

# teaching students who have disABILITIES

## Resource and Guidebook



Developed by the Advisory Committee on Campus and Program Accessibility by the Disabled

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*Permission is given to copy all or part provided that full acknowledgment is given.*

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### **Copies are available in alternate format:**

Special Needs Unit  
Counselling Centre  
Brock University  
500 Glenridge Ave.  
St. Catharines, Ontario  
L2S 3A1  
Telephone: (905) 688-5550 Ext. 3242  
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## Dear Faculty Member:

As a University we are committed to working toward the goal of creating an accessible and welcoming environment for students who have disabilities. Although a great deal has already been done, further efforts are being made to improve the physical accessibility of the campus; a priority list of existing, inaccessible structures is being developed for action. Accessibility also means program access and, on an ongoing basis, the University endeavours to make the learning environment a rewarding and enriching one for students with various disabilities.

In providing accommodations for students with disabilities, Brock University is guided by the Canadian Charter of Rights and Freedoms, as well as Brock's own commitment to equity outlined in its Mission Statement.

According to the Canadian Charter of Rights and Freedoms (1981): ***Every individual is equal before and under the law and has the right of the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. (Section 15)***

According to Brock's Mission Statement (1993):

It is the mission of Brock University

- to provide, through the conduct of the faculty, students and staff, and through its policies and administration, an atmosphere free from sexism, racism and all other forms of stereotyping, harassment, and discrimination.
- to increase the number of people from visible minority groups, Canadian Native Peoples and those with disabilities, in both academic and non-academic positions.

This guidebook sums up many of the instructional strategies and accommodations for students who have disabilities which are already being implemented by professors and instructors. The Special Needs Unit and the Advisory Committee on Campus and Program Accessibility by the Disabled has compiled them as a reference so that the common body of information in this area can be shared and advanced.

This document is called a guidebook since it is recognized that each situation is unique, just as each person with a disability is an individual with his/her own requirements. Thus, any adaptations must be tailored to the individual and the specific situation.

We appreciate your cooperation and advice in the provision of these support services. Thank you for your commitment to excellence in promoting the achievement of academic goals.

Terry White, President: Brock University

David Jordan, Dean: Student Affairs

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## Introduction

Effective communication is often the key to a successful experience in the university environment. Faculty members are in constant communication with students and fulfill a vital role in shaping their post-secondary experience.

This handbook has been written as a practical guide to assist faculty members and instructional staff in providing the accommodations that enable students who have disabilities at Brock University to meet and maintain the academic standards of their program. Often, of course, these accommodations benefit not just students with a disability, but all students.

While the style of this publication is direct, it is intended as a guidebook since the instructional strategies and accommodations suggested are subject to the test of application. The most effective approach depends on the particular context and the individuals involved. Often the person who is the most expert about his or her needs is the person with a disability.

The accommodations and services available to assist students with their academic program are outlined in the [Part I](#) of the guide. These include accommodations related to instruction, evaluation and laboratory experiences. [Part II](#) covers several major categories of disabilities. For individuals with multiple disabilities, several categories may apply. The sections have been organized, with a few exceptions, to cover definition, instructional strategies, communications strategies, assignment accommodations, and examination accommodations. Special notes are also provided in some instances. [Part III](#) discusses other University and community resource information.

Thanks for reviewing this publication goes to staff at the Counselling Centre and Special Needs Unit and to members of the Advisory Committee on Campus and Program Accessibility by the Disabled. Other resources consulted in the development of this handbook include faculty resource guides from the University of Waterloo, York University, Wilfrid Laurier University, The City University of New York, and Learning Diversity: Accommodations in Colleges and Universities for Students with Mental Illness ([Frado, 1993](#)).

Peggy Hutchison, Leila Lustig, Trish Muchynski

Editors, teaching students who have disABILITIES

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# Part I: Accommodations

## What is Meant by Accommodations?

Instructors are faced with the challenge of fulfilling their teaching responsibilities toward all of their students, including students with disabilities. Students with disabilities expect to meet the same standards in pursuing their academic program. They are Brock students because of their abilities, not their disabilities.

Accommodations are alterations made in the way information is presented, in the deadlines students have to complete requirements, or in the manner in which their knowledge of course material is examined. Accommodations are recommended to enable students with disabilities to demonstrate their knowledge, without the interference of their disability, to the extent that this is possible.

Accommodations are meant to create a fair academic setting for students with disabilities, not to provide advantages for the students who use them. For students with disabilities, when compared to the others in their classes, fair does not always mean equal, and they need accommodations to be able to learn and to demonstrate their knowledge. Thus, accommodations to remove barriers of communication and to facilitate academic participation can make a difference in the student's ability to fulfill course requirements.

## Instructional Accommodation Suggestions

There are many things you can do within the classroom that will benefit the majority of your students, including students who have disabilities. The accommodations recommended for a student are not meant to alter fundamental course or departmental structure or requirements. Faculty members should, however, ask themselves the following questions regarding program, course, and instruction to determine what accommodations are needed for each individual student ( [Scott, 1990](#)).

1. What academic skills must be demonstrated?
2. What specific knowledge, principles or concepts must be mastered?
3. What skills will be needed in the field after graduation?
4. What methods of instruction are non-negotiable? Why?
5. What alternate methods of instruction could be used to present essential program or course components which involve different perceptual or cognitive abilities?
6. In what ways might auxiliary aids (tape recorders, word processors, microphones, calculators, etc.) be used during instruction?

Some general guidelines to consider are:

- treat the student as you would any other student, recognizing the need for adjustments in classroom practices (e.g., verbalizing overhead information for visually impaired students).
- when possible, talk to students about their needs, what they think might be difficult for them, and adaptations that have worked for them in the past.
- use a multi-modal approach to teaching. Everyone has a modality of information processing that is best for them. Combine lecturing with visual reinforcements, demonstrations, concrete examples or personal anecdotes. Be sure to explain overheads or diagrams used.
- make sure that course outlines clearly state all expectations, including assignments, due dates, readings, and the breakdown for grading. It can be crucial for some students to have access to outlines before registration so that they can make a more realistic judgment about their courses and course load. Since some students need several months' advance notice to order texts and readings on tape, please be sure that you do not change editions or required readings at the last minute.
- give students hand-outs or copies of overheads before lecture, so they will have time to process the information.

- avoid unnecessary movement during lectures, especially if you have students who are easily distracted, are taping your lecture or are lip-reading. If you talk while you are writing on the board, make sure that you restate this information once you turn around.
- when possible, reinforce main ideas. Give cues to the student that this information is important. Review key concepts frequently to ensure that they are understood.

## Evaluation Accommodation Suggestions

The critical factor in providing reasonable evaluation accommodations is determining the essential evaluation components of a course and the extent to which modifications are appropriate for a student with a disability. To determine this, the following questions may be asked.

1. What methods of assessing performance are absolutely necessary? Why?
2. What alternate methods of evaluation could be considered for assessing essential outcome variables?
3. Can the student meet all essential requirements of the course/program in spite of his or her learning disability, when given accommodation ([Scott, 1990](#))?

Some general guidelines to consider are:

- maintain the same course standards or requirements for all students, but be flexible in determining how those standards are demonstrated; for example, consider alternate assignments as a substitute for course requirements where necessary and tailor requirements to individual abilities.
- ensure that critical information about course requirements, deadlines, scheduling and tests is conveyed in an accessible format i.e., written, oral (cassette), computer disc.

Examination and test accommodations are determined on an individual basis. Accommodations do not provide an advantage for the student; rather, they help the student compensate for the effects of his/her disability so that examinations and tests are equitable for all students. Special Needs staff evaluate each student's needs and make recommendations regarding test/examination accommodations. These accommodations are then presented to the students' professors in the letters of introduction that are either sent at the beginning of the semester or brought in person by upper year students. Accommodations may be provided by the faculty member, where possible, or by the Special Needs Unit. Students must notify the Special Needs Unit if they have an upcoming test or examination for which they will be requesting accommodations through that office. Faculty members are also free to make their own accommodations for students, as they see fit.

The most commonly-used examination accommodation is extra time. Students may receive extra time if it takes them longer to read, write or process the test material. Some students with medical or physical problems may need the extra time to take breaks.

Other frequently-used examination accommodations include the use of a word processor for students who have difficulty with spelling, organizing their ideas in writing, or the physical process of writing. Students with visual or physical impairments or severe learning disabilities may need a reader or scribe to assist them in completing the test questions. It is important to note that the reader or scribe does not assist the student other than by reading the questions aloud or copying down what the student dictates to them. Some students may also require writing tests in isolation, if they are easily distracted or need to be able to move around or take frequent breaks.

Depending on their individual needs, students may benefit from alternate examination formats or may need other unique accommodations such as test on tape or disc.

It is helpful for students writing at the Special Needs Unit to have the opportunity to clarify a question or ask questions of either faculty members or TAs while they are writing, if this can be arranged.

## Laboratory Accommodation Suggestions

Since laboratory situations can be particularly challenging for a student with a disability, some accommodations are identified here ([The American Association for the Advancement of Science, n.d.](#)).

- Label equipment, instruments and chemicals in large print or Braille for the visually impaired.
- Assign the person with a disability a lab partner or buddy.
- Arrange for an orientation to the lab layout in advance of the session, particularly for visually impaired students.
- Ensure that your face is visible to the hard-of-hearing or deaf student when you're giving explanations or demonstrations; consider use of a mirror if directly facing a student is difficult in this situation.
- Providing accessible lab and computer equipment may require an adjustment of table heights.
- The student may require specially-adapted equipment. Consult the Special Needs Unit regarding such a requirement.
- Provide lab manuals and other materials in advance in print, audio-tape, or manual form as required by the student.
- Accompany demonstrations by detailed descriptions.

## Identification of a Disability

Students are urged to self-identify their disabilities for services and program accommodations prior to beginning studies. The next section will highlight the different disabilities. It is the responsibility of students with disabilities who require accommodations to make initial contact with the Special Needs Unit. It would also be helpful, however, for faculty members to make an announcement to this effect at the beginning of the class and to advise students to contact the Special Needs Unit.

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# Part II: Guidelines for Working with Students With Specific Disabilities

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## Understanding Disabilities

### Definition of Disability

A disability is not necessarily the presence of an impairment or condition that interferes with or disturbs the normal structure and function of the body. A disability exists when the condition permanently or temporarily affects a person's ability to perform normal daily activities.

The preceding distinction, made by the [World Health Organization \(1988\)](#), was the basis for following definition:

Persons with disabilities are persons who:

- a) have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment which may be permanent or temporary in nature; AND
- b) experience functional restrictions or limitations of their ability to perform the range of life's activities; AND
- c) may experience attitudinal and/or environmental barriers which hamper their full and self-directed participation.

At Brock University, a student with special needs is any student who is academically inconvenienced because of a physical, medical, mental-health, or learning disability.

### Categories of Disabilities

There is no one universally accepted approach to describing the categories of disabilities. Those used in this section cover the major categories which are likely to occur among the university student population. Within each category of disability, there are differences between individuals in the type of disability, its degree and its impact. A person may have more than one disability, so more than one section's strategies may apply.

## Learning Disabilities

Learning disabilities are presented first in this section, for good reason. Estimates are that 10 percent of our university population may experience some form of learning disability. It is an invisible and individualized disability, which may be difficult for both the student and faculty member to understand. Often students feel as if others see them using their disability as an excuse for doing things differently ([MacIntyre et al., 1980](#)).

### Definition

A learning disability is a group of disorders which lead to the ineffective processing of information and which are manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. The disorder is intrinsic to the individual and results in a significant discrepancy between academic achievement and potential, with deficits in at least one of the following areas: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating information); expressive language (speaking, writing, spelling); or mathematical computations ([Hammill, et al., 1987](#); [Learning Disability Association of Canada](#),



[1981](#)).

Even though a learning disability may occur together with other handicapping conditions (sensory impairments, physical or medical problems, mental-health disabilities), or environmental influences (cultural differences, economic disadvantage, insufficient instruction), it is not the direct result of these conditions and influences ([Learning Disability Association of Canada, 1981](#)).

All learning disabilities and the impact they have on a student's academic performance and learning are individual. Using information from assessment with a battery of psychological and educational tests, it is possible to determine a student's areas of strength and weakness, his/her learning style and the impact of the learning disability. This information is used to determine the needs of the student and what types of accommodations are required. Students are often the best expert on what types of strategies and accommodations work for them.

### **Instructional Strategies**

- Provide a course outline and reading list in advance to assist those students who require more time for organizing their work or who need to make arrangements for accommodations such as taping a text. This also helps students make a more realistic estimate of what difficulties they may face throughout the course. Make sure that all expectations and due dates are clearly stated.
- Present information using a variety of methods such as lecture, hand-outs, overheads, demonstrations and discussion. When possible, provide concrete examples or personal anecdotes to present ideas and theories. Material should be presented using all modalities as much as possible, since many students with learning disabilities are visual, auditory or "hands-on" learners and have difficulty learning information that is presented in another modality.
- Some students benefit from receiving a general overview of the material/theory being presented. Other students need information to be organized in a sequential manner to ease their comprehension. Discuss with the student how she or he learns best.
- Recognize that some students may need to tape-record lectures or may require the services of a note-taker due to writing or language- processing problems.
- Review key concepts periodically to ensure that they are understood.
- Highlight important information by telling students that it is important or that it is a major point.
- Understand that students with learning disabilities have to process information their own way and that they may have unconventional methods of learning. Allow students to use the methods that work best for them.
- Minimize room distractions.
- When possible, allow students some extra time to process questions in a discussion. They may know the information but need extra time to retrieve it.

### **Assignment Accommodations**

- Consider accommodations for assignments (extended deadlines for completion, alternative assignments such as oral or taped presentations rather than a written assignment). Some students, due to language-retrieval problems or problems with memory, may have difficulty with oral class presentations; consider alternate assignments such as taped or written assignments. Requirements of an assignment should be given in writing as well as orally to ensure that students know what is expected.
- Recognize that proofreaders, if used, are simply assisting the student in producing a more readable, satisfactory copy, not in completing the assignment.
- When possible, give advance warning of assignments so that the students can budget their time appropriately. If possible, remind students of upcoming assignment deadlines.

### **Examination Accommodations**

- Allow extended time to accommodate for the student's decreased speed of information processing,

language retrieval, thought organization or reading comprehension. Extra time can improve the results of students with disabilities.

- Try to use the same vocabulary or phrases as used in class, to help the student retrieve information. Avoid using double negatives and complex sentences.
- Consider the construction of test items in written examinations (e.g., could an essay examination be substituted for a multiple-choice examination if this would accommodate the student?).
- Computer-scored answer sheets (Scantron) are extremely difficult for many students who have learning disabilities to complete correctly, due to visual-perceptual or visual-motor integration problems. Consider allowing the student to circle the correct answers directly on the examination paper and having it hand-scored. If this is not possible, enlarged computer score sheets may benefit students with poor eye-hand co-ordination. Computer sheets with numbered answer choices, rather than alphabetical choices, may benefit students with visual-perceptual difficulties, as they eliminate the possibility of (e.g. b/d) letter reversals.
- Students may need to use a word processor with spelling- and grammar-check features to complete examinations.
- It is beneficial for students to have the opportunity to ask questions during tests/examinations regarding the interpretation of test questions. Due to information or language-processing difficulties, the student's perception of what is being asked may not be correct.
- Some students may benefit from frequent tests or examinations rather than a major test at the end of term.

## **Mental Health, Psychiatric and Psychological Disabilities**

Because mental illness often develops between the ages of 18 and 25 ([Unger, 1992](#)), university students are at a particularly vulnerable time in their lives. The impact of mental illness often means that educational plans are interrupted and disrupted; students may have to withdraw from a term at the onset of the illness, or take a reduced course load; course work may be interrupted. Because of the cyclic nature of many mental illnesses, these students may function very well for months or years and then suddenly run into difficulty. Medications used for treatment can also reduce concentration, blur vision and induce physical problems like dry mouth, nausea, tremors and insomnia; all of these have a negative effect on the speed of learning.

Some of the students within this "disability" grouping have a history of mental illness, which could include such illnesses as depression, schizophrenia, etc. They may have been hospitalized, may be receiving medication and psychotherapy. Others, because of the age of many of our students, may have recently experienced or be experiencing their first episode of a mental illness.

Other students may be experiencing on-going psychological distress for which they are seeking treatment (often psychotherapy), but which is of a shorter duration than for those students previously described. Short-term accommodations (typically for one term or one year), such as isolation when writing examinations or increased flexibility about assignment deadlines, may be extremely useful to these students as they complete a specific course of treatment in which they learn new skills for managing their feelings and/or behaviour. It is assumed that once treatment is completed, accommodations will no longer be necessary. Professional documentation and student participation in treatment are required in order for accommodations to be granted; accommodations are negotiated only for a short period of time and then renegotiated with student and mental-health-care professional involvement.

A third group of students may experience an emotionally distressing situation which has an impact on their academic performance; for example, the death of a parent, a sexual assault or serious difficulty adjusting to university, which will create disruption for the student's academic functioning. This is short-term and situational; i.e., in response to an external situation. Faculty members often make accommodations for this group of students on compassionate grounds in response to the student's request (for example, when an assignment is not ready).

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# Part III: Resources

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## Brock Resources

### Counselling Centre

Hours: 8:30 a.m. to noon, 1:00 p.m. to 4:30 p.m.

### The Special Needs Unit

The Special Needs Unit was established in 1990 to provide services to students who are academically inconvenienced by physical, medical, mental-health or learning disabilities. The Unit promotes equal accessibility (physical, program, attitudinal). The main focus of the Special Needs Unit is to **ease** the accessibility of a university education for students with disabilities. It does this by providing the following services:

#### **E=Environment**

It works together with others in the Brock community to develop an equitable and accessible environment so that students with disabilities are fully included in the learning and living process on campus.

#### **A=Advocacy**

It helps students learn to advocate for themselves and, when needed, it advocates for accommodations for individual students.

#### **S=Services for Students**

It recommends accommodations for students. It also provides test and exam accommodations, note-takers, technical assistance, individual and group assistance in developing compensatory learning strategies, and self-advocacy skills.

#### **E=Education & Awareness**

It provides education and consultation to faculty and staff members and students regarding disabilities and accommodations. It believes that education and awareness are the keys to creating an accessible climate within Brock.

### ***Procedures for Accessing Services through Special Needs***

1. The student must initiate contact with the Special Needs Unit . Faculty members should encourage students to make an appointment for an intake interview.
2. Students will be required to bring in professional documentation of their disability in order for accommodations to be established. If students do not have documentation of their disability or a disability is only suspected, they will be referred to the proper sources for documentation.
3. During the intake interview, the needs of the student are discussed and documentation reviewed (if available). Once the needs are documented, recommendations will be made for accommodations. These are discussed with the student. Student responsibilities are also discussed. Students are asked to sign a general release of information so that Special Needs may contact faculty members as needed.
4. After recommendations for accommodation are made, students are instructed to discuss their needs and the recommendations for accommodations with their professors. Letters of introduction outlining the recommended accommodations are sent to professors for first year students; upper year students may bring a letter when meeting with the faculty member at the start of the term.
5. Faculty members should contact the Special Needs Unit immediately if they do not approve of the

accommodations or have questions.

6. Students are encouraged to negotiate accommodations directly with their professors. Faculty members may provide accommodations to their students; however, since some students require adaptive equipment, it is recognized that faculty members will not be able to accommodate all students' needs. The Special Needs Unit will provide assistance where possible. Students are required to give the Special Needs Unit written notification five days in advance if they plan to write a test within the Special Needs Unit. They should inform faculty members that they will be writing with Special Needs. Faculty members should send a copy of the test to Special Needs. Students need to inform Special Needs two weeks before the end of classes if they will be writing examinations regularly scheduled through the Registrar, with Special Needs. Exams will be obtained through the Registrar's Office, except in emergency situations.
7. A student's accommodations are reviewed at the Special Needs Unit, with the student, at least once a year.

### **Technical Services**

The Special Needs Unit has a resource centre with a limited amount of equipment. Most equipment has been moved to the library, to make it more accessible. Students can arrange with their case manager to have access to library equipment, which is stored in locked study carrels. This equipment includes the Kurzweil heading machine, VISTA and VERT computer software, Vantage CCD reader, Macintosh computer and IBM compatible computer. Technical assistance and training is available by appointment, through the Special Needs Unit. Tape recorders and FM Transmitter/Receivers are also available through the Special Needs Unit.

### **Learning Skills Services**

The Learning Skills staff can help students find the learning strategies they need to demonstrate their true potential when faced with academic challenges. Workshops are offered at a nominal cost to address student needs in study skills, essay writing and relaxation techniques. In addition, Learning Skills consultants are available on a very limited basis for individual appointments to address students' specific learning needs. Schmon Tower, 409, extension 3242

### **Personal Counselling Unit**

The professional staff of the Personal Counselling Unit offer confidential, free, individual and group services for students who are experiencing personal/social difficulties while studying at Brock. Schmon Tower, 411, extension 3240

### **Career Services**

In Career Services, our goal is to assist students in developing realistic career plans based on choice and planning. This is done with a focus on individual needs and aspirations. We hire students to staff our Resource Area and they are available to respond to the career exploration and job search issues of students and graduates. Students with disABILITIES are able to access all the services offered through the Career Services Unit of the Counselling Centre.

This year, we have hired two "Special Needs Career Assistants" to develop career and employment resources specific to students with disabilities. In addition, they will maintain a Rights and Issues section of the Resource Library, research (on an ongoing basis) the career exploration and job search needs of special needs students, identify resources to be produced in alternate formats, and train other Career Assistants in the area of special needs. Schmon Tower, 411, extension 3240

## Health Services

Students are encouraged to not wait until they are sick or have an emergency to discover Health Services. A team of nurses and physicians provide medical/emergency care and treatment, as well as health education and counselling. They help students cope with sore throats, weight concerns or stress; round out their education with information about contraception or sexually-transmitted diseases; provide referrals; and give allergy and/or immunization injections. If the student requires information about medical concerns or issues, Health Services is an excellent resource. Students may contact them with any questions.

The visits are strictly confidential. A health fee is charged to all full-time students at the time of registration. A student is considered full-time if he or she is registered for a minimum of 3.0 credits. However, if students are assessed by the Special Needs Unit and are considered working to their full capacity while taking less than 3.0 credits, then they are eligible to pay the health fee. Any student considering this option must contact the Special Needs Unit at the beginning of the Fall semester.

The health fee entitles the student to use the facilities of Health Services (appointments, etc.) and to a special (8-month) student accident-insurance plan to help cover prescription medication (\$25- deductible) and accident expenses. OHIP coverage is required for all physician visits.  
Thistle East Corridor Room 261, extension 3243

## Library

It is the policy of Brock University to provide equal access to library information for all students who request it, and thereby help students to become as self-sufficient as possible. Students with special needs should not hesitate to ask any Library staff member for assistance. Doug Suarez, Reference Librarian, is responsible for coordinating library special needs services. He can be reached in his office in the Reference Department in the Library, or by phone at Ext. 4083. Pat Wilson, Reference Librarian is the backup librarian; she can be reached in her office in the Reference Department, or by phone at Ext. 3234.

It must be stressed that the library assists students with library material requests, or related requests for study workspace. Specifically, the following services are provided: **Accessibility**

Students with mobility problems can freely access the library through the Main Library entrance by pushing a clearly marked automatic door button.

- Desk height service counters are provided at the Circulation Desk, Reserve Desk, and Reference Desk to allow wheelchair patrons easy access to library staff at those areas.
- Catalogue access is provided through a special height-adjustable workstation desk and a SearchMe catalogue terminal that has voice- over (via headphones, available from the Coordinator) and print enlarging capabilities (via a mouse) to assist persons with visual special needs.
- Access to the GEAC library online catalogue is possible if a student has his/her own personal computer. Such remote/off-site access is easy, provided the student has a modem, by phoning Computing and Communications Services at ext. 3497 to arrange the proper computer settings. GEAC can also be accessed via the university Gopher Internet service either from a student's personal computer or via a specially-designated Gopher PC located in the Library. Students must have a university Gopher account number to access the Gopher, but this can be arranged by phoning Communications Services as well.

Students with Gopher accessibility can also tap into other library catalogues and other worldwide Internet information sources.

- Emergency phones, at wheelchair height, are available on all upper floors of the library.
- The Library elevator services all library floors and can easily accommodate wheelchair access.
- Library staff will assist students in retrieving materials from the book stacks, as time permits; please inquire at the Circulation Desk for further information. In addition, special arrangements can be made for those students who require them (e.g., extended book loans, telephone renewals, etc.), but these

- are best arranged for individual students through the Coordinator, Doug Suarez, as required.
- Library tours can be arranged for individual special needs students as can individual one-on-one assistance as required. Please contact the Coordinator or any Reference Librarian.
  - Guide dogs are allowed in the library.
  - A wheelchair accessible washroom is available on the 5th floor of the library.

### ***Print Sources on Tape***

Students who require course books on cassette tape can request this service through the Coordinator, Doug Suarez. These requests must be done as SOON AS POSSIBLE to allow the outside agencies that supply these tapes adequate processing time to fill requests. Not all requests can be satisfied.

In some cases, articles or parts of texts can be transcribed to tape if enough time is allowed for this process and the materials can be supplied by the student.

(N.B. tapes are produced in 4 track format; it is therefore necessary for the student to have access to a 4 track tape player in order to listen to the tapes. The library has access to one such player and can lend it out to individual students).

### ***CD-ROM Searches***

Students can arrange for individual assistance on any of the CD ROM data bases that the library provides for journal article searching. There is no charge for this service. Please contact the Coordinator, or any Reference Librarian for further information.

### ***Study Carrels***

A limited number of closed study carrels have been set aside to accommodate students with special needs. A student requesting a carrel should consult the Special Needs Unit. There is a small charge for this service.

The library also provides three height-adjustable workstations, adjacent to the Documents Collection on the main floor of the library. These have signs posted to indicate that they are reserved for students with special needs. There are also lockers available in this area for students with special needs. Please contact Doug Suarez, Coordinator, for more information.

### ***Photocopying***

Photocopy Service staff will assist special needs students, as time permits, who have difficulty operating the Library photocopy machines. Please inquire either at the Photocopy Service department on the 5th floor of the Library, or inquire at the Circulation Desk on the main floor.

Students with visual difficulties can arrange to have Reading Reserve materials or other articles photocopied in enlarged format, if necessary. Charges are based on the vendor card rate of 8 cents per copy. Students can arrange for this service through the Coordinator, or by contacting the Photocopy Service, 5th floor of the Library.

### ***Equipment***

The Library has a four track cassette tape machine, two regular two track cassette machines, a talking calculator, and a Visualtek magnifier that are housed in room 601. Please contact the Coordinator for assistance.

Magnifying glasses and a set of headphones for the Special Needs SearchMe workstation are housed in the Coordinator's office in the Reference Department. Please inquire at the Reference Desk for further assistance.

Doug Suarez, M.A., M.L.S.  
Reference Librarian Sociology/Economics/Business

Brock University  
St. Catharines, ON, CANADA, L2S 3A1  
tel (905)-688-5550 ext. 4083  
FAX (905)-988-5490

## **The Internet**

Faculty members are encouraged to use the computer for communications with students with disabilities, where it makes sense. Thus, for instance, assignments placed on Gopher or the Web would allow a student with a visual impairment to read it using the enlargement capabilities to which they have access, and no further work need be done by the faculty member. Allowing students to submit their assignments or projects by e-mail might also be very useful for certain impairments.

## **Community Resources**

### **AIDS COMMITTEE OF NIAGARA**

541 Glenridge Ave  
St. Catharines, ON L2R 6S5  
984-8684

Provides education/advocacy/support.

### **ASSISTIVE DEVICES PROGRAM**

Ontario Ministry of Health  
(800) 268-6021

### **CANADIAN HEARING SOCIETY**

2301 King Street  
Hamilton, ON L8K 1X6  
(905) 545-9931

Offers services to deaf and hard of hearing persons, advocating their interests and promoting their rights. Services include rehabilitation and social services, counseling, interpreting, technical aids information and assistance, agency referrals, sign language and speech reading courses, health education and community development.

### **CANADIAN MENTAL HEALTH ASSOCIATION**

St. Catharines Branch  
15 Wellington St.  
St. Catharines, ON  
641-5222

### **CANADIAN NATIONAL INSTITUTE FOR THE BLIND (CNIB)**

Region of Niagara Office  
309-63 Church St.  
St. Catharines, ON L2R 3C4  
688-0022

### **LEARNING DISABILITIES ASSOCIATION OF ST. CATHARINES**

28 Prince St.  
St. Catharines, ON  
641-1021

### **LEARNING DISABILITIES ASSOCIATION OF SOUTH NIAGARA**

370 South Pelham Rd Unit 6



RR #5  
Welland, ON L3B 5N8  
788-3144

Provides information on learning disabilities and services available to meet the needs of persons who have learning disabilities. Has evening programs (children), Adult LD Self Help Group, Parent Support Group and Tutorial Program.

### **LEARNING DISABILITIES ASSOCIATION OF ONTARIO**

1-800-387-0619

### **MULTIPLE SCLEROSIS SOCIETY**

St. Catharines and District Chapter  
125 Welland Ave.  
St. Catharines, ON L2R 2N5  
682-6134

Provides information and support to persons with MS and their families, as well as various programs and support groups.

### **NIAGARA CENTRE FOR INDEPENDENT LIVING**

75 Lincoln Street West  
Welland, ON L3C 5J3  
734-1060

Organization run by and for persons with disabilities. Provides information and referral on all programs and services concerning all disabilities. Library features videos, cassettes for the blind, newsletters and publications regarding disabilities.

### **ONTARIO HEAD INJURY ASSOCIATION**

23 Hanover Drive Unit 8  
PO Box 2338 Station B  
St. Catharines, ON L2M 7M7  
641-8877

Promotes programs to reduce the incidence of brain injury, to influence public policy and to increase resources available to persons living with the effects of head injury. Resource library of information pertinent to both professionals and persons who have sustained head injury.

### **ONTARIO HUMAN RIGHTS COMMISSION**

1 St. Paul St. Suite 603  
St. Catharines, ON L2R 7L4  
684-7406

Administers Human Rights Code to achieve equal treatment for all people in the areas of employment, housing, services, facilities, contract and vocational associations.

### **ONTARIO MARCH OF DIMES, NIAGARA**

Regional Centre  
Brock Business and Industrial Park  
3300 Merrittville Highway  
PO Box 128  
Thorold, ON L2V 3Y7  
687-8484

Assists adults with physical disabilities to live meaningful and independent lives.

**ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES  
VOCATIONAL REHABILITATION BRANCH**

110 James St  
Fifth floor  
PO Box 176  
St. Catharines, ON L2R 6S4  
688-3022

Assists persons who have physical, mental, emotional or learning disability to become employable. Persons must be sixteen years of age and have difficulty keeping or finding employment due to a disability. Services include vocational assessment, training, support services and job placement.

**Guidebook References**

Frado, L.

***Learning diversity: Accommodations in colleges and universities otional or learning disability to become employable. Persons must be sixteen years of age and have difficulty keeping or finding employment due to a disability. Services include vocational assessment, training, support services and job placement.***

**Guidebook References**

Frado, L.

***Learning diversity: Accommodations in colleges and universities***