



Florida State University
The Graduate School
Program for Instructional Excellence

Accommodations in the Classroom

Presented by: Cameron Foltz (Religion) &
Matt Anderson (Modern Languages & Linguistics)

Presentation Outcomes

- To understand the process of providing accommodations for students with disabilities.
- To understand the process of making referrals to campus resources.
- To be able to design courses which are universally accessible.

Who determines
accommodations?

- **Student Disability Resource Center (SDRC)**

Who receives accommodations?

- Students with an **impairment** that substantially limits a major life activity, which may otherwise affect their performance or isolate them in a given course.
- Students **registered** with the SDRC

What are accommodations?

- Accommodations provide disabled students equal opportunity, time, and access to demonstrate equal mastery of course materials as non-disabled students.
- Accommodations vary from student to student depending on their specific needs.

What are accommodations?

- Accommodations are administered via **accommodation letters**.
- Accommodation letters are legally-binding contracts between students and instructors.
- The student has the right to use as many of these accommodations as needed.

What are accommodations?



THE FLORIDA STATE UNIVERSITY
DEAN OF STUDENTS DEPARTMENT

CONFIDENTIAL

874 Traditions Way/108 Student Services Building
P.O. Box 3064167
Tallahassee, Florida 32306-4167
850/644-9566 · Fax 850/644-7164 · TDD 850/644-8504 · <https://dos.fsu.edu/sdro/>

MEMORANDUM

TO: Faculty and Instructional Personnel
FROM: KimBoo York, AT Coordinator, Student Disability Resource Center
DATE: August 31, 2017
RE: Steve Rogers **FSU EMPLID: 21T**

LETTER EXPIRE DATE: May 7, 2020

The purpose of this memorandum is to assist you, the faculty acting on behalf of the University, to provide reasonable and appropriate academic accommodations to students with documented disabilities registered in your class as mandated by law. Florida State University seeks to assure that qualified students with disabilities will not be disadvantaged because of the limitations created by their disability. FSU is committed to providing students with disabilities an educational opportunity equal to that of their peers without creating an unfair advantage.

It is the University's policy that students requiring accommodations **MUST** identify themselves and register with the Student Disability Resource Center (SDRC), the University's designated office responsible for determining eligibility, level of service, and reasonable and appropriate accommodations.

Steve is a student in your course this semester and is registered with SDRC. We have documentation on file and have met with this student verifying a need for the following classroom and exam accommodations:

- ❖ **Classroom/Instructional Accommodations**
 - FM hearing system in class
 - Supplemental notetaking assistance
 - Preferential seating (close to source of information)
 - Breaks during class sessions
 - Other: Student will need access to food and drink in class
- ❖ **Test/ Exam Accommodations**
 - Extended Time on Tests, Exams, and quizzes (50% additional time)
 - Reduced distraction testing environment
 - Breaks during testing sessions
 - Exam may be administered in the SDRC testing facility
 - Alternate test format - specify: Word

Please note that this letter is limited to the expire date shown above and that it is the student's responsibility to arrange a meeting within one week after printing/receiving this form to discuss the above accommodations with the instructor.

What are accommodations?

Examples of accommodations include...

Extended Testing Time	Ability to Record Lectures
Supplemental Note Taking Assistance	Sign Language Interpreter
Alternative Text Conversion	Assistive Technology
Readers	Reduced Distraction Testing Environment

When do you
provide
accommodations?

- When the student...
 - (1) **Registers** with the SDRC
 - (2) **Provides** the instructor with an accommodation letters.
 - Accommodation letters do not take effect **retroactively**
 - Students provide accommodation letters at the beginning of every semester.
- Once received, accommodations must be implemented within the **first week** of receiving the letter.

Where do you
provide
accommodations?

- **Students may receive accommodations in the classroom.**
- **Students may also need to receive or discuss accommodations during your office hours.**
- **Students may also need to receive accommodations in the SDRC testing center.**

Discussion: Accomodation Letters

- Discuss with your table how you would accommodate students based on the provided sample SDRC letters.

Why administer accommodations?

- The Americans with Disabilities Act (1990)
- Anti-discrimination law to support students with disabilities
- The law does **not** provide special treatment, but rather requires students to receive equal opportunity.

Break



How to administer accommodations?

- **Instructors are required to :**
 - 1. Inform students about accommodation services and programs**
 - 2. Provide accommodations as laid out in the accommodation letter**
 - 3. Ensure accessibility in the classroom and the office**
 - 4. Make appropriate referrals while respecting confidentiality**
 - 5. Hold students accountable to established academic standards**

1. Informing Students

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@fsu.edu
www.dos.fsu.edu/sdrc

2. Providing Accommodations

- **Have a private meeting with the student to manage accommodations.**
- **Be on the same page with the student.**

3. Ensuring Accessibility

- Designing instruction to be accessible to all people.
- Principles of Universal Design for Instruction (UDI) (Scott, McGuire and Shaw , 2003)

Principles of UDI

Equitable use

Flexibility in use

Simple and intuitive

Perceptible information

Tolerance for error

Low physical effort

Size and Space for approach and use

Equitable use

- Provide the same means of use for **all students**.
- Example: Providing class notes online.

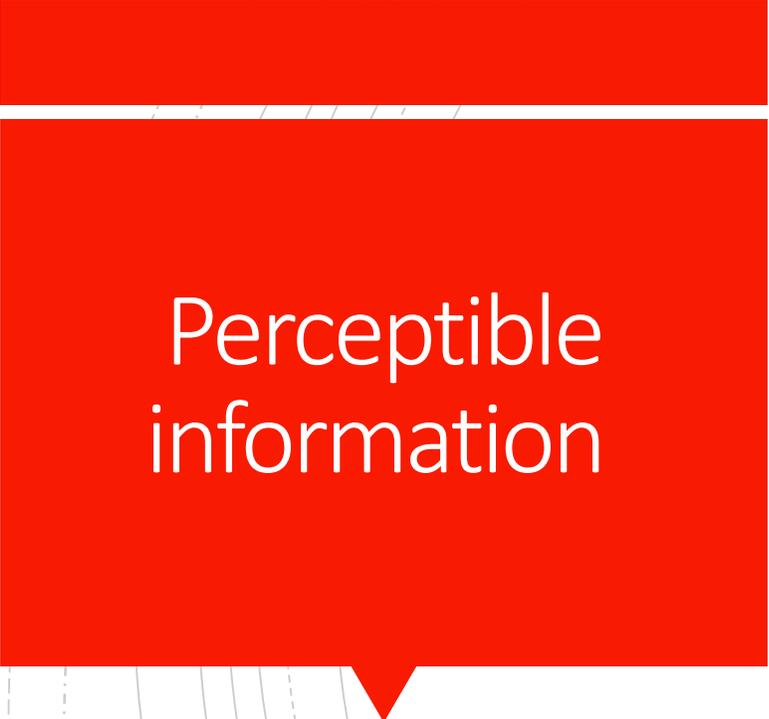
Flexibility in use

- Provide **choice** in methods of use.
- Example: Use a variety of instruction methods.

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Simple & Intuitive

- **Design lessons in a straightforward and predictable manner.**
- **Example: Provide clear expectations for assignments with rubrics.**

A red speech bubble graphic with a white outline, containing the text 'Perceptible information'. The bubble has a tail pointing downwards and to the left.

Perceptible information

- Necessary information is communicated **effectively**
- Example: Selecting materials with digital formats

Tolerance for error

- Anticipate variation in individual learning pace and prerequisites.
- Example: Provide practice exercises or long term projects with progressive steps for progressive feedback.

Low physical effort

- Non-essential physical activity is minimized in order to maximize attention for learning
- Example: Providing notes online so that students can focus on discussion in class rather than write down every detail.

Size and Space for approach and use

- Design with consideration of the appropriate size and space regardless of student body size, posture, mobility, and communication needs.
- Example: Use circular seating arrangements for smaller classes

Discussion: Accessibility via UDI

- How would you incorporate UDI into your courses? Discuss what you would do with your table.
- Principles: <https://dos.fsu.edu/sdrc/faculty/universal-designaccessibility/>

Principles of UDI

Equitable use

Flexibility in use

Simple and intuitive

Perceptible information

Tolerance for error

Low physical effort

Size and Space for approach and use

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Discussion: Making Referrals

- Discuss the following case scenarios with your table, what would you do?

Case 1

You are the Instructor of record. Johnathan is one of your most extroverted students. He always asks questions and participates in class. He is not registered with the SDRC and does not have an accommodation letter. However, when you administer the first exam, you notice that Jonathan is struggling to fill anything out. At the end of class, Jonathan hands you his exam, and it is nearly empty. With no one else in the classroom, Jonathan tells you that he has issues associated with ADHD. **What do say to Jonathan and what do you do?**

Case 2

You are the teaching assistant for your class. One of your students, Jane, comes to your office hours. The class you assist assigns weekly reading questions. Her answers show that she has either not read the passages thoroughly or is having trouble comprehending them. She discusses her grades saying, “I am having a real hard time with the readings. I understand the lectures but have trouble making any sense of the reading.” You try and go over one of the past readings with Jane and ask her questions to try and assess her understanding of the material. You try to clarify the material, but Jane still has trouble understanding. **What do you do?**

Case 3

You are instructor of record. John has been very active in your class and has performed well. You notice that he has been absent for the past week. His classmate and friend, Sally, tells you that she has not heard from him. After a few weeks of being absent, John attends class again for the first time. He missed several important assignments during his absence but leaves without speaking with you.

What do you do?

4. Making Referrals

- Do *not* ask students if they have a disability.
- It is entirely appropriate to refer students who are struggling academically to the SDRC and other campus resources.
- If a student does not self-disclose a disability or other issue, the best way to refer the student is to frame it in terms of their academic difficulty

5. Holding Students Accountable

- **Hold students accountable to time accommodations.**
- **Hold students accountable to agreed upon arrangements such as deadlines, etc.**

Campus Resources

Dean of Students

Adult Learning Evaluation Center (ALEC)

Provides diagnostic testing, accepts campus insurance

2207 Stone Building

Florida State University

(850) 644-3611

Coe-alec@fsu.edu

Psychology Clinic

Provides diagnostic testing

FSU Psychology Department

1107 W. Call St.

(850) 644-3006

<http://www.psy.fsu.edu/community/clinic>

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Campus Resources

University Counseling Center

201 Askew Student Life Building

(850) 644-2003

<http://counseling.fsu.edu/>

Health and Wellness Center

960 Learning Way

(850) 644-6230

<http://healthcenter.fsu.edu/>

Academic Center for Excellence (Free Tutoring)

ACE Learning Center at Johnston Ground (WJB)

(850) 645-9151

<http://ace.fsu.edu/tutoring>

Campus Resources

Student Disability Resource Center (SDRC)

874 Traditions Way

108 Student Services Building

(850) 644-9566 (V)

(850) 644-8504 (TDD)

(850) 644-7164 (TTY)

(850) 645-1852 (Fax)

sdrc@fsu.edu

dos.fsu.edu/sdrc

More
information

- <https://dos.fsu.edu/sdrc/faculty>:

**“Providing Academic Accommodations to Students:
It’s More than Just Letters.”**

Final
questions

