



FOOTHILL COLLEGE

**COLLEGE STUDENTS WITH
LEARNING DISABILITIES**

A DESK REFERENCE FOR FACULTY AND STAFF

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FOOTHILL COLLEGE
OFFICE OF THE PRESIDENT

BERNADINE CHUCK FONG

September 22, 1998

Dear Colleagues,

This Desk Reference for faculty and staff is meant to give you some insight into ways that we can facilitate learning for our students with learning disabilities. It is important to remember that these students may have differences from the traditional learning styles, but this does not mean that they are any less bright.

At Foothill, we are fortunate to have a very active program to serve students with learning disabilities. **S.T.E.P. (Student Tutorial Evaluation Program)** is engaged in diagnostics, evaluation and prescribing the best learning situation suited for students with a disability. As an open door college, we are morally and legally obligated to serve these students. I hope you will consult this reference so that you will become familiar with its contents and will be able to put it to good use.

Sincerely,



Bernadine Chuck Fong, Ph.D.
President

Statement of Purpose

In Foothill College's provision of services to students with disabilities, the guiding principle is "reasonable accommodation." Reasonable accommodation means the college is required to make adjustments to known limitations of certified disabled students, unless it can be demonstrated that a particular adjustment or alteration would impose undue hardship on the operation of the program or course curriculum. An example of this would be a student wants to take a test after the scheduled test date, or the student wants to take a test for the second time in an effort to raise a grade. The mandate to provide reasonable accommodations comes from federal law and from the mission of the college to provide an educational opportunity to all its students.

The intent of reasonable accommodations is to "level the playing field," not to guarantee the outcome of the student's educational endeavor. In other words, students are still expected to complete assignments, take exams, and master course requirements. The accommodation might be the style or mode in which fulfilling these requirements is met, i.e., extended test time. The college is not required to lower its standards.

This resource guide is designed to assist the faculty and staff at Foothill College to provide reasonable accommodations for students with disabilities. Foothill College is recognized for its commitment to provide campus and academic accessibility for all qualified students.

Learning Disabilities Definition

According to the Title V regulations which govern the California Community Colleges, in accordance with the State and Federal legislative guidelines, the definition of a learning disability is as follows:

Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. Learning disabled adults, a heterogeneous group, have the common attributes:

- Average to above average intellectual ability;
- Severe processing deficit;
- Severe aptitude-achievement discrepancy(ies); and
- Measured achievement in an instructional or employment setting.

The Law

College responsibilities to individuals with disabilities are mandated by federal laws, such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Both address the civil rights of persons with disabilities. Foothill College may not discriminate in the recruitment, admission, educational process, or treatment of students with disabilities. Students who have voluntarily disclosed that they have a disability, provided documentation of that disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all of the educational programs and activities at the college. Achieving reasonable accommodations for a student with a disability involves shared responsibility between students, faculty, and staff.

The Americans with Disabilities Act (ADA) states in part:

"No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

A "qualified person with a disability" is defined as one. . .

"who meets the academic and technical standards requisite to admission or participation in the education program or activity." (Source - Rehabilitation Act of 1973 - Section 504)

Under the ADA, a person with a disability is defined as. . .

"any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment."

Assistive Technology for Individuals with Learning Disabilities—Computer Access Center; Room E2

The Computer Access Center at Foothill College provides assistive devices, services, evaluation and special classes for students with disabilities, including those with learning disabilities. A variety of hardware and software solutions are available. Because both federal and state laws mandate these accommodations, it is important to have a way of determining what an appropriate accommodation might be, and to assure our college is in compliance. In these matters, please consult the STEP or the Access Center. We can verify the student's disability and the accommodations they may be requesting. There may be students who are unaware of the services we provide and could benefit from your referral to our offices.

In terms of making your classrooms or labs accessible, we are available to consult with you on reasonable and appropriate accommodations. It is reasonable to plan that one or two lab stations may have to accommodate wheelchairs or visual impairments, when you make your equipment purchases. In addition there are a number of software accommodations can make computers more useful for all students using them.

What is reasonable accommodation?

Reasonable accommodation:

- *Is any modification or adjustment that will allow a student with a disability to perform in a program or have the same rights and privileges as students without disabilities and to benefit from all educational programs and activities.*
- *Makes it possible for a student with a disability to participate fully in the educational program and for an instructor to fairly evaluate the student's understanding of the material without interference from the disability.*

Reasonable accommodation is not:

- *Intended to compromise academic standards.*

Students with 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 skills. These disorders are intrinsic to the individual, presumed to be due to a central nervous system dysfunction, and may 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 disabilities, or with extrinsic influences, they are not the result of those conditions or influences (NJCLD, 1990).

Things to Keep in Mind:

Learning Disability (LD) is:

- Individual-specific. Commonly recognized as affecting performance in basic academic functions. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults with LD may also have language-based and/or perceptual problems.
- Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear, or skin and the brain.
- Often inconsistent. It may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only specific areas, such as math or foreign language.
- FRUSTRATING! Persons with learning disabilities often have to deal not only with functional limitation, but also with the frustration of having to "prove" that their invisible disabilities may be as problematic as physical disabilities.

Learning Disability is not:

- A form of mental retardation or an emotional disorder. In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability.

Characteristics of Some Students with Learning Disabilities:

- Remember, each student has deficits in some of these skills; few have very many and each of these may occur in a very mild form or a more severe form.
 - Reading skills
 - Written language skills
 - Mathematical skills
 - Oral language skills
 - Organizational and study skills
 - Social skills

Learning Disabilities—What Are They:

The term "Learning Disabilities" is plural, reminding us that there are diverse difficulties and that even within one area there may be very different manifestations.

Title V Regulations

According to the Title V regulations which govern the California Community Colleges, in accordance with the State and Federal legislative guidelines, the definition of a learning disability is as follows:

Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations.

Common attributes:

- Average to above average intellectual ability;
- Severe processing deficit;
- Severe aptitude-achievement discrepancy(ies);
- Measured achievement in an instructional or employment setting; and
- Measured appropriate adaptive behavior in an instructional or employment setting.

How do these students learn?

Students with learning disabilities can and do learn, but it is often an intense struggle, requiring uncommon effort, generally longer hours and certain modifications. How they learn depends on their individual cluster of strengths and weaknesses and on the nature of the particular subject matter.

Some things you may notice about these students:

- Brilliant verbal reasoning, but spells on a fourth-grade level;
- Insightful class participation, but leaves last half of midterm exam unanswered;
- Sophisticated essay writing, but can neither visualize nor sequence in basic math;
- Lucid and clearly hardworking, but makes seemingly careless errors; and
- Sharp and with-it on Tuesday, but stumped by seemingly simple notions on Thursday.

Suggestions, aids and techniques that can help:

Encourage the student to:

- Plan time or tasks seven days in advance for the entire semester;
- Use an assignment notebook to record all assignments; and
- Provide written expectations for the course.

Students with Attention Deficit Disorder (ADD)

ADD/ADHD is a neurobiological disorder that interferes with a person's ability to sustain attention or focus on a task or delay impulsive behavior. Its core symptoms are inattention, impulsivity, and overactivity.

Things to Keep in Mind:

ADD/ADHD is characterized by varying degrees of difficulty in these symptoms:

- attention span;
- impulse control;
- hyperactivity (may or may not be present)

Associated Difficulties:

- Distractibility
- Chronic boredom
- Depression
- Relationship problems
- Memory problems
- Low self-esteem
- Mood swings
- Sense of underachievement
- Disorganization
- Chronic lateness
- Anxiety
- Procrastination
- Restlessness

Things You Might Do:

- Encourage students to sit at the front of the class.
- Give assignments and multi-step instructions in written form as well as verbally.
- Give directions one at a time.

Accommodations to Consider:

Appropriate accommodations are often similar to those recommended for students with remaining disabilities.

- Academic counseling/reduced course load.
- Textbooks and printed course materials on cassette tape.
- Coordination of readers, note-takers/scribes and/or appropriate assistive technology equipment.
- Copies of overheads/class notes.
- Exam accommodations (oral exams, computer-assisted exams, reformatted tests).
- Private room for testing. Tape-recorded lectures.
- Closed-captioned films/videos.
- Use of wireless FM systems.
- Assigned or arranged classroom seating.

Student/Faculty Responsibilities

Student Responsibilities:

- Voluntarily identify disability-related needs to the appropriate office/program.
- Provide current and complete documentation of disability to the DRC.
- Formally request needed accommodations and services in a timely manner.
- Notify the DRC of any changes or concerns in needed services or accommodations.
- Abide by the Student Conduct Code and Academic Honor Code.
- Attend class and maintain the academic standards set by the college.
- Use services responsibly and treat service providers and faculty with respect and courtesy.
- Abide by the policies of the DRC and Foothill College.

Faculty Responsibilities:

- Refer students to the DRC to have the disability documented and appropriate accommodations determined.
- Include a syllabus statement informing students about reasonable accommodations and alternate format materials.
- Help provide reasonable accommodations including the use of auxiliary aids, note-takers, and tape recorders.
- Provide advising, counseling, and instruction to students with disabilities in a fully accessible environment.
- Show confidence in students' abilities to achieve their intellectual, personal, and professional potential.
- Keep disability-related information confidential, discussing it only with people who have a valid reason to know.
- Discuss all student-related information directly with the student.

Additional Information for Faculty:

- *Faculty and staff may not have access to a student's diagnostic information.*
- *When using a tape recorder in the classroom, it is appropriate that the student sign an agreement (form available at DRC) not to release the recording or otherwise infringe on the publishing rights of the instructor.*
- *If a faculty/staff member has questions about the appropriateness of the approved accommodations requested, the DRC should be contacted for further clarification. The faculty/ staff member should continue to provide accommodations while the issue is being resolved and refer all questions to the DRC.*

DRC/Foothill College Responsibilities

The Disability Resource Center Responsibilities:

- Provide information and services so that students with disabilities may participate in all of the programs, services, and activities of the institution.
- Provide services in a timely fashion.
- Review documentation of a disability for eligibility and determine on behalf of the institution what types of accommodations are appropriate.
- Keep disability-related information confidential, discussing it only with those who have a valid reason to know.
- Help faculty and staff provide reasonable accommodations.
- Consult with university administration, faculty, and staff on the provision of services, accommodations, and access as required under current federal and state law.
- Advocate responsibly for the rights of persons with disabilities.

Responsibilities of the Institution:

- Provide a campus in which educational, cultural, and extracurricular activities are physically and programmatically accessible.
- Create policies that encourage the inclusion of persons with disabilities in employment and education.
- Provide a process so students with disabilities may address their grievances with the institution and the office(s) that provide services.

Additional Faculty Resources:

Please see Pages 15 – 21 of this handbook.

Read Me First!

If you have a student in your class who requests accommodations:

- Ask the student if he or she has applied for services with **STEP** or the **DRC**.

If **NO**:

- Refer the student to the DRC so that the disability can be documented and appropriate accommodations determined.
DRC office location: Campus Center, C-31F
DRC office phone: (650) 949-7332

If **YES**:

- You should receive a DRC or STEP form listing the student's individual accommodations.
(or)
- Ask the student to obtain that form that lists specific accommodations.
- If the student is registered with the DRC or STEP and you have specific accommodations listed:
 - Talk with the student on how best to make those accommodations.
- If you have questions:
 - Call the Disability Resource Center at (650) 949-7332 or the STEP office at (650) 949-7377.

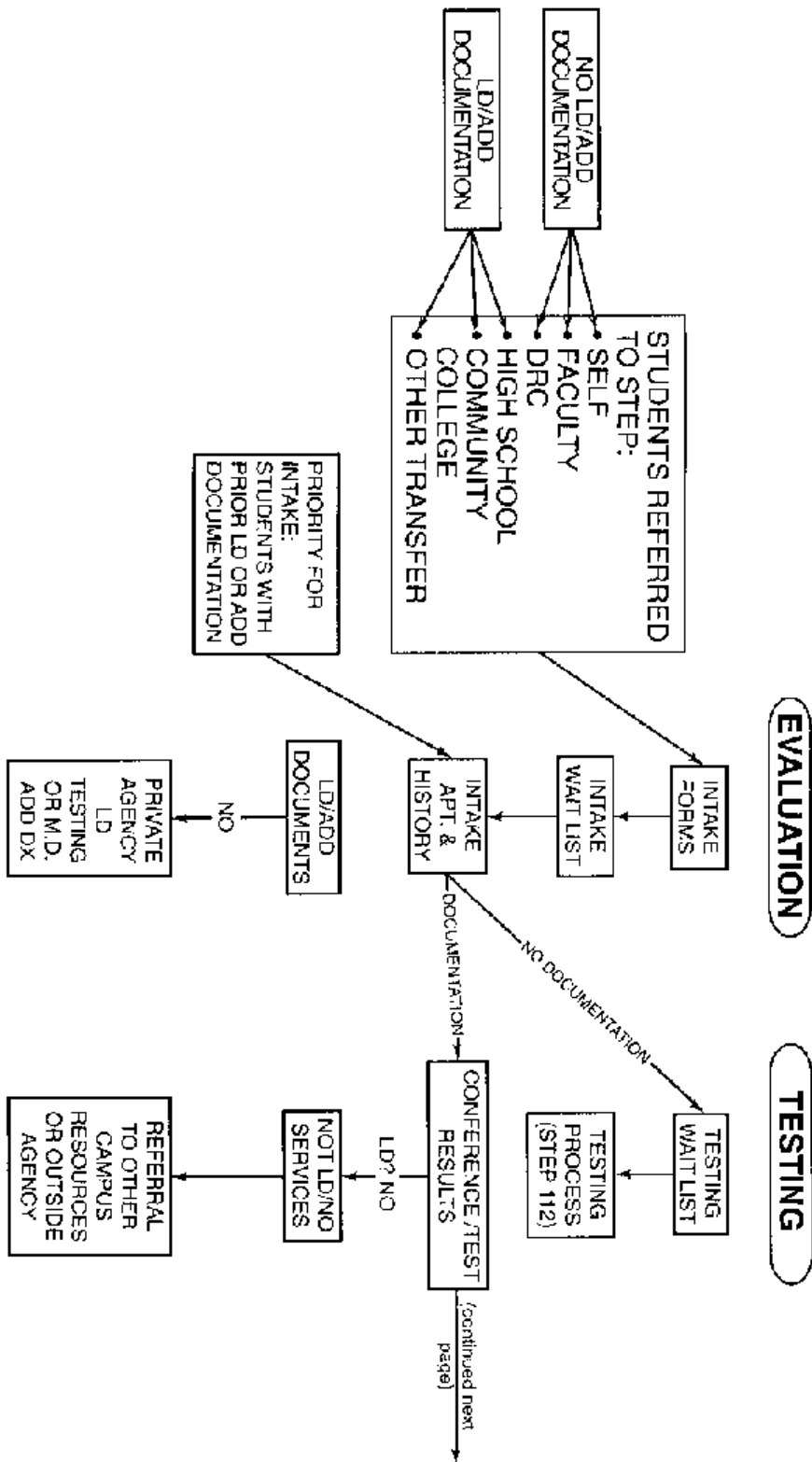
STEP

**Parking Lot D
(next to the Print Shop)
(650) 949-7377
Coordinator: Diana Lydgate**

Disability Resource Center

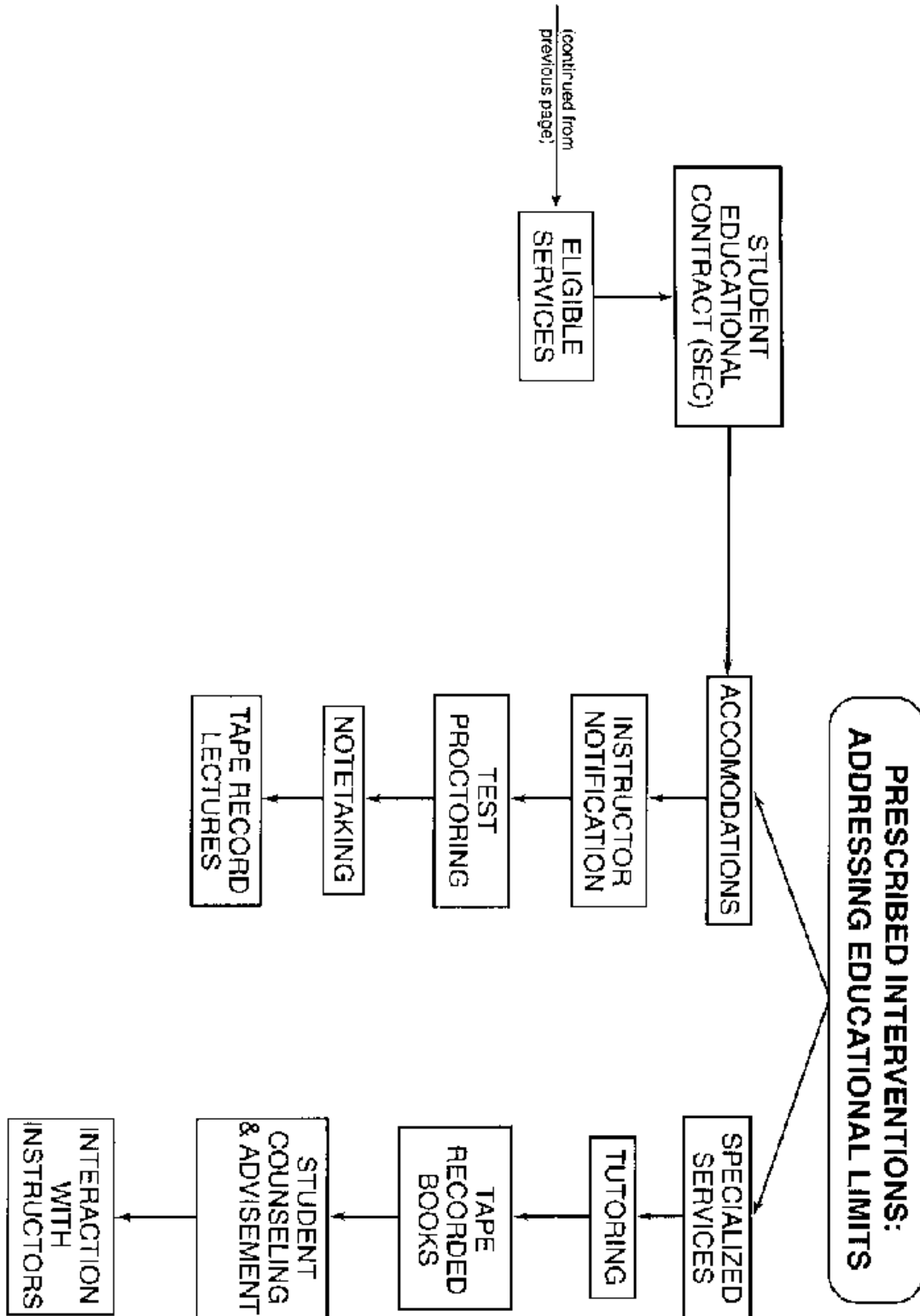
**C-31F in the Campus Center
Voice: (650) 949-7332
TTY: (650) 948-6025
Coordinator: Margo Dobbins**

STEP Referral Process



STEP Referral Process

(continued)



Test Proctoring

Disability Resource Center (DRC) Room C-31F Campus Center Bldg. Foothill College
Telephone no. 650 - 949 -7672 or 7017

MONDAY	_____
TUESDAY	_____
WEDNESDAY	_____
THURSDAY	_____
FRIDAY	_____

Instructor's Testing Accommodation Delivery Sheet

This form must be Attached to the Exam

For Student to fill out:

Today's Date: _____
Student's Name: _____ SS#: _____

Home Telephone no.: _____

Instructor's Name: Mr. Mrs. Ms. Dr. _____ ext. no.: _____
Circle one.

Course: _____ Room: _____

Test date: Mon. Tue. Wed. Thu. Fri. _____ date _____ Time: _____
Circle day

Prescribe Test Accommodation	
Extended Time	
<input type="checkbox"/>	Time and One Half
<input type="checkbox"/>	Double Time
<input type="checkbox"/>	Other
<input type="checkbox"/>	Reader
<input type="checkbox"/>	Scribe
<input type="checkbox"/>	Low Distraction Environment
<input type="checkbox"/>	Others
For Essay Exam	
<input type="checkbox"/>	Oral Tests
<input type="checkbox"/>	Word Processor
<input type="checkbox"/>	Spelling Verifier

For Instructors to fill out please...

- Length of time the class is allotted to finish the test. _____

- Bluebook and/or scantron only
- Open notes
- Open books
- Calculator / graphing calculator
- Dictionary

Model # of calculator used by student: _____

Indicate standard examination procedures: _____

- Test Delivery

Instructor delivers to:

- ALD/DRC Mailbox in the Admin. Bldg (ALDDRC pick-up hours - 7:45, 10:15, 11:00 a.m. & 1:00 p.m.)
- ALD/DRC Room C-31F, Campus Center Bldg.
- Student delivers in sealed envelope. _____ ←

(Instructor's signature is required.)

- Test Return: To avoid delay in getting your test back, please check one of the following route

- Instructor will come for it at ALD/DRC
- Student returns in sealed envelope
- ALD/DRC will return to Instructor's Mailbox at the Admin. Bldg. Mon.-Thu.: 12:00 & 3:30 pm. Fri.: 12:00 p.m.

● Test of students who did not show up will be: delivered to instructor's mailbox same day the test was scheduled.

Notify instructor - Tel. no. _____ ext. _____

Please sign → _____
Instructor's signature

The mission of the DRC's Testing Accommodations program is to assist faculty at Foothill College in providing accommodations to students with disabilities and in "leveling the playing field" so that students with disabilities are given the opportunity to compete on classroom exams as mandated in the Americans with Disabilities Act and Section 504 of the National Rehabilitation Act. All students who use the Testing Accommodations Program are referred for services by Certified DSPS Professional and have presented documentation of a disability which supports their need to utilize this service. Testing accommodations are appropriate and available for quizzes, midterms, and final exams.

Our goal is to work in partnership with faculty to accommodate students, to assure that the College meets its legal mandates, and to allow all College students an opportunity to demonstrate what they have learned

Thank you for your cooperation!

Please do not fill out. DRC staff use only.

Examination Day	Test delivered:
Time student started the test: _____ Recommended finished time: _____	<input type="checkbox"/> DRC Mail box <input type="checkbox"/> DRC
Actual finished time: _____	<input type="checkbox"/> DRC picked from Instructor
	Date: _____
	Time: _____

Willi'swk testproct. forms disk#1

Talking to Students

The best way to find out about students' needs is to encourage them to talk to you. It is illegal to ask students to identify themselves to you or to ask for a list of these students in your classes. A more effective role is for you to:

- Encourage students to develop the independence and self-advocacy skills that will help him or her outside the classroom while in college and beyond.
- Include a sentence in your syllabus to encourage students to contact you early in the term. For example, "If there is a student in this class who has a need for test-taking or note taking accommodation, please feel free to come and discuss this with me."
- Take early and gentle initiative in seeking an ongoing dialogue with the student about the ways in which you can be supportive.
- Take care to make eye contact and to encourage participation and questions.
- Assist the student in teaming up with a classmate to obtain copies of notes.
- Permit the use of a tape recorder in class.
- At the start of each class, provide a brief review of the previous session and an overview of what is to come.
- Provide an outline of the lecture to guide the student and to make more apparent its structure when discussions diverge from it
- Take care to include time for questions, discussions and requests for further examples.
- Describe verbally diagrams, charts, and graphs.

STEP Services

STEP offers assistance with testing, studying, tutoring, counseling, and more.

Accommodations for Learning Disabled Students Offered by STEP

- **Test taking accommodations**

- Extended test time

The amount of extended time is usually one and one-half times the amount allowed for non-LD students. More time will be allowed if the LD Specialist determines the necessity, based on the student's diagnostic assessment results and their learning disability.

- Low distraction environment

An environment as free as possible of distracters, either visual or auditory that would inhibit a student from concentrating and attending to the exam with results reflective of their knowledge of the subject matter.

- Alternative forms of test taking

For a blue-book essay exam, the student will use a word processor instead of writing by hand. OR, the student can record their essay into a tape recorder, and either transcribe it directly after, turn just the tape into the instructor, or both, depending on the requirements of the instructor.

For fill-in or short answer questions, the student can speak the answers into the recorder, then write the answers in before turning the exam in to the instructor.

- Proctoring of exams through the DRC

- **Tape recording classes**

- **Application for recordings for the blind and dyslexic**

- **Priority registration**

- **Assistive Technology for Individuals with Learning Disabilities**

Computer Access Center; Room E2

Individuals with learning disabilities often have difficulty with skills which may benefit from the use of assistive technology. The umbrella term "assistive technology" as used in P.L. 100-407 (The Assistive Technology Act) can describe both devices and services. Appropriate assistive technology for students with learning disabilities can include but is not limited to computers, taped books, spellers, tape recorders, readers, calculators and electronic date books. Devices or equipment may be high tech (using sophisticated electronics, for example) or low tech (such as an abacus for math computation or a grip for a pencil). Equipment and strategies developed for individuals with other disabilities may be appropriate. The key is determining the functional limitation of the disability and finding an appropriate accommodation.

- **Tutoring**

- one-on-one tutoring in mainstream subjects:

English, math, biology, chemistry, physics, sociology, psychology, geology, written composition

- **Counseling**

- Referral to Bea Cashmore. Assistance to students with class scheduling, transfer planning, and disability-related personal issues.

- **Referral information**

- Point of contact for disseminating LD information to students.
- Assist students who may have difficulties with instructor.
- Resource referral.
- LD student advocate for other services and accommodations per individual requirements.

At-Risk Learners Characteristics and Teaching Strategies

Barriers Which Make “At-Risk Learners” in Typical Lecture, Read and Review Classes

They do not discriminate important from unimportant information.

They think at a concrete level.

They have poor memories.

They do not create strategies for learning.

They are interactive learners.

They have difficulty getting information from inconsiderate text.

They have receptive language listening deficits.

Objectives for Reducing Barriers

Cue them in about what is important to learn.

Make abstract facts/ideas concrete.

Make facts/ideas memorable through novelty, emotionality.

Use strategies which they can incorporate and use independently.

Activate them by requiring them to speak, write and develop strategies.

Organize text and lecture information for better comprehension.

Use visuals to improve learning and use techniques for understanding

Strategic Delivery of Content: The Visual Enhancement Routine

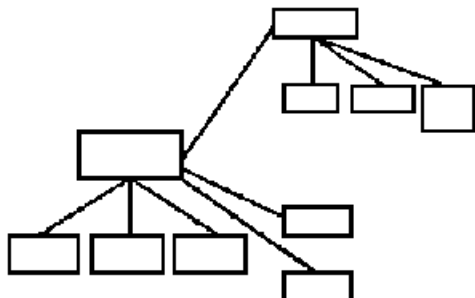
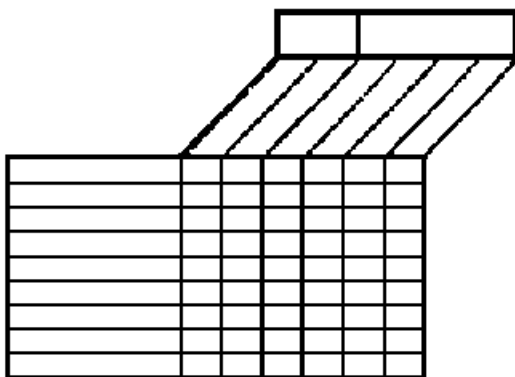
DEFINITION

A strategy to be used to visually represent content and relationships within content.

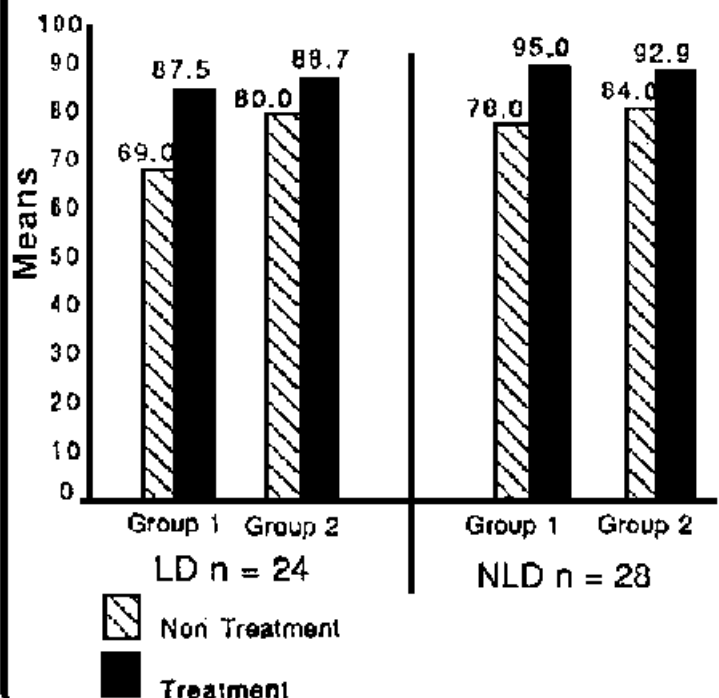
STEPS OF THE ROUTINE

- "CUE"
- Name the depiction
 - Cue attention
 - Cue notetaking
 - Provide a rationale
 - Provide a bridge between new and old learning
- "DO"
- Make statements about the depiction
 - Point out critical parts
 - Involve students
- "REVIEW"
- Name the depiction
 - Review the content

EXAMPLE DEPICTIONS



LD-NLD Students Mean Percentage Post-test Scores After Graphic Intervention



Strategic Delivery of Content: The Survey Routines

DEFINITION

Strategies for introducing a unit of study (e.g., a new chapter, a new group of chapters).

STEPS OF THE ROUTINE

TITLE

RELATIONSHIPS

INTRODUCTION

MAIN PARTS

SUMMARY

Main heading #1: _____

Objectives _____

- _____
- _____
- _____

Vocabulary _____

Diagrams or Subheadings _____

Main heading #2: _____

Objectives _____

- _____
- _____
- _____

Vocabulary _____

Diagrams or Subheadings _____

Main heading #3: _____

Objectives _____

- _____
- _____
- _____

Vocabulary _____

Diagrams or Subheadings _____

TRIMS WORKSHEET

NAME _____

Title _____

DATE _____

1. Chapter title: _____

2. This chapter is about: _____

Relationship

3. The relationship of chapter topic to unit topic: _____

4. The relationship of chapters within the unit: _____

Introduction

5. Summarize paragraphs of introduction: _____

- _____
- _____
- _____

Barrier-Free Education

A Promise of Universal Access

Access to education is a universal right. This sample statement of inclusion is part of the legal requirement of the Americans with Disabilities Act. More fundamentally, the principle of universal access is an essential standard of an advanced civilization. *“We must build a planet that utilizes all the abilities of every citizen.”* – Carl Rashke

The Barrier-Free Education Web site (<http://barrier-free.arch.gatech.edu/BFE/>) provides useful information to teachers, parents and students—people who are not disability experts—about fulfilling the promise of equal access to education. The site has information on tools and strategies to accommodate specific disabilities. The site includes guidelines for curricular modifications, principally lessons for math and science. To help users find disability information quickly, the site has an annotated compilation of Internet resources.

A Technology For Partnership

The site is based on the philosophy that significant understanding is distributed through our school systems and that the Internet can provide a mechanism for sharing this expertise.

Through the use of the Internet, teachers who have had experience with disabled students can be linked with people new to this domain of educational responsibility.

An Open Mind With Resources

There is no set solution for educational accommodation of students with disabilities. Each human being is unique. Consequently, the process of accommodation—finding a way for a teacher to explain a specific concept to a student—requires both resources and open-minded customization of lessons. This creative act of teaching is the inherent purpose of education.

The Value of Collaboration

The design of Barrier-Free Education assumes that teachers, parents, and students are more than willing to share insights gained from their successes. Solutions to many problems can not be found by bright people working alone. Rather, we need to share the insights born of both our achievements and our failures. In an age of burgeoning complexity, the need for cooperation is vital.

Site Content—5 Areas:

Tools and Strategies. This area has essential concepts for people new to assistive device technology and the process of accommodation. It also contains links for locating specific devices and services within the Internet.

Curriculum Adaptations. This area has essential concepts and generic strategies for developing specific changes to science, engineering and math curricula for students with disabilities.

List Serve. This area provides a simple form for all participants to join a List of interested visitors. Comments, suggestions, solutions to specific problems are distributed by e-mail to all subscribers and archived for references.

Stories Of Successful Students. The value of role models is clear to everyone. An awareness of the success of disabled scientists and educators is worthy of celebration.

Search the Site. Internet search engines often produce too many references. This search facility is concise and focused on education resources.

Barrier-Free Education E-Mail: BFE@arch.gatech.edu

Internet Sites

Following are some Internet sites which may be of interest to educators and other members of the learning disabilities community.

LEARNING DISABILITIES/DYSLEXIA

Learning Disabilities Association of America
<http://www.ldanatl.org/>

Learning Disabilities Association of California
<http://www.ldanatl.org/ca/>

Learning Disabilities Association of California (Kidsource)
<http://www.kidsource.com/LAD-CA/>

National Center for Learning Disabilities
<http://www.ndd.org/>

Orton Dyslexia Society
<http://www.ods.org/default.htm>

Dyslexia Archive
<http://www.hensa.ac.uk/dyslexia.html>

NICHY- The National Information Center for Children & Youth with Disabilities
<http://www.nichy.org/>

A "virtual neighborhood" relating to ADD, AD/HD & LD
<http://www.iquest.net/greatconnect/oneaddplace>

American Hyperlexia Association
<http://www.hyperlexia.org/>

Recording for the Blind & Dyslexic
<http://www.RFBD.org/>

California State Library, Braille & Talking Book Library
http://library.ca.gov/california/State_Library/pubser/pubs/er05.html

The University of California at San Francisco LD Research
<http://www-ld.ucsf.edu/ld.pgm.html>

EDUCATION & SPECIAL EDUCATION

U.S. Department of Education
<http://www.ed.gov>

California Department of Education, Special Education Division
<http://www.cde.ca.gov/spbranch/sed/index.htm>

California Department of Education, Special, Alternative & Continuing Education
<http://goldmine.cde.ca.gov/pg2special.html>

SERI: Special Education Resources on the Internet
<http://www.hood.edu/seri/serihome.htm>

ERIC: Educational Resources Information Center
<http://www.aspensys.com/eric/>

ADULT LITERACY

The National Adult Literacy & Learning Disabilities Center (HEATH)
<http://www.novle.nifl.gov/nalldtop.htm>

National Center on Adult Literacy (University of Pennsylvania)
<http://litserver/literacy.upenn.edu/>

ATTENTION DEFICIT DISORDERS

CH.A.D.D- Children & Adults with Attention Deficit Disorders
<http://www.chadd.org/>

Attention Deficit Disorder WWW archive
<http://www.seas.upenn.edu/~mengwong/add/>

Children Who Can't Pay Attention
<http://www.psych.med.umich.edu/web/aacap/factsFam/noattent.htm>

A "virtual neighborhood" relating to ADD, AD/HD & LD
<http://www.iquest.net/greatconnect/oneaddplace>

MISCELLANEOUS

National Institute of Neurological Disorders and Stroke
<http://www.ninds.nih.gov/>

Disabilities Resources
<http://disability.com/>

Assistive Technology, Inc.
<http://www.assistivetech.com/>

Asperger Syndrome- Information & Support
<http://www.udel.edu/bkirby/asperger/>

Governmental Information
<http://www.access.gpo.gov/su-docs/>

Mental Health
<http://www.coil.com/~grohol/>

Parents' Place
<http://www.parentsplcae.com>

Parent to Parent Support & Information System, Inc.
<http://www.NPPSIS.org>

State of California, Living & Learning, Alternative Schooling
<http://www.ca.gov/s/learning/>

Adaptive Learning Division Staff Directory

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