



# College Accommodations

## for Students with Disabilities

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# Topics to cover today:

- ❖ The role of the Disability Service Offices
- ❖ Disclaimer: KOKUA and UH Mānoa
- ❖ Eligibility for KOKUA services, Population served
- ❖ Contrasting Disability Rights and Responsibilities in K-12 vs. College/Post-Secondary
- ❖ The Student's Partnership Role
- ❖ Overview of Disability Access Services/Accommodations in College
- ❖ Planning Ahead when "Taking the Next Step" - Transition suggestions
- ❖ Questions

# KOKUA Program

*Kahi O Ka Ulu'ana (The place of growing)*



Founded in 1966, KOKUA is the UH Mānoa office designated to work with faculty and students to ensure institutional compliance with University policy as well as federal and state laws prohibiting discrimination on the basis of disabilities.

We serve undergraduate, graduate and professional students with learning, physical, psychiatric and other documented disabilities.

In the spirit of "aloha" and respect, we work together – students, faculty, staff and KOKUA – to facilitate equal access for students with disabilities to the Mānoa experience.

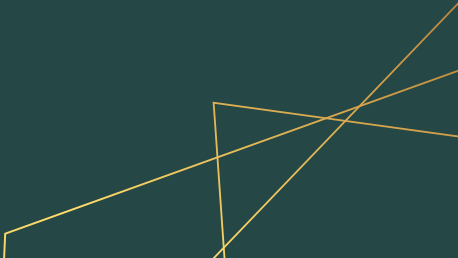


# Offices for Students with Disabilities

Colleges and universities have an obligation to provide access to students with disabilities in all institutional programs and activities and will have an Office for Students with Disabilities or a Disability Service Provider.

With KOKUA as an example, each UH System campus has a Disability Service Provider who provides access services for their respective campuses.

Services are not retroactive. Students must self-identify to the disability office. For timely services, students are encouraged to reach out to Disability Providers well in advance of the start of the semester to have adequate time to discuss disability-related needs.



# From the point of admission through graduation....

From the point of admission through graduation, the University works together, in partnership, and shares the responsibility to ensure that all of our University's services, activities and programs are equally accessible.

**Access is a shared responsibility.**





## Eligibility for Services

Students with permanent, documented disabilities, who voluntarily disclose their disability status to the disability office, are eligible for services.

# What is a disability?

An individual with a disability is defined by the ADA (Americans with Disabilities Act) as:

- ❖ a person who has a physical or mental impairment that substantially limits one or more major life activities,
- ❖ a person who has a history or record of such an impairment, or
- ❖ a person who is perceived by others as having such an impairment.

*"Does the impact of 'X' for this particular student constitute a disability?"*





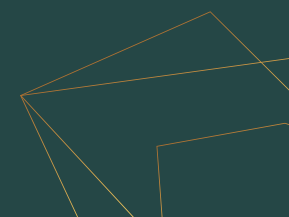
# Categories of Disabilities

## Health-related Disabilities

Cancer, diabetes, psychiatric disabilities (e.g. Anxiety, Depression, Obsessive Compulsive Disorder, Bipolar Disorder, Schizophrenias, etc.), heart conditions, hemophilia, HIV/AIDS, lupus, renal dysfunction, Cystic Fibrosis, respiratory disease, seizure disorders, traumatic brain injury, Postural Orthostatic Tachycardia Syndrome (POTS), severe food or environmental allergies, etc.

## Mobility-related Disabilities

Paraplegia, quadriplegia, hemiparesis, arthritis, carpal tunnel syndrome, cerebral palsy, multiple sclerosis, muscular dystrophy, polio, spinal cord injuries, stroke, chronic pain, etc.





# Categories of Disabilities

## Hearing-related Disabilities

Deaf, Hard of Hearing,  
Vertigo, Tinnitus, etc.

## Learning Disabilities

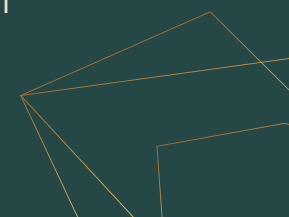
Dyslexia, ADHD, Dysgraphia,  
Central Auditory Processing  
Disorder, Dyscalculia, etc.

## Visual Disabilities

Complete blindness or low vision  
that may be a result of macular  
degeneration, diabetic  
retinopathy, glaucoma, retinitis  
pigmentosa, inoperable  
cataracts, etc.

## Other Disabilities

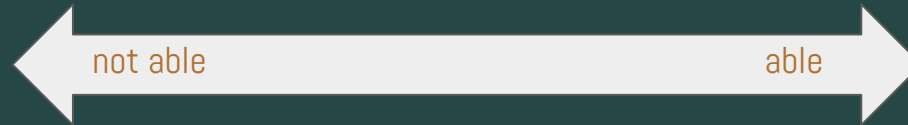
Asperger's Syndrome, Autism  
Spectrum Disorder, etc.



# How many students in postsecondary education have a disability?

Nineteen percent of undergraduates in 2015-2016 reported having a disability. In 2015-2016, the percentage of undergraduates who reported having a disability was 19 percent for male students and 20 percent for female students. There were some differences in the percentages of undergrads with disabilities by characteristics such as veteran status, age, dependency status, and race/ethnicity. The percentage of post-baccalaureate students who reported having a disability (12 percent) was lower than the percentage for undergraduates (19 percent).

# Consider ability on a Spectrum



Understanding English  
See  
Hear  
Walk  
Read print  
Write with pen/pencil  
Communicate verbally  
Tune out distractions  
Learn  
Manage physical/mental health

# Types of Disability Dynamics

- ❖ Visible vs. Invisible
- ❖ Single vs. Multiple
- ❖ Long-standing vs. Recent Onset
- ❖ Static vs. Episodic
- ❖ Diagnosed vs. Undiagnosed

# FAQ: What role does disability play in Admission?

Disability status is NOT requested or considered in determining admission.

At the postsecondary level, OCR interprets a “qualified student with a disability” to refer to a student with a disability “who meets the academic and technical standards requisite for admission or participation in the institution’s educational program or activity.”

# Post-Secondary Access Model: There are no IEPs in College

- ❖ No special education at the college-level.
- ❖ The IEP (Individualized Education Plan) and 504 plan that guided a child's curricular program in High School does not simply carry over to college.
- ❖ Individuals with Disabilities Education Act (IDEA) is a K-12 entitlement law
  - IDEA is about FAPE (free and appropriate public education) and success.
- ❖ The Americans with Disabilities Act (ADA) is about equal access.
- ❖ Accommodations are not required to produce an identical result or level of achievement, but must afford an equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement.

# Post-Secondary Access Model: There are no IEPs in College

- ❖ The college cannot inquire about disability and students are not required to self-identify.
- ❖ If a student is pursuing accommodations, they need to self-identify to the disability office.
- ❖ It is the student's responsibility to request disability-related services each semester.
- ❖ Self-advocacy is critical.
- ❖ Students must qualify and meet the requirements of academic programs.
- ❖ Cannot "fundamentally alter" course/program requirements.



# High School vs. College

## High School

- ❖ Student is identified by the school and is supported by parents and teachers
- ❖ Schools are responsible for the cost of evaluation
- ❖ Primary responsibility for arranging accommodations belongs to the school
- ❖ Teachers approach you if they believe you need assistance
- ❖ Parent is the primary advocate

## College

- ❖ Student must self-identify to the Office of Disability Services
- ❖ Students assumes the cost of an evaluation
- ❖ Student holds the primary responsibility for initiating the need for accommodations
- ❖ Professors are usually open and helpful, but most expect students to initiate contact if assistance is needed
- ❖ Students are responsible for self-advocacy
- ❖ FERPA: privacy rights

# High School vs. College

## High School

- ❖ Teachers may modify curriculum and/or alter pace of assignments
- ❖ IEP or 504 may include modifications to test format and/or grading
- ❖ Testing is frequent and covers smaller amounts of material.
- ❖ Teachers often take time to remind you of assignments and due dates.

## College

- ❖ Professors are not required to modify curriculum design or alter assignment deadlines
- ❖ Grading and test format changes are generally not available
- ❖ Testing is usually infrequent and may be cumulative, covering large amounts of material.
- ❖ Professors expect students to independently follow the course syllabus and to be on top of deadlines.
- ❖ Students should be familiar with the academic calendar (e.g. deadlines)

# High School vs. College

## High School

- ❖ Tutoring and study support may be a service provided as a part of an IEP or 504 plan.
- ❖ Time and assignments are structured by others.
- ❖ Assignments are due in class.
- ❖ You may study outside of class as little as 0 to 2 hours/week.

## College

- ❖ Tutoring does not fall under disability services. Students with disabilities must seek out tutoring resources as they are available to all other students.
- ❖ Students manage their own time and complete assignments independently.
- ❖ Assignments may routinely be due on a day/time the class does not meet (e.g. Sunday by 11:59 PM)
- ❖ Students are expected to study at least 2 hours outside of class for each hour in class.



# Student Code of Conduct Expectations

All UH System students, including those with disabilities, are expected to abide by the University's Student Code of Conduct.

# Legal Primer

The federal laws and regulations that provide protection for students with disabilities in Higher Education are:



1. Section 504 and Section 508 of the Rehabilitation Act  
(originally passed in 1973, with subsequent reauthorizations);
2. The Americans with Disabilities Act (ADA) of 1990 (Titles II and III);
3. The 2008 Amendments to the ADA;
4. The 2010 Access Standards.
5. The Fair Housing Act.

## FAQ: I'm a new student...when should I reach out and how should I prepare?

Students can make an intake appointment anytime at KOKUA, but we highly encourage new students to contact us by **April** for timely access to services such as early/priority registration and housing accommodations.

A great way to prepare for our intake appointment is to begin reviewing your high school IEPs or disability evaluations. Have a conversation with your parents or teachers to consider the impact of your disability, the barriers you might anticipate in college, and what services might be helpful.

**"The secret to getting ahead is getting started." - Mark Twain**

# Intake Appointment

In this initial intake appointment, the Disability Office engages the student in an interactive process to understand if and how the student is impacted by the described condition.

Disability Services will learn more about the student's disability(ies) and how this impacts learning. Disability Services will then use professional judgment to determine appropriate accommodations.

Students are encouraged to contact Disability Services prior to the start of their first semester and ensure they follow-up with Disability Services each semester.



## Services:

- are FREE
- are CONFIDENTIAL
- Will not show up on a student's transcript or be viewable in STAR

# Interactive Process

The Disability Service Provider guides the student through this interactive process which includes:

- ❖ student narrative about the disability experience
- ❖ barriers encountered
- ❖ educational history and accommodation history
- ❖ observation and interaction with student
- ❖ documentation (external or third-party)



# History of Disability

- ❖ Services for a disability through agencies such as vocational rehabilitation, mental health facilities
- ❖ Medical information such as when the student was diagnosed, functional limitations to daily life activities, impact of medications and side effects, symptoms that have impacted the educational experience, and frequency and duration of flare-ups
- ❖ Student's account of disability, historical experiences with barriers and helpful strategies to compensate/self-accommodate
- ❖ Barriers the student has experienced in the educational and personal environment, in using technology or participation in programs/activities
- ❖ Use of assistive technology or auxiliary aids and services

# Barriers to access:

- ❖ Physical accessibility issue (e.g., a lack of accessible furniture in the classroom);
- ❖ A digital accessibility concern (e.g., a lack of captioning on videos);
- ❖ A restrictive policy challenge (e.g., a course attendance policy that poses a challenge for a student with a chronic health condition); or
- ❖ Attitudinal barriers including a lack of awareness and understanding about disability (e.g., a professor who refuses to provide extended time for an exam or asks about the disability)

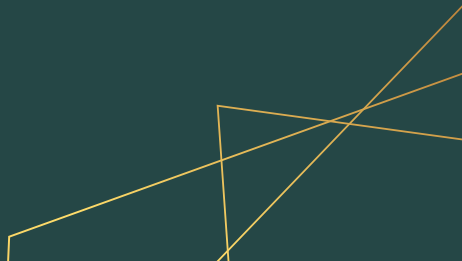
*What solutions have worked in the past?  
What solutions might work in this situation  
based on your assessment?*



# History of Accommodations:

- ❖ Accommodations in the K-12 educational setting through an IEP or 504 plan
- ❖ Informal accommodations by teachers or instructors
- ❖ Accommodations at other institutions of higher learning
- ❖ Accommodations on standardized tests
- ❖ Accommodations in the vocational setting
- ❖ Vocational Rehabilitation recommendations

*What solutions have worked in the past?  
What solutions might work in this situation  
based on your assessment?*



# Documentation Process

KOKUA follows the Association on Higher Education and Disability (AHEAD) [Guidance on Documentation Practices \(2012\)](#). This framework is “consistent with the letter and spirit of the law, reflective of legal and judicial thinking, and responsive to scholarly understandings of disability and its role in higher education and society.”

- ❖ Documentation may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system.
- ❖ This is inclusive of documents that reflect education and accommodation history, such as Individualized Education Plans (IEP's.)
- ❖ The documentation process should be non-burdensome.
- ❖ Disability documentation should be current and relevant but not necessarily “recent.” We do not require blanket statements that limit the age of acceptable documentation.

# Rationale for Decision-Making

Institutions should consider the student's disability, history, experience, request and the unique characteristics of the course, program, or requirement in order to determine whether or not a specific accommodation is reasonable. A clear understanding of how disability impacts the individual establishes the reasonableness of the accommodation for the individual. However, to determine whether the accommodation is reasonable in context requires an evaluation of the course, program, or activity.

# Role of Reasonable Accommodation

A student who requires an accommodation/modification [academic adjustment or auxiliary aid] in order to meet academic and technical standards, remains qualified if he or she can identify a reasonable accommodation that will enable him/her to meet all the essential academic and technical standards and is willing to make use of that accommodation(s) *Southeastern v. Davis* (S.Ct. 1979) as clarified in *Alexander v. Choate* (S.Ct. 1985)

The duty to accommodate does not include a duty to guarantee success.

# Common Services/Accommodations

- ❖ Early/Priority Registration
- ❖ Disability Access Counseling
- ❖ Letters to Faculty (verifying disability status, not diagnosis)
- ❖ Exam Accommodations
- ❖ Notetaking (Peer and Sonocent)
- ❖ Alternate Format Production
- ❖ Access to text-to-speech Assistive Technology (e.g. Kurzweil)
- ❖ Housing Accommodations
- ❖ Communication Access (Interpreting, Real-time captioning, etc.)
- ❖ Petitions/Academic Adjustments
  - Foreign Language Substitution, Withdrawals, Leave of Absences
- ❖ Coaching-type support
  - Calendaring, check-ins

# Early/Priority Registration

Eligible students are offered early/priority registration via KOKUA. Registration can only occur if:

- ❖ Student is an active Mānoa and KOKUA student.
- ❖ Student has no holds on their account (e.g. financial, health, academic advising).
- ❖ They have necessary pre-requisites and approvals (e.g. placement exams have been completed).
- ❖ Student is registering for Mānoa classes.

Student should consider impact of disability on upcoming schedule:

- ❖ Modality of course (in-person, online synchronous, online asynchronous)
- ❖ Time and location of course
- ❖ Manageable credit load and balance of courses
- ❖ Treatment appointments, medication timing, etc.



# Faculty Letters/Notification

- ❖ These letters must be authorized prior to each term. KOKUA will not assume students want disability status to be disclosed unless express permission is received from the student.
- ❖ KOKUA does not share disability documentation with Professors. Professors are given a category of disability and requested accommodations specific to that class are shared in this faculty or accommodation letter.
- ❖ Students are not required to disclose disability details further to Professors.
- ❖ Faculty are advised not to request detailed disability documentation or information from students with disabilities and often consult with the disability office for technical support.

# Exam Accommodations

- ❖ Types of exam accommodations:
  - reduced distraction facility
  - time extension
  - exam converted to accessible format (e.g. enlarged copy, braille, etc.)
  - equipment or assistive technology (e.g. word processing, CCTV, text-to-speech, etc.)
  - specific furniture (e.g. standing desk, etc.)
- ❖ Exam conditions mirror those that are enforced in the classroom.
- ❖ Students must submit timely requests for individual exams one week in advance for midterms and three weeks prior to finals.

# Notetaking

- ❖ KOKUA provides access to an audio notetaker - Sonocent/Glean
- ❖ In limited circumstances, KOKUA provides access to a peer notetaker to supplement their own notes
- ❖ Students must request this access service each term.
- ❖ Notes are for the student's own use and are not to be shared and do not replace the student's attendance in class.

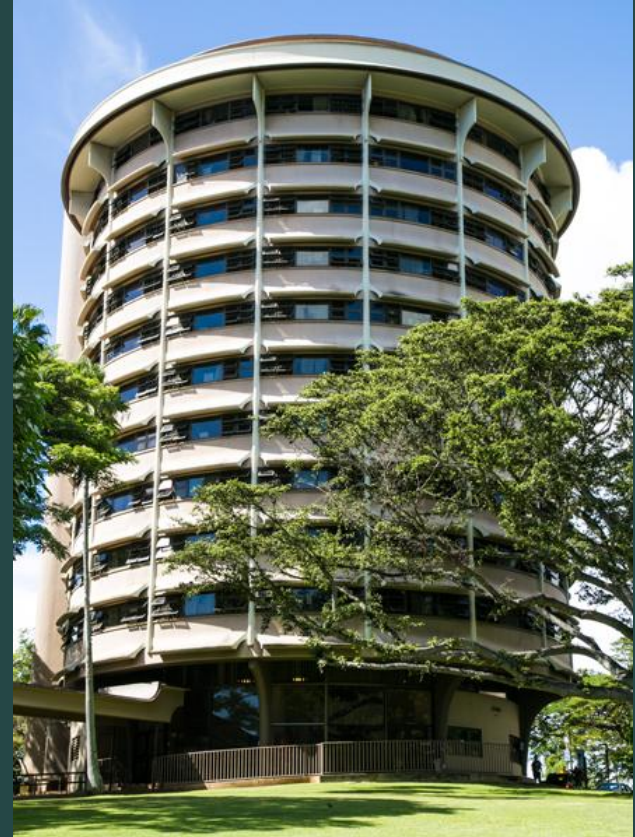
# Alternate Format

- ❖ If eligible, students can request their required instructional material in an alternate format.
- ❖ Students are still required to purchase the textbook/material due to copyright law and need to furnish KOKUA with a receipt
- ❖ KOKUA will reach out to the publisher to get a copy and if it is not available, will scan the textbook in-house
- ❖ Requests should be done prior to the start of the semester to ensure timely receipt of material.
- ❖ Sharing of these files is prohibited.

# Housing Accommodation Requests

- ❖ Single room, shared restroom
- ❖ Single room, private restroom
- ❖ Air-conditioning
- ❖ ADA accessible unit
- ❖ Emotional Support Animal
- ❖ Access to a Kitchen
- ❖ Reduced Credit Load

UH Mānoa's Housing deadline for  
housing accommodations: May 1st



# Examples of other possible accommodations

- ❖ Reduced course load approval
- ❖ Change in length of time to complete the degree
- ❖ Adaptation of the current manner in which specific courses are being conducted
- ❖ Ability to digitally record class
- ❖ Ability to turn off their Zoom/web camera
- ❖ In some limited instances, the ability to have modified attendance (for students for whom attendance is contraindicated)
- ❖ Adapted furniture placement/reserved seating

Accommodations are determined not by diagnosis alone, but by understanding the student's barrier/functional limitation the disability/diagnosis creates.

# What is considered an unreasonable accommodation?

Every student situation is unique and should be considered and analyzed individually, but examples of an unreasonable accommodation is one that is deemed a "fundamental alteration":

- ❖ the change significantly alters the essential nature of the course/program
- ❖ Removes/waives the acquisition of a skill that is considered essential or is directly related to the health and safety of others
- ❖ Lowers an academic standard


**Faculty and Disability Service Providers cannot "shoot from the hip" and reject an accommodation request. The Disability Service Provider must individually consider accommodation requests.**



## I was thinking of starting College without Disability Services...

- ❖ Connecting with DSO (Disability Service Office) is optional but highly recommended
- ❖ Common refrain: "I wish I had come in sooner"
- ❖ Support is tailored to a student's comfort level
- ❖ During busy periods, there may be a wait time for intake appointments
- ❖ Encourage students to be proactive





*"I am learning every day to allow the space  
between where I am and where I want to be  
to inspire me and not terrify me."*

-Tracee Ellis Ross



# Major Skills Needed by Beginning College Students

- ❖ Classroom Preparation (Physical and online)
  - Being prepared for class
  - Timeliness and Attendance
  - Organization
  - Understands classroom etiquette
- ❖ Independent Living Skills
  - Structuring environment
  - Managing leisure time
  - Knows and articulates medical needs
  - Basic Activities of Daily Living (transportation, cooking, laundry, etc.)
- ❖ Social Skills
  - Interacting appropriately
  - Interacting in social situations
  - Dealing with criticism, feedback or rejection
  - Dealing effectively with peer pressure

# Taking the Next Step: Transitioning from High School to College

## STUDENT

### AS A FRESHMAN OR SOPHOMORE

- ❖ Attend your annual IEP meetings.
- ❖ Review your current IEP with parents and teachers to make sure you understand what it means.
- ❖ List the things you would like to do after high school.
- ❖ Identify required courses for graduation and college admissions and include them in your IEP.
- ❖ Ask questions at your IEP when you don't understand something. Work your way up to leading or co-leading your IEP meetings.
- ❖ Identify social, interpersonal, communication, independent-living skills and needs.
- ❖ Explore career options with guidance counselors, teachers and parents.
- ❖ Learn all you can about your disability and how it impacts your learning.
- ❖ Register for the Pre-SAT or Pre-ACT tests and request accommodations, if appropriate.

# Taking the Next Step: Transitioning from High School to College

## PARENTS

### AS A FRESHMAN OR SOPHOMORE

- ❖ Encourage your student's participation in IEP meetings.
- ❖ Review the current IEP with your student and teachers to make sure you understand what it means.
- ❖ Throughout high school, help your student select classes that will prepare them for college.
- ❖ Encourage your student to be aware of and identify their social, interpersonal, communication, independent-living skills and needs.
- ❖ Discuss various career options.
- ❖ Help your student understand the nature of their disability and how it impacts their learning.
- ❖ Each year, review with your student their high school transcript to ensure they are completing the necessary courses for high school graduation and college entrance.
- ❖ Register for the Pre-SAT or Pre-ACT tests and request accommodations, if appropriate.

## Taking the Next Step: Transitioning from High School to College

# STUDENT

### AS A JUNIOR

- ❖ Make a list of colleges you might like to attend.
- ❖ Review with parents, teachers, counselors and friends how each college meets your goals. Visit the colleges' web sites. If possible, visit three to five college campuses.
- ❖ Identify general timeframes for the colleges' deadlines.
- ❖ Register, prepare for and take the ACT or SAT tests and request accommodations if appropriate.
- ❖ Review a study habits and skills checklist (e.g. Hamline Study Skills and Checklist ) and self score it. Reflect on where you have developed strong study habits and skills and where you can improve. Start by focusing on developing your time management and organizational skills. Employ and practice effective calendaring strategies.
- ❖ Consider relevant assistive technology (e.g. text-to-speech)
- ❖ Begin practicing management of email.

## Taking the Next Step: Transitioning from High School to College

# STUDENT

### AS A SENIOR

- ❖ Continue to self-advocate.
- ❖ Submit applications for admission and financial aid to colleges of choice. Ask teachers, counselors and employers for letters of recommendation.
- ❖ Continue to visit college campuses with your parents.
- ❖ Review a study habits and skills checklist (e.g. [Hamline Study Skills and Checklist](#) ) and self score it. Continue to reflect on where you have developed strong study habits and skills and where you can improve. Prioritize essential study habits, reading habits and skills, note-taking skills, etc. Set specific study skill goals for yourself for senior year.
- ❖ Revisit college deadlines: Intent to attend, on-campus housing applications, registration dates, etc.
- ❖ Talk with parents about mental health care away from home and medication management.
- ❖ If you are going to disclose your disability, contact the Office for Students with Disabilities. Schedule an intake appointment.

# Important for Parents to consider their student's initial assessment of functioning

Most of the time my student requires:

- ❖ Reminders about upcoming assignments and exams
- ❖ Reminders to begin homework
- ❖ Multiple breaks in order to complete an assignment
- ❖ Reminders to check work for quality
- ❖ Reminders to take medication
- ❖ Prompts to get to school or to appointments on time

My student rarely:

- ❖ Asks for help/clarification when doesn't understand
- ❖ Uses resources available
- ❖ Seeks out new/challenging experiences
- ❖ Has a regular and reasonable sleep/wake routine
- ❖ Has effective coping strategies for managing stress
- ❖ Create plans for completing larger assignments
- ❖ Leaves enough time to complete homework/other tasks before the due date

# Taking the Next Step: Transitioning from High School to College

## PARENTS

### AS A JUNIOR OR SENIOR

- ❖ Discuss with your student their list of prospective colleges. Encourage your student to visit the colleges' web sites. If possible, visit three to five college campuses.
- ❖ Identify general timeframes for the colleges' deadlines.
- ❖ Help your student talk through the accommodation process for the ACT or SAT tests, if appropriate.
- ❖ Have a positive discussion with your student about their self-assessment of study habits and skills checklist. Affirm the development of strong study habits and hear about where your student feels they could improve. Encourage the development of time management and organizational skills.
- ❖ Discuss relevant assistive technology (e.g. text-to-speech, smart pens, etc.)
- ❖ Encourage the practice of managing email.
- ❖ Talk with your student about mental health care away from home and medication management.
- ❖ Together, revisit college deadlines: Intent to attend, on-campus housing applications, registration dates, etc.





# Mahalo!



*Wishing you and your students all the best!*

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