



THE UNIVERSITY OF  
**CHICAGO**

Campus & Student Life  
**Student Disability Services**

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# **TEACHING STUDENTS WITH DISABILITIES**

## **RESOURCES FOR INSTRUCTORS**

### **2014-2015**

#### **Student Disability Services**

Student Disability Services  
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Chicago, IL 60637  
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Monday through Friday  
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## ACCOMMODATION PROCESS

### Student Disability Services

Students seeking disability accommodations should meet with the Director for Student Disability Services ([gmoorehead@uchicago.edu](mailto:gmoorehead@uchicago.edu)) to initiate the accommodation process. The Director will acquaint students with the required documentation, which should be submitted promptly. If a disability determination is made, that student's area Dean of Students will facilitate the implementation of approved auxiliary aids and services. For information regarding the Student Disability Accommodation process, visit: <http://disabilities.uchicago.edu/>, or visit the office at 5501 S. Ellis Avenue or dial 773-702-6000 or TTY 773-795-1186.

### Student Responsibilities under the ADA

1. Meet qualifications.
2. Follow the University's reasonable accommodation protocol.
3. Request academic modification in a timely fashion.
4. Provide current and appropriate documentation (within the last 3 years).
5. Work with area Dean of Students' staff and faculty regarding approved academic modification and auxiliary aids and services, including special arrangements for examinations.

### Syllabus

It is important that faculty include in each syllabus a statement asking students to provide them with their Accommodation Determination Letter to ensure that those needs are met in a timely manner. A further recommendation is that the statement be read aloud by the faculty member during the first week of class. This approach demonstrates to students that their instructor is sensitive to and concerned about meeting the needs of ALL students. Furthermore, the syllabus statement affords students the opportunity to make their accommodation needs known to faculty early in the quarter.

### Sample Syllabus Statement

*"If you require any accommodations for this course, as soon as possible please provide your instructor with a copy of your Accommodation Determination Letter (provided to you by the Student Disability Services office) so that you may discuss with him/her how your accommodations may be implemented in this course.*

*The University of Chicago is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the University's programs or services, you are encouraged to contact Student Disability Services as soon as possible. To receive reasonable accommodation, you must be appropriately registered with Student Disability Services. Please contact the office at 773-702-6000/TTY 773-795-1186 or [disabilities@uchicago.edu](mailto:disabilities@uchicago.edu), or visit the website at [disabilities.uchicago.edu](http://disabilities.uchicago.edu). Student Disability Services is located at 5501 S. Ellis Avenue."*

## VISION LOSS

### **Suggestions for Working with Students with Visual Impairments**

1. Provide reading lists and syllabi as early as possible to allow time to arrange for large print, copying, or Braille text.
2. Reserve seats in the front of the classroom and provide space for a guide dog.
3. Describe any information given on the board or overhead projector and provide large print copies of overhead transparencies.
4. Make arrangements for written material to be copied in larger print or translated using a Braille copier.
5. Provide alternate test-taking formats such as oral exams, extended time, and use of adaptive devices.
6. Encourage students to voice any particular need when the occasion arises.

### **Effective Ways to Assist Someone Who is Vision Impaired or Blind**

People who are blind or visually impaired can travel independently with efficiency and safety with the aid of a white cane, guide dog, or a sighted person.

1. Offer your arm to help. A person who is blind or visually impaired can take your arm and follow a half step behind you, getting cues from how your body moves.
2. If the person has a guide dog, approach the person on the opposite side.
3. Never distract, pet, or feed the dog.
4. Slow down when approaching stairs or curbs. Tell the person what you are approaching and place their hand on the railing or handle of the door for orientation.
5. Explain when you are crossing a street or entering a building.
6. Offer seating by explaining the chair's position and then placing his or her hand on the back of the chair.
7. Announce your departure.
8. If you are not sure how you can help, just ask.

### **Assistive Technology Options**

Assistive technology enables someone with vision impairments to "see" materials depending on the degree of vision impairment.

On the low vision side, a person may use an Enhanced Vision Reader. An Enhanced Vision Reader usually includes a magnification element and a display element (computer screen monitor or CRT). There are Enhanced Vision Readers in Regenstein and Crerar Libraries.

For magnifying images on a computer screen, there are specialized software packages such as Zoomtext and MAGic. Both programs allow the user to increase resolution of the screen without degrading the quality of images and text, in addition to offering a text-to-speech function. The product websites provide information along with video demonstrations. MAGic is available in the Regenstein Library.

When magnification is not enough, a screen reader is used. The dominant software package for screen reading is JAWS. JAWS allows a vision-impaired user to utilize computer software without the use of a mouse. However, because JAWS does not recognize text in images

(including PDF's of scanned documents), documents and web pages need to be text-accessible (not image-based) in order for JAWS to be effective.

Contact Jeffry Archer ([jdarcher@uchicago.edu](mailto:jdarcher@uchicago.edu)), Head of Regenstein Reference Services, to see demonstrations of the Assistive Technologies in use at the University of Chicago.

### **Textbooks**

When students require texts in alternate formats, faculty should be mindful that making syllabi and information regarding required texts available at least 30 business days prior to the start of the term is critical to providing federally mandated, reasonable accommodations in a timely manner. While many required texts are available in an accessible format, many texts are not. The conversion of texts into accessible formats can be a labor and time intensive process. Furthermore, when courses require readings from the University's library holdings, this can extend the time required to convert those documents. The library and Student Disability Services personnel must collaborate in order to make those documents available.

Faculty with questions about this process should feel free to contact Gregory Moorehead, Director of Student Disability Services at 773-702-7776 or [gmoorehead@uchicago.edu](mailto:gmoorehead@uchicago.edu).

### **Handouts and PowerPoint Slides**

Electronic copies of handouts and PowerPoint slides should be made available to the students when appropriate. A scanned PDF copy of a handout (image-based) is not sufficient as it cannot be read by programs such as MAGic or JAWS. Microsoft Word or PowerPoint documents need to include alternative text for any graphics or images that convey meaning.

### **Help Guides for Creating Accessible Documents**

**MS Word quick guide:** <http://www.hhs.gov/web/policies/pdfaccessibility/step2.html>. Health and Human Services guide to creating accessible Word documents.

### **Social Security Guide to Creating Accessible Word Documents:**

[http://www.ssa.gov/accessibility/files/The\\_Social\\_Security\\_Administration\\_Accessible\\_Document\\_Authoring\\_Guide\\_2.1.2.pdf](http://www.ssa.gov/accessibility/files/The_Social_Security_Administration_Accessible_Document_Authoring_Guide_2.1.2.pdf).

**Adobe's Accessibility Site:** <http://www.adobe.com/accessibility/>. Includes tips for the various Adobe products such as Professional, In-Design, and Flash.

**Microsoft's accessibility tutorials:** <http://www.microsoft.com/enable/training/>. Includes tutorials for MS Windows 2000, XP, Vista, and 7; Internet Explorer 7, 8, and 9; MS Office 2003, 2007, 2010.

**Graphic embossing:** <http://www.abledata.com/>. List a variety of product to product tactile representations of graphics such as charts, diagrams, drawings, tables, etc.

# HEARING LOSS

## Effective Communication Guidelines

### Before the conversation starts

1. Ask the person for the best way to communicate with her or him. Not all deaf people or those with hearing loss use American Sign Language.
2. Negotiate a comfortable and quiet conversation space.
3. Use an assistive listening device/CART or Interpreter Services if appropriate. If a person with hearing loss has a hearing aid or assistive listening device, give the person opportunity to adjust their equipment.
4. If assistive listening device/CART or Interpreter Services are not available, use pen and paper to assist with the communication process if needed.
5. Be prepared to reword phrases if necessary.
6. Get the person's attention. For a person with hearing loss, a wave from a distance or a gentle tap on the shoulder is usually sufficient.

### During the conversation

1. Keep movement to a minimum while speaking. Pacing, turning away from speaker, or covering your mouth while talking may make speech-reading or hearing with a hearing aid more difficult.
2. Be aware of light sources. Windows or other bright light sources can create shadows on your face. This can make speech reading or watching signing more difficult.
3. Face the person directly when speaking.
4. Speak clearly and at a moderate pace. If it appears that you are not being understood, slow down.
5. Use short sentences.
6. Use normal volume. A person using a hearing aid will not always benefit from increased volume. Hearing aids may also be worn to help with environmental sounds, not speech.
7. Use facial expression and gestures when appropriate.
8. Maintain eye contact. Eye contact facilitates direct communication.
9. Keep your face and mouth visible.
10. Only one person should speak at a time.
11. Talk directly to the person--not to the interpreter, the CART reporter or companion.
12. Give the person a cue when changing subjects—give key words for new topic.
13. If either person does not understand, ask the speaker to rephrase.
14. Verify information. Confirm dates, names, and other important details.
15. Write down information or key words.
16. Offer to summarize. This is another opportunity to make sure that everyone has understood the conversation.

### Assistive Technology Options

**CART** — Communication Access Real-Time Translation (CART, also referred to as real-time captioning) is the instant translation of the spoken word into English text using a stenotype machine, notebook computer and real-time software. The text appears on a computer monitor or other display. CART may be provided remotely (with the captionist using a phone line and sending the text over the internet) or in person.

**C-Print** — A trained operator, called a C-Print captionist, produces text of the spoken information using a software application called C-Print Pro. The captionist is skilled in text-condensing strategies and in typing using an abbreviation system, which reduces keystrokes. The text can be displayed simultaneously to one or more students in different ways, including additional computers (laptops) or display monitors. The captionist includes as much information as possible, generally providing a meaning-for-meaning (not verbatim) translation of the spoken English content.

**Assistive Listening Devices (ALD's)** — An Assistive Listening system consists of a microphone and transmitter used by the presenter and a receiver used by the listener. The receiver transmits the sound to your hearing aid either through direct audio input or through special earphones.

**American Sign Language / ASL Interpreters** — American Sign Language (ASL) is used by individuals with limited or no hearing ability and by those who communicate regularly with such individuals. ASL interpreters may work on behalf of an agency (i.e. Chicago Hearing Society or CAIRS) or as freelance contractors.

### **Suggestions for Working with People with Hearing Loss**

- Reserve a seat in front for both the student and an interpreter, when necessary.
- Always face the student when speaking.
- Provide an outline of the discussion either on the board or on paper.
- Provide a list of new technical terms and transcripts of any audio-visual materials.
- Instruct hearing students to raise their hands to speak and/or have the professor address them by name (i.e., what is your comment, Mary?)
- Repeat the responses, questions, or directions from other students if they are not audible to the students.
- Coordinate identification of a note-taker.
- If the student uses an interpreter, be aware that it takes a few seconds after information is said to be interpreted to the student.
- Allow adequate time for the student to finish speaking and the interpreter to complete the re-articulation before moving on.

## **LEARNING DISABILITIES**

A learning disability is an umbrella term for a number of neurological disorders that affect one or more of the basic psychological processes involved in understanding or in using spoken or written language. The disability may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Every individual with a learning disability is unique and shows a different combination and degree of difficulties. A common characteristic among people with learning disabilities is uneven areas of ability, “a weakness within a sea of strengths.” For instance, a child with dyslexia who struggles with reading, writing, and spelling may be very capable in math and science.



### **Some common learning disabilities are**

- **Dyslexia:** A language and reading disability
- **Dyscalculia:** Problems with arithmetic and math concepts
- **Dysgraphia:** A writing disorder resulting in illegibility
- **Dyspraxia (Sensory Integration Disorder):** Problems with motor coordination
- **Central Auditory Processing Disorder:** Difficulty processing and remembering language-related tasks
- **Non-Verbal Learning Disorders:** Trouble with nonverbal cues (e.g., body language); poor coordination; clumsy
- **Visual Perceptual/Visual Motor Deficit:** Reverses letters; cannot copy accurately
- **Language Disorders (Aphasia/Dysphasia):** Trouble understanding spoken language; poor reading comprehension

### **Attention Deficit Disorder (ADD/ADHD)**

Diagnosis of an adult with ADD/ADHD must be performed by a licensed psychologist or neurologist and requires documentation of a history of attentional features:

- **Impulsivity:** Often acts before thinking; shifts excessively from one activity to another.
- **Hyperactivity:** Often fails to finish tasks; easily distracted; difficulty tracking conversation.
- **Inattention:** Excessive motor activity; excessive restlessness; difficulty sitting still or fidgets excessively.

### **Some Common Characteristics of College Students with Learning Disabilities**

- **Reading Skills:** Slow reading rate and/or difficulty in modifying reading rate in accordance with material difficulty, poor comprehension and retention, difficulty identifying important points and themes, poor mastery of phonics, confusion of similar words (i.e., saw for was), difficulty integrating new vocabulary
- **Written Language Skills:** Difficulty with sentence structure, incomplete sentences, run-on sentences, poor use of grammar, frequent spelling errors, poor ability to copy correctly from a book or chalkboard, slow writing speed
- **Oral Language Skills:** Inability to concentrate on and comprehend oral language, difficulty expressing ideas orally, written expression is better than oral expression, difficulty speaking grammatically correct English, difficulty telling a story in proper sequence
- **Mathematical Skills:** Incomplete mastery of basic facts (i.e., mathematical tables), reverses numbers (123 or 321 or 2231), confusion of operational symbols, difficulty copying problems correctly from one line to another, difficulty comprehending word problems, mathematical reasoning deficits
- **Organizational and Study Skills:** Difficulty with time management, inability to recall what has been taught, difficulty following oral and/or written directions, lack of overall organization in written notes and compositions.

## **PSYCHIATRIC/PSYCHOLOGICAL DISORDERS**

### **Psychological Disability**

Psychological Disability is defined under ADA as "a mental impairment that substantially limits one or more major activities including, but not necessarily limited to, learning and/or academic success, thinking, communicating, etc." Psychological disabilities cover a wide range of disorders that can be controlled using a combination of medications and psychotherapy. Some mental health conditions, such as manic depression or bipolar disorder, may interfere with the performance of major life activities, such as learning, thinking, communicating, and sleeping.

The type, intensity, and duration of symptoms vary from person to person and in each individual across time. They come and go and do not always follow a regular pattern, making it difficult to predict when symptoms and functioning will worsen. Although symptoms of psychological conditions can often be controlled effectively through medication and therapy, some people continue to experience periodic episodes that require further treatment. Accordingly, some people with mental health conditions will need no extra support, others may need only occasional assistance, and still others may require thorough and ongoing support to maintain their productivity.

Mental Health Conditions are generally not apparent. Therefore, faculty and staff are unlikely to know if a student has a mental health condition unless he or she chooses to discuss it. Disclosure is a personal decision on the part of the student that involves many factors including trust, perceived open-mindedness and support of the faculty, security that knowledge of the mental health condition will be kept confidential, and general comfort.

In addition, many individuals first develop symptoms of mental illness between the ages of 15 and 25. Students who fall into this category may be unsure of what is happening to them, not fully recognize the impact that symptoms are having on their academic or social performance, and/or be unaware of effective treatments and supportive services that are available to them.

### **Academic Considerations**

It is not possible to generalize about the characteristics of all students with psychological disabilities. When asked about how their psychological symptoms affect functioning in school, some students cite difficulty in maintaining concentration. Students who take medications to control their symptoms may experience side effects such as: excessive thirst, drowsiness, nervousness, difficulty focusing on multiple tasks at the same time (especially amid noise and distractions), blurred vision, or hand tremors. Of course, the strengths and weaknesses of each student must be assessed individually, regardless of the presence of a disability. The student's ability to perform well in class will depend not merely on the presence or absence of psychological symptoms but on his or her past experiences, knowledge of the mental health condition, and skills for effective coping.

### **Services for Students with Mental Health Conditions**

Because symptoms of mental health conditions vary broadly, as does the level of impairment experienced by each person at any one time, it is impossible to list accommodations that work for all students with psychological disabilities. If a student has provided Student Disability

Services (SDS) with documentation that clarifies that he or she has a mental health condition that qualifies as a disability, and requests intervention on his or her behalf, recommendations for accommodations will be written in the student's Accommodation Determination Letter (ADL) created by SDS. The student is then responsible for delivering a copy of the ADL to each instructor and/or his/her area Dean of Students. If a student is struggling but has not provided faculty with the ADL, instructors may choose to discuss concerns with him or her in private and, if needed, to make a referral to SDS. Like all students, those with mental health conditions may benefit from well-organized teaching and classroom management practices. Best practices include:

- Approach each student with an open mind about his/her strengths and abilities.
- Clearly delineate expectations for performance.
- Deliver feedback on performance, both positive and corrective, in a timely and constructive fashion.
- Make yourself available to consult with students during regular office hours and through contact by telephone and email.
- Demonstrate flexibility and fairness in administering policies and assignments.

Some students with mental health conditions may need to take more frequent breaks, have food and drink with them in class (due to side effects of medications they are taking), and/or use testing accommodations, such as extended time and a distraction free environment for testing.

### **Popular misconceptions about people with Mental Health Conditions**

#### **Myth #1: Mental Health Conditions are Uncommon**

Recent estimates by the federal government indicate that 3.3 million American adults (approximately 2 percent) have a serious mental health condition. The National Institute of Mental Health estimates that one out of every five people in the U.S. will experience a mental health condition in his or her lifetime, and that one in four of us knows someone personally who has a mental health condition. In all likelihood, one or more of the college students and faculty/staff you work with will experience a mental health condition.

#### **Myth #2: Mental Health Conditions are Chosen**

Mental Health Conditions are not something that an individual can merely "snap out of" by choice.

#### **Myth #3: People with Mental Health Conditions are Violent and/or Disruptive**

This myth is reinforced by the way people with mental health conditions are portrayed in the movies, television, and news media, as frequently and randomly violent. Data from scholarly research does not support this sensationalized picture of people with psychological disabilities. Research further indicates that students with mental health conditions are no more disruptive than other students. Should a student's behavior seem threatening or be disruptive to class, it is important to remember that, like all students, they are required to meet the University's code of conduct. Therefore, it is appropriate to follow policy recommendations on handling these situations.

#### **Myth #4: Recovery from Mental Health Conditions is Not Possible**

For many decades, a mental health condition was thought to be permanent and untreatable. As a result, people with mental health conditions were hospitalized to separate them from the rest of

society. With the discovery of various medications to alleviate symptoms of mental illness, there has been a gradual evolution toward providing treatment and rehabilitation services in the community. Long-term studies have revealed that people with mental health conditions show genuine improvement over time and are able to lead stable, productive lives. Recovery rates are cited as ranging from 25% to 90%.

#### **Myth #5: People with Mental Health Conditions Cannot Tolerate Stress**

This myth oversimplifies the complex human response to stress. People with various medical conditions may find their symptoms exacerbated by high levels of stress. Furthermore, people vary substantially in what they view as stressful. Some people find unstructured schedules highly stressful, while others struggle with too much regimentation. Some people need solitude to focus and be productive, while others thrive on high levels of social contact and public visibility. Therefore whether or not a mental health condition is present, success in dealing with stress seems to depend most on how well an individual's needs and daily life circumstances match.

## **MOBILITY IMPAIRMENTS**

### **Mobility Impairments**

There are various forms of mobility impairments which include, but are not limited to: partial or total paralysis, muscular dystrophy, cerebral palsy, some cardiac and respiratory diseases, arthritis, and impairment in speed or coordination.

### **Suggestions for Working with Students with Mobility Impairments**

When working with students with mobility impairments, keep the following considerations in mind:

- Facilitate access to the classroom and make special arrangements, if necessary.
- If a faculty office is inaccessible, make arrangements to meet with the student in an alternate location.
- Include the student within regular seating area of the class.
- Coordinate the use of a note-taker.
- Test accommodations may include extended time, separate testing room, scribes, and access to laptops as word processors.
- Specialized computer equipment and software may be required.
- Extra time may be needed to complete assignments.
- Adjust lab tables or drafting tables for classes taught in lab settings.
- Lab assistance may be required.
- Always contact Student Disability Services if you have questions or concerns (dial 773-702-7776 or email [gmoorehead@uchicago.edu](mailto:gmoorehead@uchicago.edu))

**Campus Maps with Accessible Routes:** <http://maps.uchicago.edu/campus.shtml>. After selecting a section of campus, wheel routes and accessible entries to buildings are provided.

**Library Page for Patrons with Disabilities:** <http://www.lib.uchicago.edu/e/using/accessibility/>. Provides descriptions of services and technologies in the library.

## GLOSSARY

The Glossary contains 30 terms pertaining to Teaching Students With Disabilities: Resources for Instructors.

### 5A

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Term	Definition
ADA	Americans with Disabilities Act
Alternative Format	Alternative Format refers to the transcription of books or other content (such as notes, newspapers, or magazines) into a format other than standard print (e.g., large print, Braille, audio, and talking books).
Alternative Text for Images	Providing an alternative text for graphics in web pages, MS Word documents, PowerPoint slides, PDF's, etc. This allows the user utilizing a screen reader to understand the meaning of an image without being able to see it.
American Sign Language (ASL)	American Sign Language (ASL) is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body.
Americans with Disabilities Act of 1990 (ADA)	Under ADA, students pursuing a post-secondary education are responsible for documenting and requesting accommodations for their specific needs. Students are responsible for identifying themselves as students who have a disability. The student must provide the University with appropriate documentation regarding their disability and recommended accommodations. Students are responsible for requesting specific academic adjustments or accommodations according to their documented needs. Eligibility for reasonable accommodations in post-secondary institutions is driven by the federal definition of disability as a physical or mental impairment that substantially limits or restricts the conditions, manner, or duration under which an average person in the general population can perform a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, working, or taking care of oneself. In a university setting, students must advocate for their own academic needs.
Assistive Listening Device	An assistive listening device is used to amplify a presenter's voice and transmit it directly to the listener's ears via an electronic receiver and special earphones or the listener's own hearing aids. The device reduces the problem of background noise interference and the problem of distance between presenters and hearing-impaired listeners.
Assistive Technology	Any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities. For example, assistive technologies include, but are not limited to: large monitors, alternate keyboard devices, screen magnification software, screen reading software, speech recognition software, Braille displays, TTY's, hearing aids, cochlear implants, and assistive listening devices.
Attention Deficit Disorder (ADD) and (ADHD)	Attention Deficit Disorder is a biologically based condition causing a persistent pattern of difficulties resulting in one or more of the following behaviors: inattention, hyperactivity, and impulsivity.
Augmentative Communication Devices	Devices that aid the user in communicating, which may include portable speech output devices as well as those that connect directly to a computer or telephone.

Auxiliary Aids and Services are broad terms, including such considerations as but not limited to:

- Adjustable lighting
- Sound amplification
- Note-takers
- ASL interpretation
- Speech to text interpretation
- Use of a computer for in-class exams and in-class writing assignments
- A reduced distraction environment, whenever possible, for in-class exams
- Extra time for in-class examinations and in-class writing assignments
- Alternative book and test formats

Auxiliary aids and services

Auxiliary Aids and Services are tailored to an individual's situation, taking into account the nature of their disability, their prior experience with specific academic adjustment or modification, and the context of the learning environment and course content.

⌘B

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Term	Definition
Braille Display	A tactile device consisting of a row of rectangular cells, each of which contains a series of moveable pins. The pins are controlled electronically to move up or down to form braille characters. The characters depict the information that appears on the text source, typically via a computer or note taker device.

⌘C

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Term	Definition
CART (Communication Access Real-time Translation)	The instant translation of the spoken word into text, as performed by a CART reporter using a stenotype machine and a computer with real time software. The text is then displayed on a computer monitor or other display device for a student who is deaf or hard of hearing to read.
CCTV (Closed Circuit Television)	Closed Circuit Television (CCTV) can be used to quickly magnify any objects placed under a camera unit. CCTV systems vary in size from portable, pocket-sized units to stationary cameras with large displays. A CCTV system can provide high contrast, inverse video, gray scale, false colors, natural colors, and control of contrast level and brightness.
Closed Captioning	Closed captioning systems typically display a transcription of the audio portion of a video program as it occurs (either verbatim or in edited form), sometimes including non-speech elements.

⌘D

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Term	Definition
DAISY	Digital Accessible Information SYstem is a method of delivering audio/text versions of printed materials. Files require a daisy reader in order to be used.
Disability	Federal law defines a disability as a physical or mental impairment that substantially limits or restricts the conditions, manner, or duration under which an average person in the general population can perform a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, working, or taking care of oneself. An impairment or diagnosis, in and of itself, does not constitute a disability: it must "substantially limit" activities of daily living.

⌘H

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Term	Definition
Hard of Hearing and Deaf	Hard of Hearing: A hearing impairment, whether permanent or fluctuating, which adversely affects a student's educational performance but which is not included under the definition of "deaf." Deaf: A hearing impairment which is so severe that it limits a student's ability to process linguistic information through hearing, with or without amplification, which adversely affects educational performance.

## ⌘J

Term	Definition
JAWS	Primary computer screen reading software for the blind. Only available for Microsoft Windows.

## ⌘L

Term	Definition
Learning disabilities	Learning disabilities (LD) are neurological disorders that can make it difficult to acquire certain academic and social skills.

## ⌘M

Term	Definition
Mobility impairment	A mobility impairment may impact, to varying degrees, a student's ability to walk, manipulate objects, turn pages, write with a pen or pencil, type at a keyboard, and/or retrieve research materials. A student's physical abilities may also vary from day to day.

## ⌘O

Term	Definition
OCR / Optical character recognition	Electronic conversion of images or printed text into machine-editable and readable text after capture by scanning.

## ⌘P

Term	Definition
Psychological disorder	A pattern of behavioral or psychological symptoms that impact multiple life areas and/or create distress for the person experiencing these symptoms.

## ⌘R

Term	Definition
Reasonable accommodation	A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a disability to have an equal educational opportunity but does not lower or modify essential requirements, fundamentally alter the nature of a service, program or activity, or result in undue financial or administrative burdens.

## ⌘S

Term	Definition
Screen Magnification Software	Screen magnification software is used by people with visual disabilities to access information on a computer screen. The software enlarges the information on the screen by pre-determined incremental factors (e.g., 2x magnification, 3x magnification, etc.). Most screen magnification software has the flexibility to magnify the full screen, parts of the screen, or provide a magnifying glass view of the area around the cursor or pointer. These programs also often allow for inverted colors and enhanced pointer viewing and tracking options.

Screen Reader	Screen Reader is a commonly used name for text-to-speech technology. Computer hardware and software produce synthesized voice output for text displayed on the computer screen, as well as for keystrokes entered on the keyboard.
Section 504 of the Rehabilitation Act of 1973	Section 504 of the Rehabilitation Act of 1973 as amended is a federal law that prohibits discrimination against persons with disabilities by entities who receive federal funds. Section 504 actually codified constitutional equal protection for the rights of individuals with disabilities. This law was closely modeled upon civil rights legislation and is intended to offer individuals with disabilities equal opportunity to pursue employment, educational, and recreational goals free of discrimination.
Section 508 amendment to the Rehabilitation Act	In 1998 the US Congress amended the Rehabilitation Act to require federal agencies to make their electronic and information technology accessible to people with disabilities. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. § 794d), agencies must give disabled employees and members of the public access to information that is comparable to the access available to others.

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Term	Definition
TTD (Telecommunication Device for the Deaf)	Previously known as TTY (Teletypewriter), a TTD consists of a keyboard, a display screen, and a modem. Text that is typed into a TTD is converted to electrical signals that travel over regular telephone lines. When the signals reach their destination (another TTD), they are converted back into text which appears on a display screen, is printed out on paper, or both.

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Term	Definition
Visual impairment and Blind	Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. Total blindness is the inability to tell light from dark, or the total inability to see.
Voice Recognition	Voice Recognition allows an individual to use his or her voice as a computer input device. Voice recognition may be used to dictate text or to give commands to a computer or computer application.



## WEBLINKS

**The AccessText Network** (<http://www.accesstext.org/>) facilitates and supports the national delivery of alternative electronic textbooks to higher education institutions for students with documented disabilities.

**Association on Higher Education and Disability** (AHEAD, <http://www.ahead.org/>).

**Bookshare®** (<https://www.bookshare.org/>) is an online library of digital books for people with print disabilities. It operates under an exception to U.S. copyright law which allows copyrighted digital books to be made available to people with qualifying disabilities. In addition, many publishers and authors have volunteered to provide Bookshare with access to their works. By requiring individuals to register as Members and provide a Proof of Disability, Bookshare ensures that only qualified individuals use the service.

Bookshare Members download books, textbooks and newspapers in a compressed, encrypted file. They then read the material using adaptive technology, typically software that reads the book aloud (text-to-speech) and/or displays the text of the book on a computer screen, or Braille access devices, such as refreshable Braille displays.

Through an award from the U.S. Department of Education Office of Special Education Programs (OSEP), Bookshare offers free memberships to U.S. schools and qualifying U.S. students.

**Illinois Center for Information Technology and Web Accessibility:**

<http://www.cita.illinois.edu/>

**Illinois Information Technology Accessibility Act Standards 1.0:**

(<http://www.dhs.state.il.us/IITAA/IITAAStandards.html>). The Illinois Information Technology Accessibility Act (Public Act 095-0307) requires that information technology developed, purchased, or provided by the State is accessible to individuals with disabilities. These standards define the functional performance criteria and technical requirements that must be met to ensure that information technology is accessible.

**Section 508** (<http://www.section508.gov/>)

**Illinois IT Accessibility Initiative:** ITaccess (<http://itaccessibility.illinois.edu/>). This site is a compilation of accessibility resources and facts for faculty and staff when creating web sites, course materials, and online documents. Training tutorials, best practices, links to DRES resources, tools for evaluation, and requirements of the IITAA are all covered.

**University of Minnesota Computer Accommodations Program** (<http://cap.umn.edu/>)

**Web Content Accessibility Guidelines (WCAG) 2.0:** (<http://www.w3.org/TR/WCAG20/>)

**World Wide Web Consortium - Web Accessibility Initiative:** (<http://www.w3.org/WAI/>)

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