

Acquired Brain Injury (ABI)

Acquired Brain Injury (ABI) may be the result of an accident, stroke, tumor, or other neurological trauma. Acquired Brain Injury can result in a variety of symptoms. Each individual will exhibit different symptoms (even some not mentioned below) and to varying degrees. Most injuries result in some degree of impairment in the following areas: physical, cognitive, and emotional/behavioral.

Common Characteristics

Common physical symptoms:

- | | |
|---|-------------------------|
| -Fatigue | -Difficulty with speech |
| -Seizures | -Headaches |
| -Loss of motor control and coordination | -Dizziness |
| -Sensory problems (e.g. noise sensitivity, visual misperceptions, blurred vision) | -Difficulty sleeping |
| | -Balance difficulties |
| | -Loss of smell/taste |

Cognitive symptoms are related to intellect, language, memory, mental organization, and more. Some cognitive symptoms include:

- | | |
|---|------------------------------|
| -Loss of short-term or long-term memory | -Slowed thinking |
| -Difficulty concentrating | -Difficulty completing tasks |
| -Confusion | -Impaired judgement |
| -Reduced organizational skills | -Short attention span |
| | -Lack of initiative |

Emotional and behavioral symptoms can be a direct consequence of the brain injury or develop as a result of the student's emotional struggle in coping with the ABI (acquired brain injury). Emotional/behavioral symptoms include:

- | | |
|---------------------------------|------------------------|
| -Aggression | -Mood swings |
| -Depression or withdrawal | -Impulsive behavior |
| -Loss of interest in activities | -Restlessness |
| -Lack of sexual inhibitions | -Increased frustration |

Accommodations and Services

- Test Proctoring (extended time, scribe, reader, distraction-free environment, etc.)
- Alternate Text Media (text screen reader)
- Notetaking (NCR paper, tape recorder, Alpha Smart)
- Preferential front-row seating
- Time management assistance
- Use of adaptive equipment (e.g., electronic auditory dictionary, spell checker, calculator, etc.)
- Classroom aide
- Emergency evacuation planning
- Accessible field trips

Related Resources

www.fcc.gov/cgb/dro

Accessibility Handbook from Consumer & Governmental Affairs Bureau's Disability Rights Office

<http://accessiblesociety.org>

Site designed to promote independent living for persons with disabilities

www.sdbif.org (San Diego Brain Injury Foundation)

www.stroke.org (National Stroke Association)

www.biausa.org (National Brain Injury Association)

www.tbi.org (Perspectives Network, Inc.)

www.neuro.pmr.vcu.edu (National Resource Center for Traumatic Brain Injury)

Attention Deficit/ Hyperactivity Disorder (ADD/ADHD)

Attention Deficit/Hyperactivity Disorder (ADD/ADHD) is a neurologically based disorder that impacts learning and behavior. Specifically, the disorder may involve attention deficits, impulsivity, hyperactivity, mood swings, low stress tolerance and difficulty in following rules. It is a disability which often impacts an individual's performance in the early school years, college and throughout life. It is frequently mislabeled, misdiagnosed and misunderstood.

Adults with ADD/ADHD may be either slow and lethargic, or restless and fidgety. Impulsiveness may include a perceived need to move immediately to a new task.

There are many positive traits often seen in students with ADD/ADHD: high energy level, intensity about interests, creativity and responsiveness to structure. Properly channeled, these qualities can lead to success in learning.

Common Characteristics

- Difficulties may be:
 - Organization
 - Prioritizing
 - Completing tasks on time
 - Impulsiveness
 - Irrelevant social responses
 - Lack of compliance with medication

Accommodations and Services

- Test Proctoring (extended time, distraction-free environment, etc.)
- Access to Alternate Media
- Note-taking (NCR paper, tape recorder, Alpha Smart)
- Preferential front-row seating
- Time management assistance

Related Resources

ADD Resource Center of San Diego (858) 467-9158

National Center for Law and Learning Disabilities
(301) 469-8308

www.amenclinic.com

Private medical clinics that specialize in innovative diagnosis and treatment of a variety of neuropsychiatric, behavioral and learning problems
UCSD Healthcare, Dept. of Neuropsychiatry & Behavioral Medicine (619) 543-3697
Learning Development Services (619) 276-6912
ADD Resource Center of San Diego County
(858) 467-9158
ADD Referral Sheet

Blind/ Visual Limitations

The major challenge facing college students with visual limitations is the overwhelming mass of printed material with which they are confronted: textbooks, class outlines, class schedules, syllabi, exams, newspapers, etc. Students may have a difficult time learning subject matter taught exclusively using videotapes, projectors, computers and closed-circuit television.

Some students use guide dogs which are highly trained and disciplined; most of the time the dog will lie quietly under or beside the table or desk. Tempting as it may be to pet the dog, remember that the dog, while in harness, is responsible for guiding its owner who cannot see. It should not be distracted from that duty.

Common Characteristics

- Limited or no sight. Students use auditory clues to navigate the campus, the classroom, or the professor's office.
- While blind students may have a guide dog or white cane, many low vision students are more difficult to identify. Prescription glasses may not remediate all vision limitations.
- Mobility training (practice traversing a new space) may be necessary for all students. The amount of time needed for a student to feel safe varies.
- Students with low vision may fatigue when using limited vision for long periods of time (homework reading).

Accommodations and Services

- Access to Alternate Media
 - Braille
 - Tactile diagrams and drawings
 - Large print
- Screen reading software (electronic text with audio voice)
- Classroom reader
- Test Proctoring (extended time, scribe and reader, alternate text, etc.)
- Physical orientation to campus

Related Resources

www.ddtp.org

(free specialized phone services)

Deaf/ Hard of Hearing

An individual is considered deaf when she/he cannot understand spoken language with the use of a hearing aid. A person who is deaf may or may not use sign language, or read lips.

Many Deaf people use sign language when communicating with others. American Sign Language (ASL) is a language in its own right, linguistically independent of English or any other spoken language.

An individual who is hard of hearing may not benefit from spoken language unless using amplification or other adaptations.

The major challenge facing deaf and hard of hearing students, mainstreamed in a hearing environment, is oral communication. A common misconception is that all deaf people are competent lip-readers. Although it is true that some deaf people may choose to communicate through lip-reading (more accurately “speech-reading”), it is not the method of choice for most deaf people. Even under optimum conditions, the most skilled speech-reader will only be able to discern a small percentage of what is said. This low level of comprehension is due to the fact that only a small percentage of the speech sounds of English are visible on the mouth or lips.

Many deaf students can, and do, speak. The choice to use or not to use speech is a matter of personal preference. Some Deaf people cannot automatically control the tone or volume of their speech, so the speech may be initially difficult to understand. Understanding improves as one becomes more familiar with the deaf person’s speech. In some cases, the student may require the use of an FM listening system and/or note-taker. Use of captioned films or videos is preferable to non-captioned.

Accommodations and Services

- Notetaking (NCR paper)
- Real-time or Typewell captioning
- Closed-captioned videos
- Sign language interpreting
- Personal Growth, Career and English classes in direct communication (ASL)
- Extended Time Test Proctoring
- Specialized Tutoring

Related Resources

www.dcsosfd.org (Deaf Community Services – San Diego)

<http://wally.rit.edu/internet/subject/deafness.html> (Subject-based Deaf and Hard of Hearing Internet Resources)

<http://pepnet.org> (Postsecondary Education Programs Network-National collaboration of the four Reg. Postsecondary Educ. Ctrs. for Deaf & Hard of Hearing)

Developmentally Delayed Learner (DDL)

“Developmental Disability” means a disability that is attributable to mental retardation, cerebral palsy, epilepsy, autism, or other conditions.

The developmentally delayed learner implies a college student who exhibits:

- a) Below average intellectual functioning
- b) Has potential for measurable achievement in instructional and employment settings.

A DDL may exhibit a condition of sufficient impairment to require interdisciplinary planning and coordination of special or generic services to assist the individual in achieving maximum potential.

Common Characteristics

- Difficulties may be:
 - Communication skills
 - Learning
 - Self-direction
 - Cognitive functioning
 - Social functioning

Accommodations and Services

- Test Proctoring (extended time, distraction-free environment)
- Access to Alternate Media
- Note-taking (NCR paper, tape recorder, Alpha Smart)

Related Resources

SD Regional Center for the Developmentally Disabled
4355 Ruffin Road, Suite 205
858-576-2996 or 858-292-5821 (TDD)

Learning Disability (LD)

A learning disability is defined as a persistent condition of a presumed neurological processing dysfunction that impairs effective learning. This dysfunction continues despite otherwise average or above average intellectual ability and appropriate instruction in standard classroom situations.

Common Characteristics

- Deficits may be:
 - Long Term Memory
 - Short Term Auditory Memory
 - Auditory Processing
 - Visual Processing
 - Processing Speed
 - Fluid Reasoning
- Difficulties may be:
 - Organizational skills (memory, planning, problem solving)
 - Pragmatic communication
 - Reading (Comprehension, Rate, Decoding)
 - Math (Calculation and Word problems)
 - Written Expression (grammar, punctuation, and spelling)

Accommodations and Services

- Use of or loan of adaptive equipment (e.g. Franklin Language Master, spell checker, calculator, etc.)
- Test Proctoring (extended time, distraction-free environment, etc.)
- Alternate Media (electronic text, screen reader)
- Note-taking (NCR paper, tape recorder, Alpha-smart)

LD Eligibility Assessment

This disability must be verified using the California Community College LD eligibility model. The DSPS LD Specialist can assess and verify this disability.

Documentation of test results from an outside source may be used in the community college LD eligibility model. The most recent psycho-educational assessment, even if more than three years old, is helpful for documenting a history of LD.

Related Resources

<http://www.west.net/~ger/ldtypes5.html>
http://www.ldonline.org/ld_indepth/postsecondary/vogel_tips.html
<http://www.ld.org/newsltr/1002newsltr/1002ldlinks.cfm>
<http://www.students.vcu.edu/pda/ldinfo.html>
www.nclld.org
<http://www.ldanatl.org/>
www.ldresources.com

Mobility Limitations

Students have mobility limitations as a result of a variety of disabling conditions including, but not limited to: acquired brain injury, cerebrovascular accidents (stroke), cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, post-polio syndrome, quadriplegia, amputation, joint disorders or injuries, back injuries and severe arthritis. Accommodation needs are related to the area of limitation (i.e. arm or leg or both) and the task the person must perform.

It is difficult to make generalizations about the classroom needs of students who have mobility limitations because each student has individual mobility and manipulation issues. There are, however, some general considerations that will apply to most students who have mobility limitations.

Common Characteristics

- Difficulties may be:
 - Fatigue
 - Balance
 - Manipulation and coordination (writing, etc.)
 - Temporary or short-term injuries

Accommodations and Services

- Test Proctoring (extended time, distraction-free environment)
- Access to Alternate Media
- Note-taking (NCR paper, tape recorder, etc.)
- Wheelchair
- Seated workstation or frequent breaks in a class requiring fieldwork or lab
- Classroom aid (health and safety)
- Emergency Evacuation Planning
- Accessible Field Trips

Related Resources

www.disabilitybenefits101.org

(Information on many disabilities and possible benefits)

www.design.ncsu.edu/cud/

(Center for Universal Design – helps with classroom and lab stations design elements)

Psychological Disabilities

A psychological disability is defined as a persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance.

Students who have been diagnosed with a psychological disability may experience symptoms such as changes in observable behavior, perception, thought processes, emotional states, and/or energy level. There are many myths and stereotypes associated with psychological disabilities. Some disorders under the general category of *psychological disabilities* include Major Depression, Bipolar Disorder, Agoraphobia, Panic Disorder, Obsessive Compulsive Disorder, and Schizophrenia.

A student may be experiencing symptoms of illness but it may not be observable to others. One may also mistake someone with a psychological disability's symptoms for being abrupt, absent minded, and/or deviant. These disorders may be chronic, episodic, or only occur once in the student's life.

Student behavior must remain in accordance with specific academic and behavior requirements as specified in District policy and which may be outlined by the course syllabus. Students are subject to adhering to the policies and procedures of the San Diego Community College District, as well as all federal, state, and local laws. (Policy 3100 – 3.0 Code of Conduct)

Common Characteristics

Note: These functional Limitations may appear more pronounced at a given time due to the episodic and cyclical nature of some psychological disabilities.

- Difficulties may be:
 - Time management; i.e. difficulty performing multiple tasks, difficulty meeting deadlines, and difficulty prioritizing tasks
 - Filtering external stimuli which can affect one's concentration and performance
 - Limited communication skills
 - Reading social cues, which can lead to an intensified sense of anxiety when participating in class
 - Establishing and/or maintaining appropriate relationships with faculty, staff and peers
 - Coping with symptoms of psychological disability
 - Other symptoms caused by medication

Accommodations and Services

- Test Proctoring (extended time, distraction-free environment, etc.)
- Alternate Media
- Note-taking (NCR paper, tape recorder, Alpha Smart)
- DSPS Classes
- Campus referrals; community referrals

Related Resources

Consumer Center for Health Education and Advocacy
(877) 734-3258

San Diego Psychological Association, 2535 Camino del Rio S,
Suite 220, (619) 297-4825
www.sdpsych.org

DSM-IV (Diagnostic and Statistical Manual of Mental
Disorders)

County of San Diego, Health & Human Services Agency,
Mental Health Services

Access and Crisis Line 800-479-3339/619-641-6992 TTY

UCSD CARE, UCSD School of Medicine, Dept. of Psychiatry
(619) 725-3516

www.mhlg.org/groups.pdf
(list of national organizations supporting mental health)

Speech/ Language Disability

A speech or language disability is defined as a difficulty comprehending and using language to communicate on oral or written bases.

Speech/ Language Disability *does not* apply to language having to do with a foreign accent. It also *does not* apply to any limitation that is caused by a physical impairment, deafness or severe hearing loss, psychological disability, or an acquired brain impairment.

A **disorder of articulation or phonology** is a difficulty in forming and combining sounds or in learning the rules of using the sounds of language.

A **voice disorder** is characterized by pitch, loudness, quality, or duration that is inappropriate for the student's age or sex.

A **stuttering or fluency disorder** is characterized by disruption of the timing or rhythm of speaking. This disorder may be accompanied by facial grimaces, eye blinking, generalized body tension, and gasping for air.

Common Characteristics

Aphasia, generally resulting from stroke, is the loss in ability of an individual to understand what others are saying, to express oneself, or to be understood.

A **cognitive disorder** may be characterized by reduced memory, attention, concentration and problem solving.

- Deficits may be:
 - Phonemic awareness
 - Voice pitch control
 - Conversational skills
- Difficulties may be:
 - Substituted, omitted or distorted speech sounds
 - Hoarse, harsh, hypernasal or monotonic voice
 - Hesitations, repetitions and prolongation of sounds, syllables, words or phrases
 - Initiating speech

Accommodations and Services

- Test Proctoring (extended time, distraction-free environment)
- Access to Alternate Media
- NCR paper for volunteer note taking
- Tape record lectures
- Loan of adaptive equipment (e.g. electronic audio dictionary, spell checker, etc.)

Related Resources

www.asha.org American Speech and Hearing Association
www.csha.org California Speech, Language & Hearing Assoc.
www.mnsu.edu/comdis/kuster2/splang.html (Speech & Language Disorders Internet Resources)

(858) 485-8490
11770 Bernardo Plaza Ct.
San Diego, CA 92128

Speech, Hearing and
Neurosensory Center

Other Disabling Conditions

These disabilities may include a variety of limitations and health related concerns that adversely affect a student's educational progress in the classroom. For example, a student who has epilepsy, whose seizures are currently controlled by medication, may not expect to need any accommodation and may not mention his or her condition to the professor. During a remission period, a student with multiple sclerosis may not feel the need to mention possible flare-ups that could limit physical function on some days. Other conditions such as diabetes, respiratory disorders and cardiac conditions will probably not affect a student's ability to learn in a college setting, except during chronic phases. Some students may only need physical seating accommodations. Other conditions may be temporary in the life of the student, but continuing throughout the semester that you work with the student.

Common Characteristics

- Fluctuating symptoms due to nature of disease or disability, student may be independent for weeks and then request extensive accommodations later in semester (or year)
- Disease may be in remission, such as cancer or seizures requiring no accommodations, but change with little or no warning
- Some medications used by students in this group may create an "invisible disability" in some classrooms and may affect cognition or concentration
- Severe allergic reactions may only require accommodations in limited environmental settings

Accommodations and Services

- Note-taking services
- Classroom aid
- Emergency response information/planning
- Test Proctoring (extended time, scribes or readers)
- Seating accommodations for physical access

Related Resources

www.disabilitymuseum.org

(research information about the history of disabilities)