

Students with disabilities who request accommodations in the classroom must register with the Office of Disability Services (ext.3- 1560) by:

- Submitting documentation from a professional qualified to diagnosis the disability or the condition.
- Engaging in a collaborative process to identify approved accommodations.
- Ensuring instructors receive their student accommodation letter outlining their approved accommodations in a timely manner.

Students with disabilities who request accommodations to participate in an event must:

- Notify the event host of the event in sufficient time to provide an accommodation.
- Engage in a collaborative process to identify the most reasonable and effective method to accommodate.

Responding to A Student's Disability

The Office of Disability Services is the designated office on campus to determine disability-related academic accommodations.

A student's access to approved accommodations is a right under the Americans with Disabilities Act Amendment Act (2008) and section 504 of the Rehabilitation Act of 1973. Accommodations provide students with an equal opportunity to an education. An instructor may not deny an approved accommodation.

If instructors have any questions about accommodations, they should consult with Disability Services.: 404-413-1560.

Facts about Disabilities

Eleven percent of all college students report having a disability as of 2008 (Raue & Lewis, 2011). Additionally, during the same period, 88% of all 2 and 4 year institutions that receive federal funds, reported enrolling students with disabilities (Raue & Lewis, 2011).

Disability is defined as a physical or mental impairment that substantially limits them in one or more major life activities including but not limited to walking, seeing, hearing, major bodily functions, breathing, learning, working, caring for oneself, and interacting with others.

Disability Etiquette

The National Spinal Association created a helpful online handbook to help persons without disabilities improve their ability to communicate and interact with people with a variety of disabilities. The link is below:

<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>

The Margaret A. Staton Office of Disability Services
Student Center East, Suite 205
404-413-1560

WHAT TO DO:

Speak to the student in private.

Acknowledge the difficulties that the student is having.

Consider a variety of options to support the student.

Provide the accommodations on the student's official letter.

Ask the student to share with you their strengths and concerns about the class.

Respond to request for accommodations for non-academic activities.

Refer students who do not have a letter of accommodation to the Office of Disability Services.

WHAT TO AVOID:

If a student presents an accommodation letter do not ask the student his or her disability.

Using patronizing language.

Underestimating or questioning the stated disability.

Tell the student what diagnosis they may have.

Possible Accommodations

Accommodations are determined based on the limitations a student's disability causes as it relates to their ability to function as a student. Below are general descriptions of accommodation needs by disabilities.

Physical and sensory disabilities present specific access needs to most environments due to mobility devices such as wheelchairs and scooters, sign language interpreters, service animals, and written material in a different format. Examples include cerebral palsy, blindness, and deafness.

Medical conditions may result in acute and debilitating or chronic and pervasive symptoms that are more manageable with the ability to make-up missed work due to medically necessary absences, take restroom breaks, and eat or drink as needed. Some examples are diabetes, ulcerative colitis, and migraines.

Learning disabilities may require for students to utilize technology, additional time on tests or assignments, instructions in a variety of formats, or other aides to engage meaningfully in activities that rely on understanding or using spoken or written language, doing mathematical calculations, coordinating movements, or directing attention. Examples include dyslexia, dysgraphia, and auditory processing.

Psychiatric disabilities present specific needs to maintain the desired level of wellbeing and productivity due to a chronic psychological condition. Students may require exceptions to the attendance policy, specific seating arrangements, or instructions in written format. Some examples are Bipolar, Major Depression, Anxiety Disorder, and Post Traumatic Stress Disorder.

AD/HD may result in behaviors that are impulsive, inattentive, or hyperactive that are more manageable if students are able to take breaks, learn or test in a low-distraction environment, and have additional time on tests.

Autism Spectrum Disorder may require for students to interact with peers in small groups and individually. Students often require concrete language, specific written directions, and examples. Some students may need a designated safe space when feeling overwhelmed by outside stimuli or their emotions.

REFER A STUDENT FOR DISABILITY SERVICES

Staff and faculty may encourage students to contact Disability Services to request an appointment with a disability services provider. They may also provide students with our website: disability.gsu.edu to allow the student to view the materials independently. Student may be seen as a walk-in based on the availability of disability services staff.

Telephone: 404-413-1560 or extension 3-1560

Location: Student Center East, Suite 205

Fall & Spring Semester Office Hours:

Monday, Wednesday, Friday: 8:30 a.m. - 5:15 p.m.

Tuesday, Thursday: 8:30 a.m. - 8 p.m.

Summer Office Hours:

Monday thru Friday: 8:30 a.m. - 5:15 p.m.

A NOTE ON CONFIDENTIALITY

We are required by law and by professional ethics to protect the confidentiality of persons who choose to disclose a disability. Consequently, we cannot discuss the details of a student's situation with others or even indicate whether the student is, in fact, registered with our office unless there is an explicit reason for the person to "need to know". For information about the student to be released to you or others, we must first get permission from the student.