

Appendices of Disability Forms

A QUICK REFRESHER COURSE . . .

The Rehabilitation Act of 1973

Title V of the Rehabilitation Act of 1973 is generally regarded as the first "civil rights" legislation for persons with disabilities on the national level. Included within the various sections of that Title is a call for nondiscrimination in federal agencies (Section 501) and the establishment of the Architectural and Transportation Barriers Compliance Board (Section 502). Of direct importance to the post-secondary community are Sections 503 and 504.

Section 503. Section 503 mandates nondiscrimination on the basis of disability in employment in institutions and entities that receive federal financial assistance. Although Section 503 is not an affirmative action statute (i.e., there is no requirement to give preference in employment to qualified persons with disabilities), there is a mandate to actively encourage application and consideration for employment of disabled candidates.

Section 504. Section 504 is a program access statute. It requires that no otherwise qualified person with a disability be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by an institution or entity receiving federal financial assistance. Section 504 has promoted the development of disability support service programs in colleges and universities across the country over the last 25 years. Subpart E of Section 504 deals specifically with this mandate for institutions of higher education. While it does not require that special educational programming be developed for disabled students, it does require that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to nondisabled students.

The Americans with Disabilities Act

Title I. Title I covers nondiscrimination in employment activities. It requires that employers not discriminate on the basis of disability in the recruitment, hiring, retention, or promotion of employees. Employment opportunities must be made available when it can be shown that, with or without reasonable accommodations, the individual can successfully perform the essential functions of the job.

Title II. Title II of the ADA is divided into two subparts. Subpart A requires that state and local government entities and programs be made accessible to persons with disabilities. Subpart B covers transportation and requires that public transportation systems be made fully accessible to and usable by persons with disabilities.

Title III. Title III covers the accessibility and availability of programs, goods, and services provided to the public by private entities. Although the act uses the term "public

accommodations", it is used in the context of use by the public, rather than operation by a public entity. By definition, a public accommodation is privately owned, operated, and/or offered.

Title IV. Title IV requires that telecommunications services be made accessible to persons with hearing and speech impairments and has specific reference to the development of telecommunications relay systems and closed captioning technology. It has no direct relationship to institutions of higher education, as all appropriate mandates for communication access referring to postsecondary settings are contained in Titles II and III.

Title V. Title V of the ADA contains a miscellaneous provision that applies to all of the other titles as well--in other words, employers, state and local government entities, and public accommodations covered by Title I, II, III, are also covered by the provision of Title V.

Definition of Learning Disabilities

Learning Disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, and occur across the life span.

Problems in self - regulatory behaviors, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability.

Although learning disabilities may occur concomitantly with other - handicapping conditions (for example, sensory impairment, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.

The regulations for Public Law (P.L.) 101-476, the Individuals with Disabilities Education Act (IDEA), formerly P.L. 94-142, the Education of the Handicapped Act (EHA), define a learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.

Common Characteristics of College Students with Learning Disabilities

Following are characteristic problems of college students with learning disabilities. Naturally, no student will have all of these problems.

Study Skills

- Difficulty/inability to change from one task to another easily
- No system for organizing notes and other materials

- Difficulty scheduling time to complete short and long-term assignments
- Difficulty completing tests and in-class assignments without additional time
- Difficulty following directions, particularly written directions

Reading

- Difficulty reading new words, particularly when sound/symbol relationships are inconsistent
- Slow reading rate - takes longer to read a test and other in-class assignments
- Poor comprehension and retention of material read
- Difficulty interpreting charts, graphs, scientific symbols
- Difficulty with complex syntax on objective tests

Writing

- Problems with organization and sequencing of ideas
- Poor sentence structure
- Incorrect grammar
- Frequent and inconsistent spelling errors
- Difficulty taking notes
- Poor letter formation, capitalization
- Inadequate strategies for monitoring written work

Math

- Difficulty with basic math operations
- Difficulty with aligning problems, number reversals, confusion of symbols
- Poor strategies for monitoring errors
- Difficulty with reasoning
- Difficulty reading and comprehending word problems
- Difficulty with concepts of time and money

Oral Language

- Difficulty concentrating in lectures, especially 2-3 hour lectures
- Poor vocabulary, difficulty with word retrieval
- Problems with grammar

Interpersonal Skills

- Impulsivity
- Difficulty delaying resolution to a problem
- Disorientation in time - misses class and appointments

- Poor self-esteem

Guidelines for Documenting a Learning Disability Midland College

Midland College has **adopted** the following guidelines for documenting that a student has a learning disability. These guidelines are taken from **the *Guidelines for Documentation of a Learning Disability in Adolescents and Adults, July 1997, Association on Higher Education And Disability, Columbus, Ohio.***

There are four important areas used to document a learning disability: 1) the qualifications of the evaluator, 2) recency of the documentation, 3) appropriate clinical documentation to substantiate the learning disability, and 4) evidence to establish a rational supporting the need for accommodations.

I. Evaluator Qualifications

All documentation should be on professional letterhead, whether that of the agency for which the professional works or of the person in private practice. The professional's name, title and professional credentials including information about license or certification, should appear somewhere in the report. In addition, it must include area of specialization, employment and state in which the evaluator practices. Examples of qualified professionals are: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, and medical doctors.

II. Recency of the documentation

The purpose of documenting the student's learning disability is to assist **the student with his/her ability to learn** while enrolled at Midland College. Therefore, it is in the student's best interest to provide Midland College with recent documentation that will assist the Counselor/Disability Specialist, student, and instructor with developing the most appropriate classroom modification(s). In most cases the information should be no older than five years.

III. Documentation to substantiate a Learning Disability

The documentation should be a comprehensive report, which validates the need for the modifications requested based on the student's current level of functioning at Midland College. A comprehensive assessment battery should include: (A) diagnostic interview, (B) assessment of aptitudes, academic achievement, and information processing, and (C) diagnosis.

A. Diagnostic Interview

The diagnostician conducting the interview should use his/her judgment as to which of the

following areas to include: a description of the presenting problem(s); developmental, medical, psychosocial, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

B. Assessment

The diagnostic evaluation must determine whether or not a specific learning disability does or does not exist. The assessment should be based on a comprehensive assessment battery and not rely on any one test. Any limitation to learning or a limitation to any life activity must be documented. Domains addressed in the report must include:

1. Aptitude

The following list of aptitude tests will provide the information necessary to make the appropriate accommodations:

- * *Wechsler Adult Intelligence Scale -- revised (WAJS-R)*
- * *Woodcock-Johnson Psychoeducational Battery -- Revised: Test of Cognitive Ability*
- * *Kaufman Adolescent and Adult Intelligence Test*
- * *Stanford-Binet Intelligence Scale (4th ed.)*

2. Academic Achievement

An academic achievement battery must include the following: current levels of academic functioning in the areas of reading (decoding and comprehension), mathematics, and oral and written language. Acceptable achievement tests include the following:

- * *Scholastic Abilities Test for Adults (SATA)*
- * *Stanford Test of Academic Skills*
- * *Woodcock-Johnson Psychoeducational Battery -- Revised. Test of Achievement*
- * *Wechsler Individual Achievement Test (WIAT)*

or specific achievement tests such as:

- * *Nelson-Denny Reading Skills Test*
- * *Stanford Diagnostic Mathematics Test*
- * *Test of Written Language -- (TOWL-3)*
- * *Woodcock Reading Mastery Test -- Revised*

3. Information Processing

The following instruments are acceptable for assessing short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability:

*Detroit Tests of Learning Aptitude --3 (DTLA-3), the **Detroit Tests of Learning Aptitude -- Adult (DTLA-A)**, information from subtests on WAIS-R, Woodcock-Johnson Psychoeducational Battery -- Revised: Test of Cognitive Ability, as well as other relevant instruments.*

C. Specific Diagnosis

The diagnostician should specifically state whether or not a learning disability is present.

It should be noted that students have individual learning styles, learning differences, academic problems and test anxiety and may not necessarily name a “learning disability.”

If the testing data indicates that a learning disability is not present, the evaluator should state that fact.

Test Scores

Grade equivalent scores are not useful. Standard scores and/or percentiles need to be included.

All tests used should be reliable, valid, and standardized for use with adolescents and adults.

Clinical Summary

A good clinical summary needs to include the following:

1. Information that the evaluator has ruled out that academic problems are a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and/or cultural/language differences;
2. how the student's cognitive ability, achievements, and information processing indicate that the student has learning disability;

3. that the student has a substantial limitation to learning or other major life activity and the degree that it impacts the student's learning justifies the accommodations that are being requested;
4. justification for the accommodations are needed and how the accommodations will assist the student.

The summary should also include a record of prior accommodation from other schools (high school or other colleges/universities) attended.

IV. Recommendations for Accommodations

The need for accommodations can change over time. Prior accommodations do not necessarily warrant the current need for similar accommodations. The evaluator should support the need for and the type of modifications being requested with specific test results or clinical observations. Midland College will make the final decision regarding the provision of accommodations.

If the instructor disagrees with the recommended accommodations please notify the Counselor/Disability Specialist.

V. Confidentiality

Midland College has the responsibility to maintain confidentiality with all documentation. We will not release any part of the documentation without the student's written consent.

Notification of Needed Accommodations

All information contained in this document is confidential

The following student has enrolled in your course(s) listed below. Based upon documentation provided by the student, these accommodation(s) are suggested. (*) The responsibility falls with the student, the instructor, and the counselor to determine what is reasonable and appropriate for each individual class. This does not mean that less should be required from this student but that reasonable accommodations must be made to ensure equal access to an education.

Information about disabling conditions, suggestions for assistive aids, and options to help you make your classroom presentation adaptable for your student(s) are available from room 130 Scharbauer Student Center, 685-5598.

Your assistance in making the special arrangements that are indicated in the “Recommended Accommodations” section listed below is greatly appreciated.

Name: _____

Semester: _____

Course: _____

RECOMMENDED ACCOMMODATIONS

(This list is not inclusive. Other accommodations maybe necessary.)

- _____ Having a tape recorder in class
- _____ Alternative/Preferential seating (to be determined by student)
- _____ Having an interpreter in class
- _____ Having a note-taker in class
- _____ May need to stand and/or change positions or take breaks during class
- _____ Written work to be done on the computer
- _____ Frequent instructor communication, both oral and written
- _____ Time extension for completing in-class work and/or exams (time and a half, unless otherwise specified)
- _____ Books on tape
- _____ Alternative testing methods:
 - _____ Test setting in an isolated location (Career Center)
 - _____ Oral or taped questions and answers to supplement or replace written exams
 - _____ Large print tests

Other _____

I understand that it is my responsibility to give this form to my instructor. It is also my responsibility to discuss appropriate accommodations with my instructor. By signing this form I acknowledge it is my responsibility to initiate a conversation/contact with the instructor. I will contact the Career Center should any problems arise.

Student: _____
Date: _____

Instructor: Please sign, date, and check your agreement or disagreement that the accommodations indicated may be provided to this student for your course. If you disagree with these accommodations, please explain below. If you have any questions or concerns please contact Student Services. Thank you.

Instructor: _____

Agree: _____ Disagree: _____

Comments _____

Counselor/Disability

Specialist: _____

The passage of Section 504, **Federal Rehabilitation Act of 1973**, as well as the passage of the **Americans with Disabilities Act (ADA) of 1990**, requires colleges to make special arrangements for students with disabilities. Revised 02/10/03.
White: Counselor/Disability Specialist Yellow: Student Pink: Instructor

RELEASE OF INFORMATION

**Students with Disabilities
Midland College
3600 North Garfield
Midland, Texas 79705**

I _____ (students name) request that you release psychological/educational testing information to the Counselor/Disability Services at Midland College, 3600 North Garfield, Midland, Texas 79705.

_____ (student's name)
_____ (witness)

SPECIFIC LEARNING DISABILITY TESTS

Listed below are tests that may be used in the assessment process to identify a specific learning disability. At least one test should have been used in each area should be checked. If a relevant test or segment of the assessment process is not reflected here, please check "other" and describe the instrument used.

1. Intellectual Assessment

Kaufman Assessment Battery for Children (K-ABC)

Leiter International Performance Scale

Stanford-Binet Intelligence Scale: Fourth Edition

Wechsler Adult Intelligence Scale-Revised (WAIS-R)

Wechsler Intelligence Scale for Children-Revised (WISC-R)

Woodcock-Johnson Psycho-Educational Battery, Part I-Cognitive Ability (WJPEB-I or WJ-R-Cog)

other:

2. Information Processing

Bender Visual Motor Gestalt Test

Benton Visual Retention Test

Detroit Tests of Learning Aptitude

Halsted-Reitan Neuropsychological Test Battery for Adults

Modern Language Aptitude Test (MLAT)

Slingerland Screening Tests

Wechsler Adult Intelligence Scale-Revised (WAIS-R)

Wechsler Intelligence Scale for Children-Revised (WISC-R)

Woodcock-Johnson Psycho-Educational Battery, Part I-Cognitive Ability (WJPEB-I or WJ-R-Cog)

other:

3. Achievement

Brigance Diagnostic Inventory of Essential Skills

Gray Oral Reading Tests-Revised
Kaufman Assessment Battery for Children (K-ABC)
Peabody Individual Achievement Test (PIAT)
Peabody Picture Vocabulary Test-Revised (PPVT-R)
Spache Diagnostic Reading Scales
Stanford Diagnostic Reading Test (PPVT-R)
Stanford Test of Academic Skills (TASK)
Test of Reading Comprehension (TORC)
Test of Written Language (TOWL)
Wide Range Achievement Test-Revised (WRAT-R)
Woodcock-Johnson Psycho-Educational Battery, Part II-Tests of Achievement (WJPEB-II or
WJ-R-Ach)
other:

RFB&D'S LEARNING THROUGH LISTENING® TEACHER'S GUIDE

Audiobook Order Form

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*IF AVAILABLE

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NAME (PLEASE PRINT) _____ RFB&D ID # _____

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()

TELEPHONE _____

Check here if you will accept alternate editions of books

If you are a student, please list the name and address of the school you are attending:

SCHOOL NAME _____

SCHOOL ADDRESS _____

CITY _____ STATE _____ ZIP _____

BOOKS WILL BE USED FOR:

- Kindergarten
- Elementary/Middle School
- High School
- Undergraduate Studies
- Graduate Studies
- Business/Professional Work
- Self Study/Personal Interest
- Adult/Continuing Education

PREFERRED MAILING METHOD

- Free Matter
- United Parcel Service*
- First Class Mail*

PAYMENT METHOD

(If shipping by First Class Mail or UPS)

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- Discover AMEX

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CARDHOLDER'S SIGNATURE _____

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SHIPPING TABLE		
Number of Items	Shipping Rate	<i>For other shipping options via UPS or US Postal Service (including overnight service), or for shipping to destinations outside the continental United States, please call 800-221-4792 for rates.</i>
1-5 items	\$6.50	
6-15 items	\$11.50	
16 or more items	Call for rates	

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- 1 **CALL** 800-221-4792 to speak with one of our member service representatives.
- 2 **FAX** this order form to 609-987-8116 (Credit Card and Purchase Order #'s only).
- 3 **MAIL** this order form to: RFB&D, 20 Roszel Road, Princeton, NJ 08540.



Student Certification Form

STUDENT CERTIFICATION

The following certification must be completed by a qualified professional in the field of disability services, education, medicine or psychology. The certifier must be a recognized expert who attests to the physical basis of the visual, perceptual, or other physical disability which limits the applicants' use of standard print. Appropriate certifying experts may differ from disability to disability.

NAME OF SCHOOL _____ AGENCY ID# _____ SCHOOL YEAR _____

CONTACT NAME _____ CONTACT PHONE NUMBER _____

I attest to the physical basis of a visual, perceptual or other physical disability limiting the applicant's ability to effectively use standard print.

CERTIFIER SIGNATURE _____ CERTIFIER TITLE _____ DATE _____

STUDENT INFORMATION

PLEASE INDICATE WHICH DISABILITY PREVENTS STUDENT FROM READING STANDARD PRINT

VI = Visual Impairment or Blindness

LD = Learning Disability

O = Other Physical Disability

STUDENT NAME OR CASE ID NUMBER	DATE OF BIRTH	GRADE LEVEL	NAME OF PARENT OR GUARDIAN	DISABILITY

RETURN COMPLETED FORM TO:

Recording for the Blind & Dyslexic
Member Services Department
20 Roszel Road, Princeton, NJ 08540

Phone: 800-221-4792 Fax: 609-987-8116



Resources

Association on Higher Education and Disability (AHEAD)

University of Massachusetts- Boston
100 Morrissey Boulevard
Boston, MA 02125
617-287-3880 (Voice)
617-287-3882 (FAX)
<http://www.ahead.org>
ahead@postbox.acs.ohio-state.edu (Email)

AHEAD in Texas

AHEAD in Texas
PO Box 607
Millican, Texas 77866-0607
<http://tahead.tamu.edu/>

Center for Children and Families

1004 N. Big Spring
Midland, Texas 79701
www.centersforchildrenandfamilies.org

Council for Learning Disabilities (CLD)

P.O. Box 40303
Overland Park, KS 66204
www.cldinternational.org
(913) 492-8755

Department of Justice (DOJ)

Office on the Americans with Disabilities Act
Civil Rights Division
P.O. Box 66118
Washington, DC 20035-6118
(202) 514-0301 (Voice)
(202) 514-0381 (TDD)
www.usdoj.gov/crt/ada/adahom1/htm

Division of Rehabilitative Services

401 E. Illinois Ave.
Midland, Texas 79701
432-684-5791
432-684-6849 (FAX)
www.dars.tx.us

Equal Employment Opportunity Commission (EEOC)

1801 L Street, NW
Washington, DC 20507
202-663-4900 (Voice)
800-669-4000
202-663-4639 (FAX)
www.eeoc.gov

Goodwill West Texas - Midland

4320 W. Illinois
Midland, Texas 79703
432-689-4000

The George Washington University

HEATH Resource Center
2121 K Street, NW Suite 220
Washington, DC 20037
202- 973-0908 (Voice/TTY)
800-544-3284 (Voice/TTY)
202-973-0908 (FAX)
www.heath.gwu.edu

IBM National Support Center for Persons with Disabilities

IBM Corporation
1133 Westchester Avenue
White Plains, New York 10604
800-IBM-4YOU
www.ibm.com

Job Accommodation Network

P.O. Box 6080
Morgantown, WV 26506-6080
A free service of the Office of Disability Employment Policy
U.S. Department of Labor
800-526-7234 (Voice/TTY)
304-293-5407
<http://www.jan.wvu.edu/>

Learning Disabilities Association of America (LDA)

4156 Library Road
Pittsburgh, PA 15234
412-341-1515 (Voice)
888-300-6710
412-344-0224
<http://www.ldaamerica.org>
info@ldaamerica.org (Email)

Learning Disabilities Association of Texas (LDAT)

1011 West 31st Street
Austin, TX 78705
512-458-8234
800-604-7500
512-458-3826 (FAX)
<http://www.ourworld.compuserve.com>
ldatexas@cs.com

National Center for Learning Disabilities (NCLD)

381 Park Avenue S
New York, NY 10016
212-5457510
888-575-7373
212-545-9665
<http://www.ld.org>
help@nclld.org (Email)

National Council on Disability

1331 F Street, NW
Washington, DC 20006
202-272-2004 (Voice)
202-272-2074 (TDD)
202-272-2022
<http://www.ncd.gov>
mquigley@ncd.gov (Email)

**Office of Civil Rights: US Department of Health
and Human Services**

US Department of Health & Human Services
200 Independence Avenue SW
Washington, DC 20201
202-619-0403
800-368-1019
202-619-3437 (FAX)
800-537-7697 (TDD)

Office of Civil Rights: US Department of Education

330 C Street SW
Washington, DC 20202
202-205-5413
800-421-3481
202-205-9862 (FAX)
877-521-2172 (TDD)
<http://www.ed.gov>

ocr@ed.gov (Email)

President's Committee on Employment of People with Disabilities

1111 20th Street, NW, Suite 600
Washington, DC 20036
(202)653-5010

RFB&D Learning Through Listening

20 Roszel Road
Princeton, NJ 08540
609-452-0606
800-221-4792
609-987-8116
<http://www.rfbd.org>
custserv@rfbd.org (Email)

Relay Texas

888-782-8477
512-936-7000
www.puc.state.tx.us

Division for Blind Services

3016 Kermit Hwy, Suite A
Odessa, Texas 79764
432-582-2156 (TDD)
432-582-2155 (Voice)
<http://www.DARS.state.tx.us/>

Texas Health and Human Services Commission

901 W. Wall
Midland, Texas 79701
432-687-1591 (Aid to Families with Dependent Children)
432-687-1591 (Medicaid for Children & Pregnant Women)
432-686-2312 (Community Care for Aged & Disabled)
432-686-2313 (Medicaid Eligibility)
<http://www.hhsc.state.tx.us/index.html>

United Way of Midland

1209 W. Wall
Midland, Texas 79701
432-685-7700
432-682-4462 (FAX)
<http://www.uwmidland.org/>