperger's syndrome have general intelligence within the normal range; however, it is common for them to be markedly clumsy. Their individual characteristics continue itself from adolescence to adulthood which are not influenced by environmental condition, are stable across time. The prevalence of Asperger's syndrome is higher for boys compared to girls, with a ratio of one girl to eight boys.

Wheeler (2011) stated that "individuals with Asperger's syndrome are not lower or higher functioning than 'typical' individuals. Hence, the condition should be seen as "a difference, not a deficit" (p.839). People with Asperger's syndrome may experience difficulties especially in three areas: flexibility of thought, social and emotional interaction, and use of language and communication (Hughes, Milne, McCall, & Pepper, 2010). Accordingly, difficulties in these areas may lead to problems in forming and maintaining friendships, managing unstructured parts of the day and working cooperatively. Therefore, working in groups and any change to their normal routine may disturb their functioning (Hughes et al., 2010; Kennedy et al., 2008). They also experience difficulties in processing and retaining verbal information, using autobiographical memory cues and using social verbal and body language (Hughes et al., 2010; Kennedy et al., 2008; Wheeler, 2011). Thus, understanding jokes, sarcasm and idioms, making inferences from facial expressions and gestures, using empathy and making generalizations may disturb individuals with Asperger's syndrome. These difficulties in communication and social interaction are thought to lead to some inappropriate behaviors in Asperger's syndrome, like using unusual body posture, interruptions in communication and misunderstanding of verbal material (Kennedy et al., 2008).

## How to Support?

Following accommodations are suggested by Kennedy et al. (2008) and Hughes et al. (2010);

### Examinations

- Provide a separate exam room. Be sure that student is able to receive any updates about the exam and be able to ask questions as other students can do.
- Give extra time.
- Allow use of a computer.
- Prevent distractions as much as possible.
- Don't use ambiguous language.
- Open ended questions can be broken down into smaller parts.
- Give clear, step by step instructions, and constructive feedback.

### Lectures

- Do not use metaphors or abstract language as much as possible. Try to use literal, explicit language.
- Extra clarification and restatements may be required.
- Provide written information as much as possible.
- Be cautious about jokes. Student may not differentiate a joke from literal language.

### Assignments and Course Work

- Group works can be extra challenging for students with Asperger's, so you may find an alternative way to do group work, or include the student in a group in which she/he is acquainted. Moreover, it would ease the group process when specific roles are assigned to students within the group.



- While giving feedback, be precise and exemplify what was expected.
- Make sure that the student is aware of any change to normal routine like change of a classroom.

# Attention Deficit Hyperactivity Disorder (Hyperkinetic Disorder)

It was stated in the ICD-10 Classification of Mental and Behavioral Disorders (World Health Organization, 1992) that “Hyperkinetic disorders always arise early in development (usually in the first 5 years of life). Their chief characteristics are lack of persistence in activities that require cognitive involvement, and a tendency to move from one activity to another without completing any one, together with disorganized, ill-regulated, and excessive activity. These problems usually persist through school years and even into adult life, but many affected individuals show a gradual improvement in activity and attention” (p. 206).

Students with this condition may experience the following: difficulty in finishing tasks or assignments on time, and waiting to take turns and time planning. They may also experience, because of missing information or losing focus due to inability to concentrate or restlessness, being easily distractible (Kennedy et al., 2008).

## How to Support?

Subsequent accommodations are suggested by Derrington (n.d.), Kennedy et al. (2008), and Richard (1995).

## Examinations

Provide a separate exam room. Be sure that student is able to receive any update about the exam and be able to ask questions as other students can do.

- Give extra time.
- Allow use of a computer.
- Use of a calculator can be permitted if applicable.
- Prevent distractions as much as possible.
- Alternative exam forms may be needed such as short answer versus multiple choice questions.

## Lectures

- Use multi-sensory teaching style.
- Vary your level of voice and pace of delivery.
- Use frequent eye contact.
- Emphasize more than once the important pieces of information.

## Assignments and Course Work

- Where applicable, give more frequent and shorter term assignments rather than long term projects.

# Hearing Impairment and Deafness

World Health Organization (2012a) provides following definition on hearing impairment and deafness: “Hearing impairment is the inability to hear as well as someone with normal hearing. Hearing impaired people can be hard of hearing (HOH) or deaf. If a person cannot hear at all, then they have- deafness.” (para.1). Deaf or hard of hearing people can use hearing aids but have no functional hearing or some might hear under certain circumstances like use of a technological device such as induction loop; some can use sign language, lip reading, and some other can communicate orally. Thus, deaf or hard of hearing people vary regarding their method of communication and available hearing.

Deaf or hard of hearing students in higher education may usually depend on a third party to be able to access the information; thus, direct communication between the student and instructor is limited (Lang,





2002). Those students may experience difficulties in reading for meaning like lecture notes, fluent and expressive writing, spelling, grammar, communication, meeting the deadlines, working in large groups, understanding ambiguous information, gaining information during lectures (Kennedy et al, 2008), pronunciation, and making oral presentations. Moreover, deaf or hard of hearing students cannot attend more than one stimulus at a time; for instance, student may not focus on both the lecturer and the visual aid simultaneously (Kennedy et al., 2008). In addition, they may not detect who is taking turn during group discussions.

### **How to support?**

Following accommodations are suggested by Barnes and Wight (2002), and Kennedy et al. (2008).

### **Examinations**

- Give extra time to allow the student to comprehend and express his/her self.
- Make clarifications where needed; avoid using ambiguous and confusing language.
- Select places which have necessary technological facilities.
- Allow use of a computer.
- Proctor should have been informed that the student may miss oral instructions.
- If doing a paper based exam is not possible, consider alternative ways, e.g. doing a presentation in sign language.
- If applicable, interpreter should be present for all exams to translate the exam into sign language and communicate with proctor.
- As translating slight differences into sign language is difficult, multiple choice questions may be problematic and alternative ways of assessment should be considered.

### **Lectures**

- Give course outlines and new vocabulary at the beginning of each course.
- Share course notes with the student in advance of the lecture.
- Be sure that the student can see you (and all class mates) easily and clearly.
- Be sure that your face is well lit, your mouth not obscured and that you are not in shadow.
- Face the group and keep eye contact; make use of facial expressions and gestures to provide additional visual clues.
- While you speak, gain the attention of the deaf or hard of hearing student first.
- Speak at a reasonable pace, clearly and naturally.
- If needed, restate instead of repeating; and use complete sentences while speaking.
- For hearing aid users, minimize background noise.
- As lip reading is exhausting, give regular breaks.
- Use sub-titled videos and give a written summary of the any audiotapes used in the course.
- Communicate important information visually, e.g. exam dates, any change to classroom.
- Maximize student participation in classroom discussions via summarizing questions and contributions.
- Cooperate with the student if he/she is using assistive technology. Student may ask you to wear a microphone.
- Student may need note-taker assistance.

### **Assignments and Course Work**

- Give extra time to the student.
- Replace student into small groups.
- Make sure that the group is paying attention to maximize participation of the deaf or hard of hearing student in group discussions.





# Mobility Impairment

Mobility impairments can exist in various forms and may have various causes; some of the conditions may be congenital, some other acquired, some can be stable and some other can be progressive. They include, but are not limited to conditions like cerebral palsy, multiple sclerosis, muscular dystrophy, spina-bifida, hydrocephalus, arthritis, spinal cord injury, and amputation (Kennedy et al., 2008).

Students with mobility impairments may experience difficulties because of environmental and attitudinal barriers (Kennedy et al., 2008). They may experience difficulties in note taking, keeping body posture stable and remaining in a position for a period of time, accessing classrooms, exam halls, library, or any other places in the campus. They may also have difficulties in oral communication or may be suffering from chronic pain.

## How to support?

Following accommodations are suggested by Kennedy et al. (2008), Northwestern University Services for Students with Disabilities (Northwestern University, 2012), and University of Illinois Disability Resources and Educational Services (University of Illinois, n.d.a).

### Examinations

- Select accessible exam halls with accessible furniture.
- Allow use of a computer.
- Give extra time.
- If applicable, provide a separate exam room. Be sure that student is able to receive any update about the exam and be able to ask questions as other students can do.
- If applicable, assign a recorder who has a good level of English competency and has no problem with pronunciation.
- Allow use of assistive computer technology.
- Make reasonable accommodations regarding format or content of the examination.
- Give rest breaks.

### Lectures

- Share lecture notes with the student in advance of the lecture.
- Student may need note-taker assistance.
- Select accessible classrooms with accessible furniture.

### Assignments and Course Work

- If the assignment is requiring field work or library search, give extra time.
- Select accessible fields and venues for any activity like discussion groups, observation activities and internship, feedback or supervision sessions.
- Make reasonable accommodations regarding format or content of the assignment or course work.

# Specific Learning Disabilities

This cluster of disabilities is presumed to be neurological in nature, restricting the acquisition, storage, organization, and use of skills and knowledge. These disabilities are observed in individuals with at least average intellectual functioning and they may lead to deficits in the following areas: auditory and visual processing, information processing speed, abstract and general reasoning, memory (long-term, short-term, visual, auditory), spoken and written language skills, reading, decoding, and comprehension skills, mathematical calculation skills and word problems, visual spatial skills, fine and gross motor skills, executive functioning (problem solving and organization) (University of Illinois, n.d.b). Dyslexia, developmental coordination disorder, dyspraxia and dyscalculia are the examples of specific learning disabilities.





## How to Support?

Following accommodations are suggested by Kennedy et al. (2008).

### Examinations

- Give extra time.
- Allow use of a computer.
- If applicable, provide a separate exam room. Be sure that student is able to receive any update about the exam and is able to ask questions as other students can do.
- Use of a calculator can be permitted if applicable.
- Prevent distractions as much as possible.
- If applicable, assign reader or recorder who has a good level of English competency and has no problem with pronunciation.
- Provide alternative print formats.

### Lectures

- Students may record the lectures, if you like you can make a contract with the student indicating that the student will not share the records with a third party. For more information regarding the contract with a student, see Appendix H or contact DSO.
- Student may need note-taker assistance.
- Use printed texts instead of handwritten ones.
- Use clear and concise writing style.
- Do not use patterned backgrounds in power point presentations.
- Use a clear font such as Arial or Comic Sans rather than using fonts such as Times New Roman.
- Do not use too many font styles.
- Use paragraphs, headings and subheadings, bullet points, numbered lists.
- Instead of underline or italics, highlight text by using bold font.
- Do not use red and green ink.
- Use alternative ways of presenting information as well as text — flow charts, diagrams, graphs, etc.
- Audio texts or e-texts can be provided.
- Provide your students with the reading list in advance to facilitate early planning and reading.
- Specify most important books in a reading list and guide students to key points in the readings.
- Make an overview when presenting new topic. Give a summary at the end of each lecture and course; go over the key points, new vocabulary and terminology.

### Assignments and course work

- Provide assistance with proofreading written work.
- Instead of page layout, emphasize organization and ideas when grading assignments.
- Give extra time.

# Visual Impairment and Blindness

According to World Health Organization (2012b), a person may have visual impairments in different levels; she/he may have mild, moderate or severe visual impairment or can be blind. What a person can do with his/her available vision may change from one person to another. Bishop and Rhind (2011, p. 190) categorized the areas that a visually impaired student may have problem in the higher education into four teams. These are: “the student’s attitudes (i.e. self-identity, positive aspects of being visually impaired engagement with support), institutional provision (i.e. campus navigability, central services support, and





school-level support), external support (i.e. travelling to and from campus, external financial support), and others' attitudes (i.e. parental attitudes, staff attitudes)".

More specially, these students may experience difficulties in seeing close or far, seeing in dark or bright light, mobility in the campus, accessing printed or other visual materials, accessing notes written on the slides or on the board, note-taking, understanding lectures in which the emphasis is on visual aids like diagrams, pictures, tables, reading, seeing close or far, seeing in dark or bright light (Kennedy et al., 2008).

### How to Support?

Following accommodations are suggested by Kennedy et al. (2008).

#### Examinations

- Give alternative forms of exams such as large print, reader, recorder, computer, Braille, screen reader, and magnifier.
- If a reader or a recorder is assigned for a visually impaired student's exam, be sure that the person is qualified to do so. That is, assign someone who has a competence on the topic. For example, someone from psychology department may not be able to read math exam.
- Assign reader or recorder who has a good level of English competency and has no problem with pronunciation.
- Provide a separate exam room. Be sure that the student is able to receive any update about the exam and is able to ask questions as other students can do.
- Give extra time.
- For long exams, assign more than one person so that they can take turn while reading or recording.
- Do not exempt the student from questions including diagrams, graphs or figures if you are sure that the student was taught.
- If applicable, and the student is asked to do so, try to find alternative ways of assessing vision based questions, thus, try to assess the same knowledge without diagrams, graphs or figures, or instead of expecting the student to answer via drawing, expect the student to answer verbally.
- If applicable, tactile diagrams, graphs or figures should be prepared for both exams and lectures.

#### Lectures

- Give a prioritized reading list to the student in advance of the term; converting a material in accessible form requires time.
- Provide accessible syllabus and handouts.
- Share with the student course notes and PowerPoint slides in advance of the course in accessible form.
- While lecturing, describe pictures, diagrams, graphs or figures.
- While lecturing do not infer the topic such as "that is interacting with this" rather say "age is interacting with depression scores"
- Verbalize whatever you write-down on the board, unless you have shared the course notes with the student beforehand.
- Make sure that the student gets deadlines, or changes to classroom.
- If the student raise his/her hand, to give the turn to the student, tell his/her name, or if you want to ask the student about something in a group, again tell the student's name first.
- The student may require more time to complete classroom tasks, give extra time or provide assistance during the lecture or decrease the work load for the student.
- Students may record the lectures. Instructor can make an agreement with the student indicating that the student will not share the records with a third party. To obtain more information regarding the tape recording agreement with a student, see the Appendix H or contact the DSO.
- Student may need note-taker assistance.

#### Assignments and course work

- As reading and converting materials into accessible form requires extra time, give extra time to students with visual impairments to complete the assignments.





- Student may need assistance for library search.  
Student may need assistance in formatting the homework. Do not take credit because of formatting.
- While giving feedback, use accessible ways, such as giving feedback on electronic form of an assignment rather than on the printed form.

## Other Disabling Conditions

Chronic health problems such as cancer, diabetes and psychiatric conditions such as schizophrenia and bipolar disorder may have disabling impacts on students' academic life. For supporting students who have chronic health problems and psychiatric conditions review inclusive teaching and assessment methods and consult ODTÜ Disability Support Office.

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APPENDIX A

ODTÜ Disability Support Office  
Application for Services

Demographic Information

Name: \_\_\_\_\_ Student ID Number \_\_\_\_\_

Department: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Classification:  Prep  Freshman  Sophomore  Junior  Senior  Graduate

E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

Emergency Contact Name & Phone:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Type of Disability (Check all you are submitting for documentation):

- Asperger's/High Functioning Autism
- Blind/Low vision
- Learning Disability
- Emotional/Psychological
- Speech/Language Impairment
- Deaf/Hard of Hearing
- Attention Deficit Disorder/ADHD
- Mobility/Physical
- Health Impairment
- Acquired Brain Injury
- Other \_\_\_\_\_ Please specify: \_\_\_\_\_

State how your condition limits you in a learning environment: \_\_\_\_\_

If you are eligible, what accommodations are you requesting?

- Extended time on tests (\_\_\_%)
- Distraction-reduced test environment
- Large-print materials
- Note-taker
- Housing/dormitory accommodation
- Test in alternative format
- Assistive technology (computer)
- Braille materials
- Course partner
- Scribe for exams
- Taped lecture
- Preferential seating
- Oral testing
- Classroom change
- Other \_\_\_\_\_
- Not Sure

Semester needed:  Fall  Spring  Summer

Academic Year: \_\_\_\_\_

Please share any other information you feel is relevant that should be considered by the Disability Support Office when determining your support requirements on the space provided below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I certify that the information provided on this form is accurate to the best of my knowledge. I understand that I will need to provide disability documentation to support the need for my requested accommodations. I understand that reasonable accommodations are determined after a thorough review of the documentation and an interactive assessment between the disability services specialist and me.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*The Letter for Academic Accommodation (LAA) is prepared for each student in need of reasonable accommodations in academic area (courses, exams and assignments). DSO prepares LAA on the accommodations that the student needs in courses, exams and assignments by considering both student’s disability and personal qualifications.*

### **Who is eligible to receive LAA?**

*Any student who can provide an official documentation of his/her disability may apply to DSO to receive LAA in the first two weeks of each academic term.*

### **How LAA is prepared?**

*DSO staff reviews the student’s documentation. If it is determined that the student is eligible for services, an academic interview will be conducted with the student. During the interview, answers to the following questions are discussed:*

- *For which academic circumstances are reasonable accommodations needed?*
- *What kind of reasonable accommodations will be provided?*
- *Why will those reasonable accommodations be provided?*
- *When will reasonable accommodations be provided?*
- *How will the accommodations be provided?*
- *Who will be in charge of providing the accommodations?*

*Based on the interview conducted with the student, DSO prepares a letter comprising accepted reasonable accommodations.*

### **Which procedures should be followed after LAA has been prepared?**

*LAA is prepared as three copies, on behalf of the student, faculty and the DSO. Student is responsible for conveying one copy back to the DSO which was signed by both the student and the faculty; otherwise, the LAA would be regarded as invalid. LAA should be submitted to the faculty as soon as possible, so that students are advised to set an appointment from the faculty.*

### **How long and under which circumstances is LAA valid?**

*For an LAA to be valid, it should be obtained for each term and for each course.*

### **Can LAA be updated?**

*Throughout the academic term, if a need arises, depending on the interview carried out with the student and the faculty, LAA can be updated.*

TO: \_\_\_\_\_

(Instructor's Name)

FROM: \_\_\_\_\_

(Name), Director, ODTÜ Disability Support Office

DATE: \_\_ / \_\_ / \_\_

Accommodation(s) for

Student Name \_\_\_\_\_

Student's ID Number \_\_\_\_\_

Course & Section : \_\_\_\_\_

The above-named student is enrolled in your course. The Disability Support Office (DSO) has thoroughly reviewed this student's documentation and is recommending the following accommodations as necessary to maximize the student's participation and success in your class.

**Testing Accommodations**

- Extended Time ( \_\_% )
- Separate Location
- Oral Testing
- Assistive Technology (computer)
- Scribe/Reader
- Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Classroom Accommodations**

- Taped Lecture
- Peer Note-taker
- Extended time for in-class assignments( \_\_% )
- Assistive Listening Equipment
- Enlarged class material prior to the start of class (electronic format)
- Reserved front row seating
- Other: \_\_\_\_\_

If you have any questions or would like assistance with this process, please feel free to contact ODTÜ DSO at (7195/7196) or email to engelsiz@metu.edu.tr.

The implementation of academic accommodations is a shared responsibility between the student, the faculty and DSO. Thank you for assisting us in providing equal access and opportunity for all students.

Signature of DSO Director \_\_\_\_\_

Date \_\_ / \_\_ / \_\_

Signature of Student \_\_\_\_\_

Date \_\_ / \_\_ / \_\_

I acknowledge that I have discussed the above accommodations with the disability support office staff member/director and I give him/her permission to share this accommodation letter with my instructor.

Signature of Faculty Member \_\_\_\_\_

Date \_\_ / \_\_ / \_\_

Please sign and return the original copy of this letter to the Disability Support Office. Students and instructors may make copies of this letter.

Source: www.ccri.edu/dss/word-docs/

*First of all, we would like to thank you for proving your support as note-taker. You are enrolling in the same course with a student needing note-taker service due to his/her disability condition. Throughout your note-taker service, you will be assigned as student assistant at ODTÜ Disability Support Office; you will be insured and paid depending on your working hours with the student.*

*You are expected to read your responsibilities in this agreement, fill out and sign related fields.*

### Course Information

*Academic Year:*

*Semester (Please mark only one of options):*  Spring  Fall  Summer

*Course and Section:*

*Course Schedule:*

*Faculty Member's Name:*

### Responsibilities of Note-Taker

- *Attending lectures regularly and taking notes.*
- *Copying notes for the student that you will assist.*
- *Conveying notes to the student at the agreed date, hour, place and format (hand writing, hard copy or electronic copy)*
- *Respecting privacy of student that you will assist and not sharing information regarding identity and disability condition of the student.*
- *Informing the student and Disability Support Office urgently, in the case of missing a lecture due to health and personal problems,*
- *Inform Disability Support Office and student that you are assisting urgently, in the case of any changes regarding contact information.*

*I read and understand my responsibilities stated above. As a note-taker, I guarantee that I will fulfill my responsibilities. I accept that note-taker services will be suspended if I do not fulfill my own responsibilities.*

*Note-Taker's Name* \_\_\_\_\_

*E-mail:* \_\_\_\_\_

*Phone:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Date:* \_\_ / \_\_ / \_\_

*Your request regarding receiving note-taker service is approved by ODTÜ Disability Support Office since you have difficulties in note taking due to your disability*

*You are expected to read your responsibilities in this agreement, fill out and sign related fields.*

### Course Information

Academic Year:

Semester (Please mark only one of options):  Spring  Fall  Summer

Course and Section:

Course Schedule:

Faculty Member's Name:

### Responsibilities of the Student Receiving Note-Taker Service

- Meeting with the note-taker at the agreed date, place and time in order to obtain notes.
- Keeping the notes for your own and not sharing them with any other persons.
- Maintaining a professional relationship with the note-taker on the basis of respect
- Informing the note-taker urgently, in the case of changes in your contact information and in note taking process
- Not requesting the lecture notes in case of unexcused absence.

*I read and understand my responsibilities stated above. I agree that note-taker service will be suspended if I do not fulfill my own responsibilities.*

Student Name \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_

First of all, we would like to thank you for presenting your support as a course partner. During your work as a course partner, you will be assigned as a student assistant at ODTÜ Disability Support Office; you will be insured and paid depending on the hours you worked with the student.

You are expected to read your responsibilities in this agreement, fill out and sign the related fields.

### Course Information

Academic Year:

Semester (Please mark only one of options):  Spring  Fall  Summer

Course and Section:

Course Schedule:

Faculty Member's Name:

### Responsibilities of Course Partner

- Meeting with the student that you will assist at the agreed date, place and time.
- Making preliminary preparation about the topic that you will study, presenting current and true information to the student.
- Being faithful to agreed study hours.
- Respecting privacy of the student that you will assist and keeping any kind of information secret regarding student's identity and disability conditions
- Informing student and Disability Support Office any changes in working hours due to health or other type of problems
- Informing Disability Support Office about the study dates and hours on a weekly basis.
- Informing Disability Support Office and student that you are assisting, urgently, in the case of any changes in your contact information.

I read and understand my responsibilities stated above. As a course partner, I guarantee that I will fulfill my responsibilities. I accept that course partnership services will be suspended if I do not fulfill my own responsibilities

Course Partner's Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_



## APPENDIX G

# ODTÜ Disability Support Office Course Partner Agreement (Student Form)

*Your request regarding receiving course partnership service is approved by ODTÜ Disability Support Office since you have difficulties in extracurricular academic study.*

*You are expected to read your responsibilities in this agreement; fill out and sign related fields.*

### Course Information

Academic Year:

Semester (Please mark only one of options):  Spring  Fall  Summer

Course and Section:

Course Schedule:

Faculty Member's Name:

### Responsibilities of the Student Receiving Course Partnership Services

- Meeting with the course partner at the agreed date, place and time.
- Maintaining a professional relationship with course partner on the basis of respect
- Informing Disability Support Office about study dates and hours on a weekly basis.
- Informing course partner urgently in the case of any changes regarding contact information and any problems related to partnership process,

*I read and understand my responsibilities stated above. I agree that course partnership services will be suspended if I do not fulfill my own responsibilities.*

Student Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_





## APPENDIX H

# ODTÜ Disability Support Office Tape Recording Agreement

Instructor: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Course and Section: \_\_\_\_\_

Term: \_\_\_\_\_

- Students with disabilities who are unable to take or read notes have the right to tape record class lectures for their **personal study only**.
- The tapes are to be used only by the student signing this form and only for individual study for this class. Lectures taped for this purpose may **NOT** be shared with other people without the consent of the lecturer.
- Tape-recorded lectures may not be used in any way against the faculty member, other professors, or students whose classroom comments are taped as a part of the class activity.
- Information contained in the tape-recorded lecture may not be published or quoted without the express consent of the lecturer and without proper identity and credit to the lecturer.

### STUDENT PLEDGE

I have read and understand the above agreement on tape-recorded lectures and I pledge to abide by the above policy with regard to any lectures I tape while enrolled in this class.

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_

Instructor Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_

Source: Hill, J. (2000). *The Policy Book: Guidance for disability support providers*. Horsham, PA: LRP Publications.







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