

Guidelines
for
Serving Students with Learning Disabilities and
Other Special Learning Needs
Enrolled in
Adult Education and Family Literacy Programs
In Illinois

Illinois Community College Board
Adult and Family Literacy Division
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Acknowledgements

The development of this policy guide was prompted by a variety of needs and issues in the field of adult education as related to adult students who have special learning needs. After many years of workshops and policy committee meetings, the resulting document reflects the growth in awareness for special needs students by both practitioners and administrators. The intent of this policy is to ensure that adult education programs throughout Illinois will offer appropriate services to all students.

Special thanks to the dedicated members of the policy committee for their continuing commitment to excellence. Also, the policy committee reviewed several policies regarding students with disabilities and would like to thank the following for sharing their documents: West Virginia Adult Education, Maryland Adult Education, and Arkansas Rehabilitation Services.

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Introduction

Program Information

It is important for all Illinois Community College Board (ICCB) funded Adult Education and Family Literacy programs to have a plan in place to address serving the needs of students with learning disabilities. All ICCB Adult Education and Family Literacy programs will be held to the policy statements in these guidelines.

Purpose

Recognizing the continuing challenges of adult education programs in effectively addressing the needs of adult students with learning disabilities (LD)/special learning needs (SLN), ICCB has designated learning disabilities as a priority area for adult education leadership efforts in Illinois.

The updating of these guidelines was prompted by a variety of issues in the field of adult education related to students with significant learning challenges and research indicating a large incidence of students with learning disabilities.

Rationale

There are 3 primary reasons for the focus on LD: prevalence, legislation and laws, and quality services. ICCB is recommending adult education programs develop a written plan to address serving this population because:

- A large percentage of adult education students have learning disabilities
- Programs are legally required to provide equal access to services for students with disabilities
- ICCB is committed to providing for the needs of its learners to help them achieve their goals

In 1991, the U.S. Department of Labor estimated that as many as 50-80% of persons in adult education, social service programs, or employment placement programs may have some form of a learning disability which has prevented them from achieving academic and employment success.

In response to these indicated needs, in 1998, Illinois Adult Education instituted a state training for instructors in adult education programs. This training is the basis for the guidelines established for the state for serving adult education students with learning disabilities. In 1999, Illinois developed a cadre of special learning needs trainers utilizing the Illinois Adult Education Service Center Network. The Institute to Credential Special Learning Needs Resource Specialists is an ongoing professional development activity in Illinois. ICCB would like to acknowledge Nancie Payne and Neil Sturomski for their expertise in assisting Illinois Adult Education and Family Literacy programs to provide for adult students with special learning needs. In 2003, the Division of Adult Education and Literacy (DAEL) held regional meetings and once again focused on the need to serve students with learning disabilities in adult education programs. Illinois participated in this forum and these guidelines are a direct result of that focus. These initiatives

have furthered efforts in local programming to include screening, assessment and analyzing results. In addition, programs develop, with students, learning plans focusing on student strengths and adaptations and modifications for deficit areas. Programs utilize multiple, effective instructional practices, and review results and make adaptations to plans and instructional approaches. To further promote the success of students with learning disabilities in adult education programs in Illinois and to bridge the gap for programs with students with out of date diagnostic testing, a statewide training on the Woodcock-Johnson III, Tests of Achievement was conducted in 2006, allowing for updating of records for the purpose of requesting accommodations on the GED Test. (Woodcock-Johnson IV due for release in 2014)

Special Needs Areas (Appendix A, LD Glossary of Terms)

Learning Differences, Learning Styles, and Learning Difficulties

Just as all adults are unique individuals with their own sets of strengths and weaknesses, there is no stereotypical adult with learning disabilities. The strengths and weaknesses individuals possess form the unique ways they approach, perform, and carry out tasks. However, for adults with learning disabilities, their distinct and sometimes extreme strengths and weaknesses present unique challenges for them and those supporting their efforts.

Lists of behaviors and characteristics of adults with learning disabilities can provide us with information. These lists often specify behaviors exhibited by some students some of the time. It is rare to find all of the listed behaviors in any one student. Some adults with learning disabilities may have a group or cluster of exhibited behaviors in certain areas. Some adults will have problems in one area and not another.

Adults who are not learning disabled will also have some behaviors or characteristics found on such lists. However, for an adult with learning disabilities, these characteristics or behaviors are long-standing; they often inhibit everyday or employment activities; they may be inconsistent from day to day; and they require greater creativity and effort to overcome or circumvent. Programs should utilize a Learning Disabilities Checklist as one means of gathering information on behaviors/characteristics displayed by students. (Appendix B, A Learning Disabilities Checklist)

Identifying strengths and weaknesses in adults with learning disabilities and sharing these learning issues with them can help adults understand their abilities and needs and provide educators with additional information when planning instruction and adapting learning materials. By understanding learning strengths and needs, and by recognizing the behaviors and characteristics individuals' exhibit, instructors can support and assist adults with learning disabilities in maximizing their potential. A learning styles checklist of some type should be used to ascertain a student's particular learning style. (Appendix C, Learning Style Checklist)

There are times we all have difficulty learning or doing something in life, such as learning to parallel park, learning a new language, or learning to play a sport such as tennis. These difficulties, most often, can be overcome or avoided altogether. It is part of human nature to avoid things that are difficult for us. But when these learning difficulties impact our daily

functioning, our ability to achieve goals and be successful in life, they are significant learning difficulties or, if very severe, could be learning disabilities.

When a learning difficulty substantially affects one's ability to perform essential life activities, like acquiring basic academic skills, it is probable that a learning disability exists.

Learning Disability

"A learning disability 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, presumed to be due to central nervous system dysfunction, and may occur across the lifespan. 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, mental retardation, and 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"

From National Joint Commission on Learning Disabilities, 1994

A learning disability may be severe or mild in terms of its affect on learning, and those students may be at any functioning level within a program. Learning disabilities are purported to be a significant factor affecting the adult education student population and could involve between 50-80% of students. Remember, however, only qualified psychologists and clinicians can diagnose learning disabilities. For liability purposes it is important to understand that adult education practitioners, unless they are a licensed diagnostician, cannot tell a student they have a learning disability without documentation from a qualified professional.

A learning disability that substantially limits a major life activity is a disability protected by federal and state laws. Accordingly, the legal rights of qualified adults with learning disabilities become an important consideration for them and for the programs and practitioners serving them. However, in order for an adult with learning disabilities to assert their rights, they must provide documentation of their learning disability(ies). This documentation should include a diagnosis by a qualified professional, a description of the disabilities' impact on the individual's functioning, and recommendations for specific accommodations.

Characteristics of Adults with Learning Disabilities

Most individuals with learning disabilities display a number of characteristics at one time or another and in varying degrees. These commonly displayed characteristics are within three broad categories: 1) Auditory/Visual Processing, 2) Academic-Related Skills and 3) Behavior/Psychological Manifestations. (Appendix D, Characteristics of Adults with Learning Disabilities)

Types of Learning Disabilities

Specific learning disabilities in the areas of reading, written language, math, oral expression, memory or specific sequential processing should be noted on information from a qualified professional. The degree to which the student is affected, as well as the manner in which the specific learning disability manifests itself in the individual and what accommodations are necessary should also be included in a report from a qualified professional.

Impact of Learning Disabilities in Adults

The impact of learning disabilities may compound with age. While individuals with learning disabilities demonstrate some intellectual strength, their areas of disability may prevent them from excelling as adults in certain life situations at the same level as their peers. Areas where learning disabilities may affect adults include:

- Self Esteem-Being criticized, put down, teased, or rejected because of failures in academic, vocational, or social endeavors often leaves adults with learning disabilities with low self-esteem. Adults with low self-esteem tend not to take risks or strive to reach their potential. Also, adults with low self-esteem are less likely to advocate for themselves.
- Education-Learning disabilities that may manifest themselves in difficulties in spoken or written language, arithmetic, reasoning, and organizational skills will affect adults in adult education, literacy, and vocational training settings. These students may perform at levels other than those expected of them. Adult educators are not always prepared to address the unique needs of learners with learning disabilities.
- Vocation-Errors are commonly found in filling out employment applications because of poor reading or spelling skills. Job-related problems frequently arise due to learning disabilities that cause difficulties in organization, planning, scheduling, monitoring, language comprehension and expression, social skills, and inattention.
- Social Interactions-Adults with learning disabilities may demonstrate poor judgment of others' moods and attitudes and appear to be less sensitive to others' thoughts and feelings. In social settings these adults may do or say inappropriate things and have problems comprehending humor, for example. They may have problems discriminating response requirements in social situations. These traits may result in a difficulty finding and keeping a job or developing long-term relationships.
- Independent Living-Responsibilities such as writing checks, filling out tax forms, or taking phone messages may present problems for adults with learning disabilities. Adults with learning disabilities may find themselves without the support systems (parents, schools, social services, etc.) that they relied on as children and have to incorporate their own accommodations when necessary.

Laws and Legal Implications

Much of the progress made in assuring civil rights protection for adults with learning disabilities has been achieved by guarantees provided for in federal law. The legal rights concerning learning disabilities are found in the Individuals with Disabilities Education Act (IDEA) of 1997 (PL105-17, formerly PL94-142), the Americans with Disabilities Act of 1990 (ADA) with the subsequent amendments of 2008 (ADAAA) (PL101-336), and Section 504 of the Rehabilitation Act of 1973 (PL93-112). (Appendix E, A Guide to Disability Rights Laws)

Individuals with Disabilities Education Act (IDEA) of 1997 (PL105-17)

IDEA is an education law that applies to young people with disabilities from birth to 21 year of age (defined as up to the 22nd birthday that require special education and related services). The sections pertaining to school age students also apply to young adults under the age of 22 who have not obtained a regular high school diploma. All education programs that receive federal funds, which include all public schools, must adhere to the provisions of this law.

Rehabilitation Act of 1973 (PL93-112), Section 504

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation that states, “No individuals with a disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or any program or activity conducted by an executive agency.” A “program or activity” is defined as including all of the operations of a local educational agency, system of vocational education, or other school system. Section 504 of the Rehabilitation Act of 1973 (PL93-112) applies to entities that receive federal funds.

Americans with Disabilities Amendments Act of 2008 (ADAAA) (PL101-336)

This federal civil rights legislation requires that “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.”

The Americans with Disabilities Act (ADA) is divided into five sections (known as “titles”):

- Title I prohibits employment discrimination.
- Title II deals with discrimination in public settings.
- Title III protects the rights of persons with disabilities in privately operated settings.
- Title IV required telephone companies to install telecommunications relay services for persons with speech and hearing impairments.
- Title V includes a number of miscellaneous provisions.

Title II mandates that a public entity, including its educational programs, shall make reasonable modifications to policies, practices, or procedures when modifications are necessary to avoid

discrimination on the basis of a disability. Title II also requires the provision of accessible facilities and auxiliary aids and services by public programs. Title III generally applies to private schools or other places of education, but does not apply to religious controlled educational entities.

All providers of Adult Education and Family Literacy are legally responsible for five specific administrative requirements in the Americans with Disabilities Act.

- 1) Each program must have a designated ADA coordinator.
- 2) Each program must provide public notice.
- 3) Each program must have an established grievance policy.
- 4) Each program must conduct a self-evaluation.
- 5) Each program must develop a transition plan regarding accessibility.

It is imperative that all providers of Adult Education and Family Literacy in Illinois not only be aware of program responsibilities and individual rights under IDEA, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, but also be in compliance with those laws.

Rights and Responsibilities of Learners with Disabilities

Students with disabilities:

- Have the right to participate in educational programs without discrimination;
- Have the right to reasonable accommodations in courses and examinations;
- Have the responsibility to identify themselves as having a disability and request specific accommodations in a timely fashion; and
- Have the responsibility to provide documentation concerning their disabilities and the need for accommodations.

Rights and Responsibilities of Adult Education and Family Literacy Programs

Adult Education and Family Literacy programs that enroll adults with documented disabilities are responsible for ensuring that the courses and examinations are accessible. They are also responsible for providing reasonable accommodations in the delivery of course materials and in examinations.

Adult Education and Family Literacy programs have the right to identify and establish the abilities, skills, and competencies fundamental to academic programs and courses, and to evaluate each learner's performance on this basis.

Legal Implications of Serving Adults with Learning Disabilities

Adult Education and Family Literacy programs may not discriminate against individuals with disabilities when admitting them to a program or providing them with services. When providing services, Adult Education and Family Literacy programs must offer accommodations that will assist adults with learning disabilities to have an equal opportunity to participate in the program.

Adults with learning disabilities also have a right to choose whether to disclose their disability status. If adults expect disability-related accommodations, they have the responsibility to make their disabilities known, to provide appropriate documentation, and to request specific accommodations.

Adult Education and Family Literacy programs must provide “reasonable accommodations” to qualified persons with disabilities. Reasonable accommodations (sometimes called auxiliary aids and services) are accommodations that make the program accessible to individuals with a disability. Such accommodations must be afforded to a qualified individual with a disability unless the service provider can demonstrate that the accommodation would impose “undue hardship” on the program, or constitute a substantial alteration in the nature of the program.

Examples of accommodations that educational programs may provide for adults with learning disabilities, depending on the particular disability and need for accommodation, include, but are not limited to: (Appendix F, Reasonable Accommodations)

- Extended time for completing tasks;
- Books on tape or CD;
- Reduced visual or auditory distractions, such as a private room for tests;
- Auxiliary aids and assistive technology, such as calculators, highlighters, and computers;
- Large print materials;
- Alternative format for instructions, such as audiotape/CD instructions in addition to printed instructions for taking a test; and
- Note takers.

With specific regard to IL HSE exams, whether or not the student is testing on computer or paper will determine the possible accommodations that may be available on the test. It is important to note that HSE exams all have their own request process and documentation guidelines to follow. Some accommodations that may be more commonly approved by IL HSE exams, subject to verification of documented disabilities (Appendix G, Testing Accommodation Request Forms), include the following accommodations:

- Audiocassette/CD test format
- Use of a scribe
- Extended time for completing the test
- Use of a calculator
- Supervised frequent breaks with or without extended time
- A private room
- A large-print test edition
- Zoomtext/screen magnification
- Screen reading programs (i.e. JAWS)

Americans with Disabilities Amendments Act of 2008
(effective on January 1, 2009)

Purpose:

To provide a clear and comprehensive national mandate for the elimination of discrimination and clear, strong, consistent, enforceable standards addressing discrimination by reinstating a broad scope of protection to be available under the ADA.

Physical or mental disabilities in no way diminish a person's right to fully participate in all aspects of society, yet many people with physical or mental disabilities have been precluded from doing so because of discrimination; others who have a record of a disability or are regarded as having a disability also have been subjected to discrimination.

Disability Defined and Rules of Construction:

As used in this Act:

- 1) Disability-The term 'disability' means with respect to an individual-
 - a) A physical or mental impairment that substantially limits one or more major life activities of such an individual
 - b) A record of such an impairment; or
 - c) Being regarded as having such an impairment
- 2) Major Life Activities-
 - a) In General-Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
 - b) Major Bodily Functions-A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- 3) Regarded as Having Such An Impairment-
 - a) An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b) This shall not apply to impairments that are transitory and minor. A transitory impairment is impairment with an actual or expected duration of 6 months or less.
- 4) Rules of Construction Regarding the Definition of Disability-The definition of 'disability' shall be construed in accordance with the following:
 - a) The definition of disability in this Act shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act.
 - b) The term 'substantially limits' shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.

- c) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.
 - d) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
 - e) i) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as-
 - I. Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
 - II. Use of assistive technology
 - III. Reasonable accommodations or auxiliary aids or services; or
 - IV. Learned behaviors or adaptive neurological modifications
 - ii) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether impairment limits a major life activity.
 - iii) As used in this subparagraph-
 - I) the term 'ordinary eyeglasses or contact lenses' means lenses that are intended to fully correct visual acuity or eliminate refractive error, and
 - II) the term 'low-vision devices' means devices that magnify, enhance, or otherwise augment a visual image.
5. The Americans with Disabilities Act of 1990 is further amended by adding after section 3 the following:
- 1) Auxiliary Aids and Services includes-
 - a.) qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;
 - b.) qualified readers, taped texts or other effective methods of making visually delivered materials available to individuals with visual impairments;
 - c.) acquisition or modifications of equipment or devices, and
 - d.) other similar services and actions.

Part One: Right to Participate Without Discrimination

- A. Program Services Mandated by Federal Law
- B. Intake/Enrollment
- C. Screening
- D. Confidentiality/Privacy Issues
- E. Evaluation of Student Learning Capacity

Right to Participate Without Discrimination

A. Program Services Mandated by Federal Law

Persons responsible for operating Adult Education and Family Literacy programs should adhere to the following policies to ensure compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973:

1. Ensure that all program services are accessible and barrier free in accordance with the Americans with Disabilities Act. (Appendix H, Accessibility Checklist)
2. Access to program enrollment and orientation will be in accordance with the Americans with Disabilities Act. (Appendix H)
3. Build the program service process with the following in mind:
 - a. Identify a person to be the facility's ADA coordinator or work with the administrative entity's ADA coordinator.
 - b. Provide public notice. (Appendix I, Sample Statements)
 - c. Adopt an ADA grievance policy for the program or be familiar with the institutional policy. Procedures in this policy should include how, where, and with whom a grievance can be filed, a reasonable time period for filing, reviewing and ruling a grievance, an appeals process, and how each step in the grievance process will be documented. (Appendix J, Sample Grievance Procedure Form)

If the adult education and family literacy program is part of a larger agency, know the components of the agency's grievance policy, especially if that agency requires all divisions under its purview to follow them.

- d. Conduct a periodic review of the facility and keep appropriate documentation on file.
- e. Develop a transition plan regarding accessibility.

B. Intake/Enrollment

1. All intake/enrollment information should state the steps for enrollment and that accommodations can be provided (Section 504 of the Rehabilitation Act of 1973, CFR 104.8). Include the name of the ADA Coordinator trained in the LD process. (Appendix I)
2. All staff/personnel who are involved in the intake process must receive training and information in the appropriate in-house referral process (Appendix K, Accommodations Process) when a new student discloses eligibility under either ADA or Section 504 using either a release form or meets any one of the criteria stated below for administering an informal assessment screening:
 - a. Ask the questions listed below. *Note: These criteria must be documented separately from the standard intake form. If

the student meets any of the criteria below, this document must be considered confidential and filed in accordance with confidentiality policies.

1. Have you ever had any special help/classes in school/training? What? Where? Why?
 2. Do you think that you have trouble learning?
 3. Have you ever had any accommodations in school/training situations (e.g., extra time, oral test, calculator, etc.)?
- b. Disclosure of learning disabilities by the student or organization with a release form. (Appendix L, Release of Confidential Information Forms)
 - c. State-mandated assessment results show 3.9 or below in any one area (reading, math, writing, or spelling).
 - d. Student states that he or she thinks they may have a learning disability.
 - e. Teacher observes significant difficulty in learning or failure to make progress.
 - f. The student's family member or employer states that he or she thinks the student may have a learning disability.
3. Each program will designate at least one instructor or staff person who is responsible for administering the appropriate screening tool(s) during the process of enrollment when the new student discloses eligibility under the ADA or Section 504 or meets any one of the criteria listed above. The designated screener must have completed the entire training(s) mandated for use of the screening tool; e.g., Payne Learning Needs Inventory and Washington State LD Screening Tool.
 4. All learning disabilities screenings are confidential and will be conducted in a private and secluded environment.
 5. The Payne Learning Needs Inventory will be used in Adult Education and Family Literacy programs to determine more specific student strengths and weaknesses. Only individuals who have received specific training may administer the Payne Learning Needs Inventory.
 6. In accordance with the IDEA, which applies to all students under 22, "Transition Services" means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. In accordance with this law, each Adult Education and Family Literacy designated

learning disabilities screener (person) will make every effort to work with the local public school's transition team to ensure appropriate coordinating services and enrollment procedures with adult education centers. It is recommended that in situations where no local transition team has been established, the person responsible for initiating coordination/collaboration with agencies and services establish a transition team on the local level.

C. Screening

1. Screening Versus Diagnostic Testing

It is important to note that screening is different from diagnostic testing. Screening results, by themselves, cannot determine the presence of learning disabilities. The results from screening are used by program staff and the learner to decide whether the learner should be referred for further testing with a diagnostic battery that could determine the presence of a learning disability. Screening for learning disabilities (1) is administered by trained adult education staff, and (2) answers the question, "Should this person be referred for further testing to determine if he/she has a learning disability?"

A qualified professional, such as a psychologist, clinician, or educational diagnostician, who is licensed to administer psycho-educational batteries, on the other hand, must conduct diagnostic testing. One of the questions that diagnostic testing answers is, "Does this person have a learning disability?" Only diagnostic testing, and not LD screening, can answer this question. The professional who administers the diagnostic testing prepares a written report, which indicates the nature of the learning disability and makes recommendations for further actions, including appropriate interventions for the learner to meet with success.

2. Determining When to Screen

Screening can be administered at any time during the instructional cycle if the practitioner or the learner identifies the need. The practitioner's direct observation of the learner during instruction is probably the best source of information about the learner's likelihood of having a learning disability. In addition to observation, results of the Payne Learning Needs Inventory may be used as an indicator for screening. The Payne Learning Needs Inventory is to be conducted only by individuals trained as Special Learning Needs Resource Specialists.

Adult Education and Family Literacy programs should have clear policies about screening for learning disabilities. For example, one option would be to conduct screening during the intake process for every adult who enters the program. The advantage of this policy is that there is no need to obtain the learners' informed

consent. *It is only when a procedure such as a screening is used selectively for some, but not all learners, that informed consent must be obtained.*

The disadvantage of conducting screening uniformly for all learners is that the procedure adds time to the intake process, although not everyone who enters an adult education program needs to be screened. Programs may find it more helpful to have the teacher work with learners first by observing each learner's progress and then refer for screening only those persons who are not making the expected progress.

Because of the limitations of available staff time and resources, every adult education program needs to answer the question, "Should time, effort, and money go into further instruction, or additional assessment?"

D. Confidentiality/Privacy Issues

1. According to the Family Educational Rights and Privacy Act of 1974 (FERPA), enacted as Section 438 of the General Education Provisions Act, student information that is considered "private" may not be shared with anyone who is not designated on a release of confidential information form that has been signed by the student. Examples of confidential information disclosures include disabilities, recovering substance abuse condition, AIDS/HIV, or other medical information. If the student discloses any condition or disability that falls under the Privacy Act, **the disclosed information cannot be shared with anyone** without a signed (by the student) release of confidential information form. (Appendix L) Each institution must establish what information is considered confidential and what information can be released based on the Freedom of Information Act and the FERPA.
2. Directory Information is regarded as information contained in the education record of a student, which would not generally be considered harmful, or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, date and place of birth, dates of attendance, and the most recent previous educational agency or institution attended. Generally, directory information can be released without consent. Local programs must adhere to their affiliated institution's policy for directory information, which must be in accordance with DOE 34 CFR, Part 99 (Family Education Rights and Privacy Act). Furthermore, students must sign a form that verifies their knowledge that the institution can release directory information.
3. Every Illinois Adult Education and Family Literacy provider receiving state or federal adult education funds will have proper release forms for release and/or transfer of confidential information.
4. No confidential information or any other assessment information regarding a student can be shared externally (outside the center) for referrals without a signed release of information form specifying the agency, representative, or diagnostician to whom the information is to be released.

5. Standards for release forms:
 - Release forms must be on agency letterhead.
 - Information to be released must be specified.
 - Individuals/organizations to which information is to be released must be specified.
 - A validation statement must be included on the release form. For example, "This release of confidential information is only valid from the date of signature to _____ (specify ending date) or until cancelled by the undersigned in writing. I understand the information will be kept confidential and will not be shared with any other agency without my consent. This release form has been read/reviewed with me and I understand its content."
6. Student information will be transferred to the referral point either through private or public postal services; or hand-carried by the student, his/her guardian, or a designated representative. No student information will be transferred unless appropriate release forms have been completed and are on file. Faxing and other electronic transfer methods are not permissible for transfer of confidential information.
7. No confidential student information (in the form of diagnosis or specific accommodations) can be shared with the internal program's teaching, support, or administrative staff without a release of confidential information form signed by the student or his/her parent or guardian. The form must identify individuals with whom particular information can be shared. It may be appropriate to share interventions and successful teaching strategies internally, as long as confidentiality is not breached.
8. Any documentation containing disclosures of disabilities or otherwise confidential information will be separated from routine student information and kept in a locked and secure filing cabinet.
9. Filing cabinets containing confidential information will be labeled "Confidential," will remain locked, will be inaccessible to students or support staff, and will have a log filed foremost in each locked drawer upon which entries will be made when confidential files are accessed by any instructional or administrative staff.
10. A student record log should be used to document all confidential file access entries. (Appendix M) At a minimum, log sheets will require date of file entry, name of student's file accessed, name of staff member accessing file, and actions taken.
11. Confidential information files will be maintained at the local program level for a period of not less than five years. Local policies may extend this period.
12. During program monitoring, the following procedures will be followed:
 - Evaluators will check the physical security of "Confidential" filing cabinet(s).
 - Evaluators will randomly select files contained in the "Confidential" filing cabinet to monitor the program's ability to appropriately address and maintain confidential/privacy information.

- Evaluators will not read for detail nor otherwise extract any student information from confidential file folders.
13. Any information of a confidential nature that a student discloses, whether upon initial intake, during academic assessments, through informal assessments, inventories, checklists, or writing exercises should be separated from routine paperwork and filed in the confidential file.
 14. Applications and enrollment forms must be free of confidential questions.

E. Evaluation of Student Learning Capacity

1. No student will be denied access to Adult Education and Family Literacy programs unless an appropriate evaluation has been conducted in compliance with the Americans with Disabilities Act/Section 504 of the Rehabilitation Act of 1973 and it is determined that the learner's goals cannot be achieved under the existing adult education program and support services.
2. If a program does not comply with the ADA/Section 504 in its evaluation of student learning capacity, and the student is not provided with the appropriate services and/or accommodations, the program is liable for any resulting litigation procedures that may occur as a result of inappropriate evaluation.
3. If the student is evaluated or provides documentation that indicates mental retardation/deficiencies, developmental disabilities, or other limited intellectual capacity, the program must evaluate, implement, and document one of the following procedures:
 - a) If the student described above is referred to the program by another agency or organization, that agency/organization must include a set of prescribed *attainable* goals with the student referral. The adult education program will be responsible for reviewing those goals and must then decide if the goals can be achieved utilizing the services of the adult education program. If the goals are not in accordance with program service policies, the agency/organization will be required to seek other, more appropriate referrals.
 - b) If the student described above is not referred to the program by another agency or organization (i.e., the student comes to the program of their own accord), the student and/or the student's parent or guardian is responsible for assisting the student in developing the attainable goals. The program will be responsible for reviewing those goals and must decide if existing services will assist the learner in achieving those goals. If the goals are not in accordance with program service policies, the student will be required to seek other, more appropriate services.

Part Two: Rights to Reasonable Accommodations

- A. Accommodations

- B. Program Documentation of Procedures

Rights to Reasonable Accommodations

A. ACCOMMODATIONS

Adult Education and Family Literacy programs must understand the difference between accommodations and interventions as part of establishing a foundation for compliance within the ADA/Section 504. An *intervention* is a strategy or technique that can enhance a student's learning process, such as color-coding, card markers, colored overlays, etc. An *accommodation* changes or augments the environment to enable individuals to compete or perform at an equal level. It provides ways in which an individual can be assisted to maximize his/her potential. An accommodation **DOES NOT** perform the task. Examples of accommodations include audiotape, enlarged print, extra time, scribe, etc. According to the ADA and Section 504, education agencies receiving public funds must provide students with disabilities logical and reasonable accommodations. (Appendix F)

Accommodations Process (Appendix K)

1. Accommodations are to be provided to students when:
 - A. They have disclosed that they have a disability that has been documented by a qualified professional and are eligible for accommodations under the provisions of the ADA or Section 504;
 - or
 - B. When screening has been administered it is determined that accommodations are warranted.

2. The process of choosing accommodations will be conducted by an accommodation team, which must include the student, the student's immediate instructor(s), and the person who administered the informal assessment. Any professional that has formally evaluated the student may be included in the accommodation process. If there is a confidential issue, staff members must be granted permission by the student's signature on a signed release form before they can assist with the accommodation process. (Appendix L)

3. Documentation of a learning disability from a qualified professional must be submitted before accommodations can be applied for an IL HSE exam.

4. All accommodations implemented must be documented, including the subsequent success or failure of the accommodations. The accommodations must be applied in the instructional setting as well as in any testing situation.

5. If a student declares eligibility under either the ADA or Section 504, it is the program's responsibility to cover costs associated with requested accommodations, as long as the accommodations are reasonable and do not cause an, "undue hardship" to the program. If "undue hardship" is claimed

by the program, the specific accommodation and cost to the program should be documented, as well as proof of “undue hardship” to the program, i.e., copy of RFP budget/reward letter, etc.

6. It is the program’s responsibility to determine if a requested accommodation is a “reasonable accommodation.” Reasonable accommodations are determined by examining:
 - a.) The barriers resulting from the interaction between the documented disability and the program environment;
 - b.) The possible accommodations that might remove the barriers but do not negate safety standards;
 - c.) Whether or not the student has access to the program, service, activity, or facility without accommodations; and
 - d.) Whether or not essential elements of the program, service, activity, or facility are compromised by the accommodations.
7. If the request is denied, the student has the right to file a complaint following the guidelines set forth in the grievance policy. If the student is simultaneously involved in two programs, the federal program’s grievance policy takes precedence.
8. If a state-mandated assessment is administered as part of any enrollment process, an alternative test that allows for the requested accommodations and assesses for the same or similar data, must be administered. The selected alternative assessment would be used with students who declare eligibility under either the ADA or Section 504.
9. All forms, letters, brochures, publicity, etc. produced for the program must include a statement that the program is accessible and accommodations are available upon request in compliance with the ADA. (Appendix I)
10. IL HSE exams may provide some interventions or modifications without any formal request for testing accommodations. Depending upon the exam, some of the following interventions may be available without a formal request (See Part Five of guide and Appendix G for further guidance).
 - a. Use of large-print version of the test
 - b. Use of a straight-edge (no markings) or guide to facilitate the reading of the text
 - c. Use of colored overlays for reading
 - d. Request to sit near a window, away from fluorescent lights, etc. when possible
 - e. Use of scratch-paper
 - f. Taking individual tests on different days (at the discretion of the center and available personnel)
 - g. Use of clear, transparent overlays with highlighters
 - h. Earplugs
 - i. Magnifying device
 - j. Priority seating.

B. PROGRAM DOCUMENTATION OF PROCEDURES

1. Each program will be responsible for documenting the implementation of special needs accessibility/accommodations procedures by completing a checklist that ensures compliance with the ADA and Section 504. (Appendix N, Learning Disabilities Compliance Checklist)
2. Each program will be responsible for completing and submitting an annual report form documenting compliance with these LD guidelines. (Appendix O, Annual Report Form)
3. The documentation process will be included in the Illinois Adult Education Program Review process.
4. Each program will be responsible for processing a student's request for accommodations within a reasonable amount of time according to the reasonableness of the accommodation(s), but not to exceed 30 days. Furthermore, each program will be responsible for documenting the time required to process each student's request for accommodation(s).
5. No program will have the right to deny services to any student without provision of sufficient, dated documentation that demonstrates that every reasonable effort was made to accommodate the student's disability.

Part Three: Instructional Programming

- A. Instructional Procedures/Methodologies Design
- B. Materials and Resources
- C. Instructional Model

INSTRUCTIONAL PROGRAMMING

A. Instructional Procedures/Methodologies Design should:

- Be designed to meet the needs of the individual student (i.e., student-centered); utilize the ten-minute interview to establish rapport with all students and to begin this student-centered process; (Appendix P, Ten-Minute Interview))
- Be based on the student's strengths; (Appendices C and Q, Recommendations for Various Learning Styles)
- Include and be appropriate for the suggested or identified individual accommodation(s);
- Be flexible;
- Include real-life experiences in the classroom;
- Be discussed with the student prior to implementation;
- Be reviewed with the student at appropriate intervals of instruction (between 10-20 instructional hours) to discuss impact on learning and progress.

B. Materials and Resources

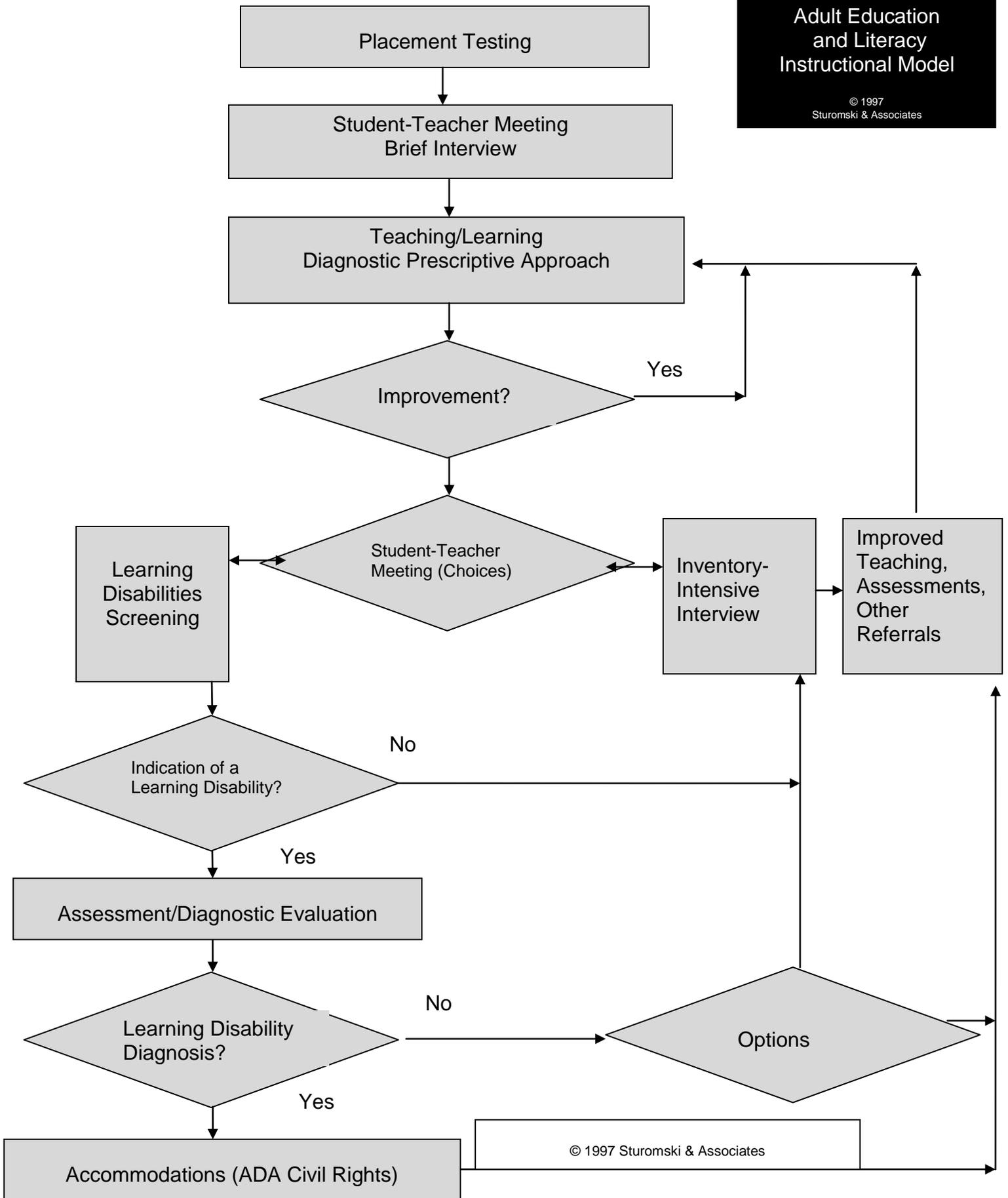
1. Appropriate materials and resources for students with special learning needs will be provided in the classroom. Program personnel may be able to obtain materials and resources on a lending basis from the Illinois Adult Education Service Center Network lending libraries if they are not available onsite.

Types of materials include:

- Professional development
- Student materials
- Legal issues
- Resources for materials and assistive technology

2. Each program will establish set-aside funding to purchase appropriate materials and resources for students with special learning needs.
3. Additional Resources (Appendix R, Referral Directory and other Sources of Disability Rights Information)

C. Instructional Model (see next page)



Part Four: Professional Development

1. The Illinois Adult Education Service Center Network (IAESCN) will provide training in the use of screening tools for students with special learning needs, Payne Learning Needs Inventory, instructional strategies, accommodations, referrals, and provide resources for administrators, instructors, and staff working with students who have special learning needs and/or learning disabilities.
*Due to liability issues and length of training, volunteers will not be trained in the use of screening tools. However, volunteers may benefit from working with a trained individual.
2. The IAESCN will provide consultation by request for:
 - A. Appropriate interpretation/application of screening tools
 - B. Appropriate accommodations, resources, and referrals
3. Conduct all workshops in facilities that meet ADA/Section 504 requirements.
4. Provide one-on-one, on-site follow-up training for participants in the LD-related workshops when the participant requests assistance in implementation of training or when the program director requests assistance based on observation of no training implementation.
5. The IAESCN will provide training to administrators of Illinois Adult Education and Family Literacy programs in the development of a program plan for compliance to the ADA and Sec. 504, as well as provide ongoing assistance in this area.
6. The IAESCN will provide ADA coordinator training for designated individuals of adult education programs to be ADA compliant.
7. The IAESCN and ICCB will develop an ADA coordinator manual to be kept on site at each Adult Education and Family Literacy program office to serve as a reference for ADA compliance issues.

Part Five: Applying for Testing Accommodations on an IL HSE test

- A. Overview of HSE exams
- B. GED Testing Service®
- C. HiSET
- D. Test Assessing Secondary Completion (TASC)

A. Overview of HSE exams

Students being serviced in adult education and family literacy programs with accommodations in compliance with the ADA and Section 504 of the Rehabilitation Act of 1973 may be eligible for similar accommodations on an IL HSE exam. Prior to applying for accommodations, programs/students should select from the IL HSE exams that may be available in their state or region, and after preparing accordingly, submit the relevant request form and documentation for review (Appendix G Testing Accommodation Request Forms). Currently, the GED[®], the High School Equivalency Test (HiSET) and Test Assessing Secondary Completion (TASC) represent the HSE exams available nationally, but as of this writing, the GED[®] is the only HSE exam offered in the state of Illinois. If further choices become available in Illinois, it will be important to recognize and follow the specific steps a test-taker must follow when applying for testing accommodations. The following section outlines the processes and testing accommodation provisions associated with the GED[®], HiSET and TASC exams.

B. GED Testing Service[®]

As of January 2, 2014, the GED[®] is exclusively a computer based test save for limited exceptions in correctional settings and if test-taker are approved for a paper based test as an accommodation due to an ADA condition. Although the GED Testing Service[®] does not list the accommodations available or more common approvals on their request forms (as of January 2014), a GED[®] *Programs and Services FAQs* provides some information on the accommodations offered by the testing vendor:

“What accommodations will be available for test-takers in 2014?”

Most of the accommodations available for the 2002 Series GED[®] Test will still be available with the 2014 GED[®] test, including: 25%, 50%, and 100% extended time, stop-the-clock breaks, private room, calculator, scribe, reader, etc. In addition, development is underway for screen reading software to be available for blind test-takers, and zoom/magnification will be available for low-vision test-takers. These enhancements are expected to be available by mid-2014.

All test-takers will have the ability to alter the color/contrast settings and increase the font size of their exam. These options will be available to all test-takers without the need for accommodations. The audiocassette test will not be available in 2014.”

(<http://www.gedtestingservice.com/educators/2014-faqs>)

It is advised that test-takers and programs monitor the GED Testing Service[®] website for further updates involving assistive technology or test features.

Steps for Applying for Accommodations

1. Test-takers create an account at www.GED.com

A. Test-takers answer “Yes” to the registration question asking whether or not you intend to apply for testing accommodations due to a documented disability.

B. By choosing to apply for testing accommodations, test-takers will be unable to schedule their exam online. The test scheduling is on-hold until a decision for the accommodations request is processed or until/unless the test-taker chooses to forgo the request.

2. After creating the registration account, test-takers will be directed to select the appropriate accommodations request form from the GED Testing Service® website. The following five disability category forms are available for submission, with an appeal form also available if an initial request was not approved (See Appendix G for printout of forms).

Intellectual Disabilities (ID) (PDF)

Learning and Other Cognitive Disabilities (LCD) (PDF)

Attention Deficit Hyperactivity Disorder (ADHD) (PDF)

Psychological and Psychiatric Disorders (EPP) (PDF)

Physical Disorders and Chronic Health Conditions(PCH) (PDF)

Request for Testing Accommodations Appeal (PDF)

Request for Testing Accommodations Appeal

A. Before determining the accommodations to request, test-takers should review the, “Comfort Aid List,” by Pearson VUE in order to determine what modification and adjustments are permitted without a formal request.

http://www.pearsonvue.com/accommodations/pdfs/pvue_comfort_aids.pdf

3. After selecting the appropriate request form, the corresponding Documentation Guidelines should be reviewed by the evaluator/test-taker for the selected disability category. Based upon the type of disability/disorder, the currency of the documentation required by GED Testing Service® may vary. For instance, in the case of a Psychological/Psychiatric disability request, the testing service has a currency guideline of 12 months or less for the supporting documentation.

Evaluators: ID (PDF)

Evaluators: LCD (PDF)

Evaluators: ADHD (PDF)

Evaluators: EPP (PDF)

Evaluators: PCH (PDF)

4. Once the request form is complete, and the supporting documentation is secured, all of the information is faxed to GED Testing Service® at 202-464-4894 for review. It is advised that test-takers and/or their advocates call to verify that their request was received after submission.

5. GED Testing Service® will communicate the accommodations request decision to the email account created on the registration account (GED.com) within 30 days of submission and test-takers will receive a notification alert at their MYGED account of this activity.

6. Once learning of the accommodations request decision, test-takers may submit more information, appeal and/or schedule their GED® exam with accommodations.

- If approved for testing accommodations, test-takers will receive a number to call Pearson VUE's Accommodations Scheduling and Exceptions team in order to arrange payment and the exam date/location. An accommodated exam cannot be scheduled online as is the case for customary exams.

Questions on the application process or about the testing accommodations available with GED® should be directed to: accommodations@gedtestingservice.com

C. HiSET®

The HiSET® exam was developed by the non-profits, Educational Testing Service (ETS) and Iowa Testing Programs (ITP), and now operates as an alternative national HSE exam to the GED®. At the time of this writing, the HiSET® is not an available HSE test in Illinois. If this test becomes available, HiSET® has developed both a paper and computer based exam for states to adopt or administer. For an up-to-date record of where the HiSET® exam is being offered, the Illinois Department of Education or the HiSET® website should be monitored.

<http://hiset.ets.org/>

Accommodations on the HiSET® Exam

The following accommodations are cited as more frequently approved by the test vendor:

Extended Testing Time

- 25 percent (time and one-quarter)
- 50 percent (time and one-half)
- 100 percent (double time)

Extra Breaks – There are no breaks during the exam (extra breaks could be used for medication, snacks, bathroom usage, etc.).

Accommodations for Computer-Based Tests (CBT)

- Screen Magnification

- Selectable Background and foreground colors

Alternate Test Formats

- Braille
- Large-print test book (larger than 14-point)
- Large-print answer sheet (larger than 14 point)
- Recorded audio

Assistance

- Reader
- Scribe

Assistance for Spoken Directions

- Oral Interpreter
- Sign language interpreter
- Printed copy of spoken directions

Assistance for Note Taking

- Braille slate and stylus

Steps for Applying:

1A. Review the list of, “Frequently Approved Accommodations,” as found in the *HiSET® Test Taker Bulletin* in order to determine the accommodations that the test-taker may need.

HiSET® Test-taker Bulletin (PDF)

B. It is also recommended that test-takers review the modifications and personal items that are permissible without a formal request for accommodations. Some of these modifications/personal items are either provided by the testing center or the test-taker.

<http://hiset.ets.org/take/disabilities/>

2. Review the HiSET® website and Registration Bulletin in order to determine what formats of the test, if any, are available in your area or state. The accommodations requested could vary based upon whether the paper or computer based test is selected by the test-taker. Once selecting the accommodations and format for testing, test-takers should complete the HiSET® Testing Accommodations Request Form. HiSET® has one accommodation request form regardless of the nature of the disability (See Appendix G).

HiSET Testing Accommodations Request Form (PDF)

3. Disability documentation should next be collected and/or prepared. Test-takers and professionals should review ETS’s disabilities section of their website as well as the pertinent disability documentation guidelines for assistance/guidance (<http://www.ets.org/disabilities>) The following Disability Documentation Policy Statements are available for review with ETS/HiSET®

ADHD

Autism Spectrum Disorder

Blindness/Low Vision

Deaf/Hard of Hearing

Intellectual Disabilities

Learning Disabilities

Physical Disabilities and Chronic Health Conditions

Psychiatric Disabilities

4. Once the request form and documentation has been compiled, all of the information is sent to HiSET/ETS via fax or mail. To confirm that the information sent by fax was received, call ETS/HiSET® after three business days. For information sent by mail, call after ten business days to confirm receipt of materials.

5. Test-takers will learn of their accommodations request decision via email within 6 weeks of the submitted request. If approved for accommodations, test-takers will have to schedule through the HiSET® Disability Services office to ensure that the appropriate accommodations are arranged before the test is administered. If the accommodations request is not approved, test-takers will learn what information is needed for further review and/or the next steps.

Additional questions with accommodations/testing may be directed to HiSET by email or phone:

ETS/HiSET® Disability Services

Phone: 1-855-802-2748

Fax: 1-609-240-0524

Email: HiSETSSD@ets.org

Mail: ETS Disability Services

P.O. Box 6054

Princeton, New Jersey 08541-6054

D. TEST ASSESSING SECONDARY COMPLETION™ (TASC)

The Test Assessing Secondary Completion (TASC) exam was developed by CTB/McGraw-Hill, and now operates as an alternative national HSE exam to the GED®. At the time of this writing, the TASC is not an available HSE test in Illinois. If the test becomes available, TASC has developed both a paper and computer based exam for states to adopt or administer. For an up-to-date record of where the TASC exam is being offered, the Illinois Department of Education or the TASC website should be monitored (<http://www.tasctest.com/>).

Accommodations on the TASC Exam

The following accommodations are listed by TASC as being available for request. A *Special Testing Accommodations Descriptions* document may be reviewed for further clarity on the possible accommodations available.

TASC Special Testing Accommodations Descriptions

Extended Test Time:

- 25% Extended Time
- 50% Extended Time
- 100% Extended Time

Calculator (memory function or talking)

Breaks (supervised or multiple sessions)

Physical Support

- Preferred seating location
- Adaptive equipment
- Adaptive Furniture

Audio/Alternate Presentation

- Audio CD
- CBT Screen Reader
- Scribe

Steps for Applying for Accommodations:

1A. Test-takers/programs should review the *Examinee Guidelines* and print a copy of the TASC *Special Accommodations Request Form* as found at www.TASCTest.com as well as in Appendix G. There is one disability request form for completion regardless of the disability type.

TASC Special Testing Accommodations Request Form

Examinee Guidelines for Requesting TASC Special Testing Accommodations

B. Test-takers should similarly review the list of *Allowable Resources* that may be provided to testers without any formal accommodation request. These resources include items such as: scratch paper, special lighting, seating arrangements, etc. Some items are to be provided by the test-taker, while others are available at the testing center. If the allowable resource warrants approval from the Test Center Coordinator, the *TASC Prior Notification Form* must be submitted to the testing center prior to testing.

TASC Allowable Resources

TASC Prior Notification Form

2. The test-taker should provide the request form and *Examinee Guidelines* to their evaluator/advocate in order to obtain the appropriate documentation. The *TASC Special Testing Accommodations Approval Criteria* should likewise be reviewed when determining the documentation to submit.

Evaluator Guidelines for Requesting TASC Special Testing Accommodations

TASC Special Testing Accommodations Approval Criteria

3. Once completed, the request form and supporting documentation may then be either faxed or mailed to the TASC administrator. Test Center Coordinators may often assist test-takers with mailing or faxing their requests.

4A. Test-takers and the Test Center Coordinators will learn of the accommodations request decision within 30 days of the submitted request.

B. If the request is not approved, test-takers will be informed in a decision letter if additional information is required for review or how a decision may be appealed.

Additional questions with accommodations/testing may be directed to TASC by email or phone:

CTB McGraw Hill LLC
Attn: TASC Accommodations Administrator

Email: TASC_helpdesk@ctb.com
Toll-free Phone: 888-282-0589

c/o Customer Service Department
6901 N. Michigan Road
Indianapolis, IN 46268

Toll-Free FAX: 877-800-9389

APPENDIX A

LEARNING DISABILITIES GLOSSARY

Accommodation: The use and further development, where possible, of alternative intact channels in order to compensate for the channel which is impaired (visual, auditory and motor channels).

Affective Domain: The classification of functions by the individual involving emotions and feeling.

Aphasia, Expressive: The lack of ability to communicate orally.

Aphasia, Receptive: The inability to communicate aurally (listening).

Apperception: Relating past experience to new knowledge/experiences.

Apraxia: Difficulty in performing purposeful motor output, in the absence of paralysis or sensory limitation, due to brain lesion or dysfunction.

Aptitudes: Native and acquired characteristics that indicate a capacity for future success in learning.

Assessment: Provides information and data which answers a specific set of questions for future planning, implementation, and evaluation.

Assessment, Formal: Provides data through the use of standardized, norm or criterion-referenced instruments which have specific directions for administration, scoring, and interpretation.

Assessment, Informal: Provides data through the utilization of evaluation instruments developed without standardization procedures and administered without set protocol.

Attention: A set or attitude which makes it possible for the individual to respond precisely to a stimulus; attending or taking notice.

Attention Deficit Hyperactivity Disorder (ADHD): refers to a neurologically based, chemical disorder that impacts the ability to: attend to stimuli which is important (attention span); determine which external stimuli are relevant or not relevant (distractibility); reflect before acting (impulsivity); and control motor activity levels (hyperactivity). Can be without hyperactivity characteristics.

Attention Span: Duration of time one can attend to a specific task.

Auditory: Relating to hearing.

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Auditory Association: The ability to relate to material (words and concepts) presented orally in a meaningful way.

Auditory Discrimination: The ability to distinguish (to discriminate) between sounds which are heard and which may be somewhat alike.

Auditory Dyslexia: Difficulty translating speech into writing; difficulty distinguishing between certain sounds of speech accurately; difficulty establishing sound with written equivalent.

Auditory Figure-ground: The ability to concentrate on the task at hand, despite the presence of other sounds (voices, miscellaneous noises) within the same environment.

Auditory Memory: The ability to remember information received through the auditory channel.

Auditory Processing: The ability to act upon auditory information in order to generalize, abstract, classify, integrate, etc.

Auditory Reception: Auditory decoding; understanding spoken words.

Auditory Sequencing: The ability to recall previously heard details in their correct order.

Auditory-visual Association: Ability to switch from the auditory to the visual channel, from learning through the ears to learning through the eyes. Included is the ability to relate sounds to symbols (i.e., to identify the letter "r" sound and/or its letter name to the written "r" AND transfer this association to other situations such as a word on a ditto sheet, chalkboard or book.).

Auditory-vocal Association: Ability to intelligently respond verbally to stimuli which has been heard.

Aural: Learning through listening; attending with the ears.

Background: One's total experience and education.

Brain Damage: A structural injury to the brain from accident, disease, or surgery.

Capacity: The potential point at which learning ceases; set by the limits of the learner's intelligence and psychomotor functioning.

Channels/Circuits: The pathways through which input is transmitted (auditory, visual, tactile-kinesthetic, or combinations thereof).

Closure: Mental process whereby one perceives an incomplete form as though it were complete.

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Cognition: Process of knowing, perceiving, or reasoning.

Cross Modality: The ability to switch from one modality to another. (Example: switching from receiving input visually to delivering output auditorially or vice-versa).

Cylert: A non-amphetamine drug used to treat hyperactivity.

Discrimination: The ability to detect differences and likenesses between and among stimuli.

Distractibility: The inability to "tune out" extraneous stimuli, poor attention span and/or intermittent concentration.

Dominance, Cerebral: The establishment of one side of the brain as dominant over the other. It is generally recognized that this must take place in order to establish left or right handedness.

Dominance, Mixed: The inclination to perform some activities with the right hand or foot and shifting to the other for other activities. (Example: writing with the right hand, playing tennis with left).

Dyscalculia: Difficulty coping with mathematics; comprehending as well as understanding relationships between mathematical symbols and concepts; difficulty with calculations and number manipulation.

Dysgraphia: Difficulty writing. This can be the actual physical (motor) process required for writing or the difficulty of being able to express ideas in writing, or of the symbols required for writing (mathematical as well as letter symbols).

Dyslexia: Difficulty reading. When viewed through the criteria of academic success this is probably the most serious and debilitating learning disorder. The difficulty may take many forms including seeing letters in mirror image, reversals, inability to distinguish the spaces between words, etc.

Dysnomia: Condition characterized by the inability to recall words at will, even when the learner knows the word s/he wishes to recall and can recognize it when said.

Dysphasia: Difficulty comprehending the spoken word (receptive) and/or speaking (expressive).

Figure-ground Perception: The ability to select an object of form from the total field of incoming stimuli; the figure is the center of attention; the ground is the balance of the mass of stimuli.

Fine Motor Activities: Output by which the muscle system underlying delicate movements is exercised.

COURTESY OF PAYNE & ASSOCIATES

Gross Motor Activity: Movement in which groups of large muscles are employed and rhythm and balance are of major importance.

Haptic Perception: Process of getting information through the modalities of kinesthesia and touch.

Hyperactivity: Excessive activity or energy.

Hyperkinesis: Overactivity or excessive motor movement.

Hypoactivity: Pronounced lack of physical activity.

Hypokinesis: Lack of normal bodily movement and motor activity.

Impulsivity: Behavior characterized by acting hastily without thinking through the consequences acts.

Input, Output: The process of receiving stimulus (input); the action resulting from processing of the stimulus {i.e. verbal, motor, etc. (output)}.

Intact Modality: Modality found to be superior in someone with deficits; instruction is geared to this modality: the learner who has a strong visual and weak auditory ability would be taught through a visual approach.

Intelligence: Learner's ability to perceive relationships such as logical, spatial, numerical, and verbal, to learn to recall and to solve problems; sometimes referred to as mental age or scholastic aptitude; measured by verbal and nonverbal performance tests.

Kinesthetic: Pertaining to the muscles - doing, talking (the muscles of speech), writing (the muscles of the hand and arm), as well as body movement itself.

Laterality: An awareness of left or right sidedness as it pertains to the self as well as to one's position in space and/or other objects, or people occupying that space.

Learning Disability: (most widely accepted adult definition) A Specific Learning Disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written language) or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: **attention, reasoning, memory, communicating, reading, writing, spelling, calculation, coordination, social competence & emotional maturity.**

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Learning Style: The modality(s) through which learning best occurs; visual, auditory, and tactile-kinesthetic channels or pathways (the eyes, the ears, and/or the act of doing/motor).

Memory: The ability to store and retrieve, upon demand, information previously obtained through experienced sensations and perceptions; recall.

Memory, Auditory: The ability to remember information received through the auditory channel.

Memory, Sequential: The ability to remember, in order, that which has been received through a sensory channel.

Memory, Visual: The ability to remember and recall information received through the visual channel. This also includes memory of meaning.

Memory, Visual-Motor: Capacity to reproduce, in motor form, previous visual experiences.

Mental Age: The level of mental ability, referenced by years/months.

Modality: The avenues, pathways, channels, and circuits through which sensory impressions are transmitted to the brain and by which one learns. These consist primarily of the visual, auditory, and motor (tactile-kinesthetic) modalities.

Motor: Doing which involves the use of muscle.

Neurology: Branch of medical science that deals with the nervous system and its disorders.

Perception: Direct acquaintance with anything received through the senses.

Perseveration: The tendency to or process of continuing an activity long beyond the time for which it makes any sense to do so.

Receptive Language: Language that is spoken or written by others and received by the learner; listening and reading.

Retardation: Difficulty with the capacity to learn. No definite brain damage is indicated in the history or from neurological findings; nor is there any evidence/suggestion of other cause(s).

Reversal: Perceptual inaccuracy caused by a right to left confusion of letters and words; thus pan becomes nap.

Slow Learner: Child or adult with a measured IQ from 70-80.

COURTESY OF PAYNE & ASSOCIATES

Spatial Orientation: Refers to an awareness of self in space; this includes direction, position, distance, and the judging thereof.

Tactile: Referring to the sense of touch.

Tactile-kinesthetic: A term frequently used synonymously with "motor". Combining the sensory impressions of touch and muscle movement.

Time Orientation: The ability to judge time lapses and be aware of the concept of time.

Training, visual: Instruction to improve learner's skills in visual perception & binocular coordination.

Visual Acuity: Refers to the sharpness of vision.

Visual Association: The ability to relate materials presented visually (words, maps, charts) in a meaningful way.

Visual-auditory Association: The ability when learning to switch from the visual channel to the auditory channel.

Visual Discrimination: Ability to distinguish (to discriminate) between similar images. (Example between "b"/"d" or "w"/"m"). In addition to letters, this also includes sizes, shapes, numbers, positions, color, horizontal and vertical, brightness, etc. The ability to recognize similarities and differences.

Visual Figure-ground: The ability to concentrate on the task at hand despite the presence of other visual stimuli which takes place simultaneously in the same environment.

Visual Motor: The ability to relate visual stimulus with motor response (example: writing).

Visual Perception: Identification, organization, & interpretation of stimuli input through the eyes.

Visual Reception: Visual decoding; one's ability to understand or interpret stimuli, such as symbols, words or pictures.

Vocalization: Movement of lips, tongue, or vocal cords during silent reading.

10/93 COURTESY OF PAYNE & ASSOCIATES

APPENDIX B

A Learning Disabilities Checklist

A checklist is a guide. It is a list of characteristics. It is difficult to provide a checklist of typical characteristics of adults with learning disabilities because their most common characteristics are their unique differences. In addition, most adults exhibit or have exhibited some of these characteristics. In other words, saying yes to any one item on this checklist does not mean you are a person with a learning disability. Even if a number of the following items sound familiar to you, you are not necessarily an individual with a learning disability. However, if you say "that's me" for most of the items, and if you experience these difficulties to such a degree that they cause problems in employment, education, and/or daily living, it might be useful for you to obtain an assessment by qualified professionals experienced in working with adults with learning disabilities.

There are many worthwhile checklists available from a number of organizations. The following checklist was adapted from lists of learning disabilities' characteristics developed by the following organizations: Learning Disabilities Association of America, *For Employers... A Look at Learning Disabilities*, 1990; ERIC Clearinghouse on Disabilities and Gifted Education, *Examples of Learning Disability Characteristics*, 1991; The Orton Dyslexia Society's *Annals of Dyslexia*, Volume XLIII, 1993; and the Council for Learning Disabilities, *Infosheet*, October 1993.

While individuals with learning disabilities have average or above average intelligence, they do not excel in employment, education, and/or life situations at the same level as their peers. Identified characteristics are as follows:

- May perform similar tasks differently from day to day;
- May read well but not write well, or write well but not read well;
- May be able to learn information presented in one way, but not in another;
- May have a short attention span, be impulsive, and/or be easily distracted;
- May have difficulty telling or understanding jokes;
- May misinterpret language, have poor comprehension of what is said;
- May have difficulty with social skills, may misinterpret social cues;

- May find it difficult to memorize information;
- May have difficulty following a schedule, being on time, or meeting deadlines;
- May get lost easily, either driving and/or in large buildings;
- May have trouble reading maps;
- May often misread or miscopy;
- May confuse similar letters or numbers, reverse them, or confuse their order;
- May have difficulty reading the newspaper, following small print, and/or following columns;
- May be able to explain things orally, but not in writing;
- May have difficulty writing ideas on paper;
- May reverse or omit letters, words, or phrases when writing;
- May have difficulty completing job applications correctly;
- May have persistent problems with sentence structure, writing mechanics, and organizing written work;
- May experience continuous problems with spelling the same word differently in one document;
- May have trouble dialing phone numbers and reading addresses;
- May have difficulty with math, math language, and math concepts;
- May reverse numbers in checkbook and have difficulty balancing a checkbook;
- May confuse right and left, up and down;
- May have difficulty following directions, especially multiple directions;
- May be poorly coordinated;
- May be unable to tell you what has just been said; and
- May hear sounds, words, or sentences imperfectly or incorrectly.

As mentioned previously, an adult with learning disabilities may exhibit some of these characteristics, but not necessarily all of them. If an individual exhibits several or many of these characteristics to such a degree that they cause problems in work, school, or everyday life, he or she might benefit from an assessment by qualified professionals.

APPENDIX C

LEARNING STYLE CHECKLIST

Visual Section

Read each statement carefully and consider whether it applies to you.

On the line write: 5 – almost always applies 4 – often applies
3 – sometimes applies 2 – applies once in a while
1 – almost never applies

Answer honestly: there are no "right", "wrong", "good" or "bad" answers.

- _____ 1. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.
- _____ 2. I remember things better if I write them down, even if I don't go back to what I have written.
- _____ 3. When trying to remember a new phone number or a spelling word, it helps me to get a picture of it in my head.
- _____ 4. When recalling information during a test, I can see in my mind's eye the textbook page and the information on it.
- _____ 5. Unless I write down the directions to a place, I'm likely to get lost or arrive late.
- _____ 6. During lectures I can listen better if I look at the person speaking.
- _____ 7. I can clearly and easily visualize people, places, and documents in my head.
- _____ 8. It's hard for me to concentrate on what a person is saying if there is background noise. It's easier for me to get work done in a quiet place.
- _____ 9. It's difficult for me to remember jokes I've heard.
- _____ 10. I get some great ideas but I forget them unless I write them down right away.

Visual Total _____

Auditory Section

Read each statement carefully and consider whether it applies to you.

On the line write: 5 – almost always applies 4 – often applies
3 – sometimes applies 2 – applies once in a while
1 – almost never applies

Answer honestly: there are no "right", "wrong", "good" or "bad" answers.

- _____ 1. When reading, I hear the words in my head or I read aloud.
- _____ 2. When memorizing something, it helps me to recite it over and over.
- _____ 3. If I want to understand something, it helps me to discuss it with someone or to try to explain it to someone else.
- _____ 4. I like to finish one task before beginning another.
- _____ 5. It is hard for me to picture things in my head.
- _____ 6. I would rather listen to a tape of a lecture rather than read the same information in a textbook.
- _____ 7. I would rather turn in a tape recorded report than a written report.
- _____ 8. I can easily follow what a teacher is saying even though my eyes are closed or I'm staring out the window.
- _____ 9. I talk to myself when problem solving, writing, or doing homework.
- _____ 10. I prefer to have someone tell me how to do something rather than have to read the directions.

Auditory Total _____

Haptic Section

Read each statement carefully and consider whether it applies to you.

On the line write: 5 – almost always applies 4 – often applies

3 – sometimes applies 2 – applies once in a while

1 – almost never applies

Answer honestly: there are no "right", "wrong", "good" or "bad" answers.

- _____ 1. I don't like to read or listen to directions; I'd rather just start doing.
- _____ 2. I take notes, but I don't go back and read them.
- _____ 3. I can study better with music playing in the background.
- _____ 4. I don't start a task with a definite plan in mind; I like to try different things until I hit on something that works.
- _____ 5. My room, desk, locker, and notebooks look disorganized, but I know where everything is.
- _____ 6. I move my lips when reading and count with my fingers.
- _____ 7. I don't like to proofread my papers or look over my tests before I turn them in.
- _____ 8. I prefer to do projects or make displays and presentations rather than write reports.
- _____ 9. I think better when I have the freedom to move around; I get fidgety, feel trapped, and daydream when I have to sit still.
- _____ 10. When I can't think of a specific word, I'll use my hands a lot and call something a "whatchamacallit" or a "thingamajig."

Haptic Total _____

APPENDIX D

CHARACTERISTICS OF ADULTS WITH LEARNING DISABILITIES

STUROMSKI & ASSOCIATES

What are we looking for in the adult learner that may be suspected of having a learning disability? Most individuals with learning disabilities display a number of the following characteristics at one time or another and in varying degrees. These commonly-displayed characteristics are listed within three broad categories:

- 1) Auditory/Visual Processing
- 2) Academic-Related Skills
- 3) Behavior/Psychological Manifestations

AUDITORY/VISUAL PROCESSING:

Barring a purely physical problem with the individual's sight or hearing, which can be determined and remedied by an optometrist (eye specialist), or an audiologist (hearing specialist), the following problems can be considered indicators of a possible learning disability.

- Eyes water and/or become red after a short time of work
- Complains of blurring and tired eyes; rubs a lot
- Squints and peers close to see print
- Peers at work on desk from an angle
- Lift eyes from page frequently to glance around
- Closes one eye while reading or writing
- Puts head on desk/table top to read
- Oral reading is choppy: words are skipped, endings left off, frequent repetitions
- Comments about getting headaches after a short time working at reading or writing
- Loses place when reading
- Turns an ear toward you when you speak
- Talks loudly
- Often asks you to repeat yourself
- Misunderstands you

ACADEMICS-RELATED SKILLS

READING:

- Marked difficulty in oral and silent reading
- Reading patterns are slow and deliberate
- Rereads lines in oral reading
- May substitute, omit, add or transpose letters, words, syllables, and phrases
- Difficulty reading words in isolation that can be read in paragraphs
- Loses place on page
- Avoids reading out loud
- Reads words or syllables backwards
- When reading silently, appears to be rereading or reading very slowly (poor visual processing)
- Cannot use basic phonics to sound out words
- Reads with an over dependence on guessing and, as such, comprehension is compromised
- Reading style is halting and jerky
- Trouble reading signs, forms, applications, want-ads, etc.
- Decoding problems (difficulty with sound/symbol relationships relating to auditory/linguistic and/or visual/perceptual factors, problems discriminating between sounds and between certain letter, i.e., b's and d's, p's and q's, reversals of letters and numbers, difficulty blending sounds together to form a word)
- Difficulty with basic skills assessment

WRITTEN EXPRESSIVE LANGUAGE (Writing, Spelling, Handwriting):

- Writing skills are often inconsistent with verbal abilities
- Problems with grammar and syntax
- Writes letters or numbers backwards or upside down
- Spells words differently in the same document
- Poor spelling skills
- Spells phonetically, cannot remember patterns
- Inconsistent memory for sentence mechanics, e.g., lack of punctuation and capitalization
- Persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect or disassociated)
- Reverses letters in spelling
- Mixes capital and lower case letters inappropriately
- Continuously whispers to self while writing
- Writing reveals poor organization
- Difficulty copying from book or chalkboard (visual memory problems)
- Demonstrates simplistic writing patterns
- Poor handwriting (may be sloppy, letter formation and spacing inconsistent)
- Substitutes written words incorrectly
- Trouble filling out applications, forms, bubble answer sheets, etc.

ORAL/VERBAL EXPRESSIVE LANGUAGE:

- Forgets easily (auditory memory problems)
- Slow verbal information processing
- Difficulty listening
- Omits or uses words inappropriately
- Sentences are short and simple
- Auditory sequencing problems
- Problems explaining things logically
- Problems organizing ideas and expressing ideas into words
- Trouble expressing thoughts concisely (forgetting, confusing, or having difficulty articulating words)
- Trouble using phones
- Frequently misunderstands verbal communications from others (because of auditory discrimination problems, the learner's brain can process the sounds in words out to sequence, e.g. hears "aminal" instead of "animal")
- Difficulty expressing information in a group setting
- Trouble understanding words or concepts
- Trouble retrieving known words
- Difficulty selecting relevant information
- Misinterprets language subtleties, e.g., tone of voice, sarcasm

MATH:

- Trouble remembering math facts and procedures
- Demonstrates inconsistent mastery of math facts (addition/subtraction/multiplication/division) due to problems with long-term memory
- Difficulty copying numbers and working with numbers in columns
- Trouble with left/right orientation
- Cannot remember in which direction to work in carrying out simple math
- Confuses similar numbers or transposes numbers
- Reads numbers backwards
- Trouble with following sequential procedures and directions with multiple steps
- Problems with math concepts in word problems
- Confuses operations signs or performs operations in the wrong order
- Problems with part-whole relationships
- Difficulty counting money or making change
- Difficulty managing money
- Trouble balancing checkbook
- Difficulty using a calculator
- Trouble with basic skills

BEHAVIOR/PSYCHOLOGICAL MANIFESTATIONS

The following behaviors may indicate the possibility of a learning disability if observed over a considerable period of time.

ATTENTION:

- Difficulty concentrating/focusing
- Short attention span (easily distracted by sounds, movement, or other visual stimuli, unable to stay focused, difficulty in completing tasks)
- Displays off-task behavior
- Lack of productivity
- Seemingly confused at times
- Fidgets, restless, appears to be in perpetual motion
- Impatient; does not wait his or her turn
- Talks excessively
- Impulsive (acts/responds without thinking and without concern for consequences, saying one thing and meaning another, blurts out answers, interrupts)
- Difficulty sitting still/restless
- Displays memory problems
- Problems working alone
- Difficulty following through/completing tasks
- Verbal rambler
- Doesn't listen
- Loses things

MEMORY/RECALL:

- Difficulty with short-term retention, e.g., simple and multi-step instructions, material read, information presented orally
- Difficulty with long-term retention, e.g., personal history
- Cannot recall familiar facts on command, yet can do so at other times
- Difficulty repeating information
- Problems with synthesizing discussion
- Problems with sequencing events
- Difficulty retaining information without excessive rehearsal and practice

REASONING/PROCESSING:

- Difficulty absorbing major ideas from oral presentations (instructions, lectures, discussions)
- Information must be repeated and reviewed before understanding is achieved
- Poor decision-making skills
- Poor abstract reasoning skills
- Poor cause/effect reasoning
- Trouble recognizing and learning from mistakes

- Orientation problems/difficulty with directionality: left/right, up/down, and north/south/east/west
- Takes longer to complete tasks
- Delayed verbal responses
- Trouble transitioning information
- Need for extra practice
- Difficulty dealing maps and graphs
- Difficulty telling time
- Poor time management (trouble following a schedule, pacing self during tests or meeting deadlines, seems to have a limited sense of “a few minutes”)
- Arrives very early or very late
- Gets lost/disoriented easily
- Trouble processing written information
- Problems adjusting to change
- Difficulty with abstractions; need for concrete demonstration
- Trouble following multiple directions, especially in a prescribed sequence
- Misses portions of verbal directions
- Difficulty understanding directions
- Confusions in sequential order noted in such tasks as days, weeks, or months of the year in order
- Poor organization skills
- Difficulty spacing assignment on a page, e.g., math problems are crowded on a page

HIGHER ORDER REASONING/COGNITIVE SKILLS:

- Problems self-managing
- Trouble organizing
- Difficulty prioritizing
- Problems identifying the next step
- Inconsistent performance
- Inconsistent transition from task to task
- Trouble with associations (cause/effect)
- Difficulty in selecting from alternatives
- Problems in identifying main ideas/mislead by irrelevant information
- Difficulty with problem-solving/decision-making skills
- Poor organization of physical environment
- Poor organization/management of time; unable to plan or set goals
- Poor organization of concepts and tasks (including sequencing, prioritizing, grouping or categorizing, generalizing, grasping similarities between items, relating parts to the whole)
- Unable to transfer or generalize skills or integrate information
- Difficulty drawing conclusions, making inferences, dealing with abstractions, seeing the whole
- Trouble understanding the meaning of figurative language, makes literal interpretations
- Tendency to draw inappropriate conclusions due to deficient reasoning ability

SELF-CONCEPT:

- Poor self-concept, feelings of inadequacy
- Low self-esteem
- Lacking in self reliance
- Often states “I can’t” or has an excuse
- Displays lack of motivation or extreme drive to complete tasks
- Resistant to attempt new/difficult tasks
- Indifferent to self-defeating attitudes
- Unable to evaluate personal behavior
- Difficulty describing personal accomplishments
- Difficulty accepting criticism

SOCIAL/INTERPERSONAL:

- Difficulty with social skills
- Blames self for poor social skills
- Noticeably out of place in group settings
- Difficulty in establishing meaningful friendships
- Misinterprets what others say, tone of voice, facial expressions, gestures, the subtleties in social situations/social cues
- Problems anticipating the behavior of others
- Lacking awareness of one’s personal space
- Cannot work in close proximity to another
- Cannot work in isolation
- Withdrawn, rarely volunteers
- Untidy or disorderly appearance
- Most comfortable with familiar, unchanging settings
- Rigid (difficulty with new people and situations); displays rigidity when routine changes
- Upsets or irritates others
- Ineffective eye contact
- Overly aggressive or assertive
- Trouble following “the rules”
- Works outside the system; often a loner
- Lacks awareness of consequences
- Has trouble securing assistance
- Talks excessively
- Uses language inappropriate to the situation
- Shares intimate information inappropriately
- Difficulty drawing appropriate conclusions due to poor reasoning
- May, however, display excellent social interaction skills, masking other related problems, e.g., inability to read

APPENDIX E

U.S. Department of Justice
Civil Rights Division
Disability Rights Section



A Guide to Disability Rights Laws

July 2009

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Statute Citations

For persons with disabilities, this document is available in large print, Braille, audio tape, and computer disk.

Reproduction of this document is encouraged.

This guide provides an overview of Federal civil rights laws that ensure equal opportunity for people with disabilities. To find out more about how these laws may apply to you, contact the agencies and organizations listed below.

Americans with Disabilities Act (ADA)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA 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. The ADA does not specifically name all of the impairments that are covered.

ADA Title I: Employment

Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full

range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship. Religious entities with 15 or more employees are covered under title I.

Title I complaints must be filed with the U. S. Equal Employment Opportunity Commission (EEOC) within 180 days of the date of discrimination, or 300 days if the charge is filed with a designated State or local fair employment practice agency. Individuals may file a lawsuit in Federal court only after they receive a "right-to-sue" letter from the EEOC.

Charges of employment discrimination on the basis of disability may be filed at any U.S. Equal Employment Opportunity Commission field office. Field offices are located in 50 cities throughout the U.S. and are listed in most telephone directories under "U.S. Government." For the appropriate EEOC field office in your geographic area, contact:

(800) 669-4000 (voice)
(800) 669-6820 (TTY)

www.eeoc.gov

Publications and information on EEOC-enforced laws may be obtained by calling:

(800) 669-3362 (voice)
(800) 800-3302 (TTY)

For information on how to accommodate a specific individual with a disability, contact the Job Accommodation Network at:

(800) 526-7234 (voice)
(800) 781-9403 (TTY)

<http://askjan.org>

ADA Title II: State and Local Government Activities

Title II covers all activities of State and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.

Complaints of title II violations may be filed with the Department of Justice within 180 days of the date of discrimination. In certain situations, cases may be referred to a mediation program sponsored by the Department. The Department may bring a lawsuit where it has investigated a matter and has been unable to resolve violations. For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Disability Rights Section - NYAV
Washington, D.C. 20530

www.ada.gov

(800) 514-0301 (voice)
(800) 514-0383 (TTY)

Title II may also be enforced through private lawsuits in Federal court. It is not necessary to file a complaint with the Department of Justice (DOJ) or any other Federal agency, or to receive a "right-to-sue" letter, before going to court.

ADA Title II: Public Transportation

The transportation provisions of title II cover public transportation services, such as city buses and public rail transit (e.g. subways, commuter rails, Amtrak). Public transportation authorities may not discriminate against people with disabilities in the provision of their services. They must comply with requirements for accessibility in newly purchased vehicles, make good faith efforts to purchase or lease accessible used buses, remanufacture buses in an accessible manner, and, unless it would result in an undue burden, provide paratransit where they operate fixed-route bus or rail systems. Paratransit is a service where individuals who are unable to use the regular transit system independently (because of a physical or mental impairment) are picked up and dropped off at their destinations. Questions and complaints about public transportation should be directed to:

Office of Civil Rights
Federal Transit Administration
U.S. Department of Transportation
1200 New Jersey Avenue, Room E54-427
Room 9102
Washington, D.C. 20590

www.fta.dot.gov/ada

(888) 446-4511 (voice/relay)

ADA Title III: Public Accommodations

Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by title III.

Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment. They also must comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies, practices, and procedures; effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Additionally, public accommodations must remove barriers in existing buildings where it is easy to do so without much difficulty or expense, given the public accommodation's resources.

Courses and examinations related to professional, educational, or trade-related applications, licensing, certifications, or credentialing must be provided in a place and manner accessible to people with disabilities, or alternative accessible arrangements must be offered.

Commercial facilities, such as factories and warehouses, must comply with the ADA's architectural standards for new construction and alterations.

Complaints of title III violations may be filed with the Department of Justice. In certain situations, cases may be referred to a mediation program sponsored by the Department. The Department is authorized to bring a lawsuit where there is a pattern or practice of discrimination in violation of title III, or where an act of discrimination raises an issue of general public importance. Title III may also be enforced through private lawsuits. It is not necessary to

file a complaint with the Department of Justice (or any Federal agency), or to receive a "right-to-sue" letter, before going to court. For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Disability Rights Section - NYAV
Washington, D.C. 20530

www.ada.gov

(800) 514-0301 (voice)
(800) 514-0383 (TTY)

ADA Title IV: Telecommunications Relay Services

Title IV addresses telephone and television access for people with hearing and speech disabilities. It requires common carriers (telephone companies) to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week. TRS enables callers with hearing and speech disabilities who use TTYs (also known as TDDs), and callers who use voice telephones to communicate with each other through a third party communications assistant. The Federal Communications Commission (FCC) has set minimum standards for TRS services. Title IV also requires closed captioning of Federally funded public service announcements. For more information about TRS, contact the FCC at:

Federal Communications Commission
445 12th Street, S.W.
Washington, D.C. 20554

www.fcc.gov/cgb/dro

(888) 225-5322 (Voice)
(888) 835-5322 (TTY)

Telecommunications Act

Section 255 and Section 251(a)(2) of the Communications Act of 1934, as amended by the Telecommunications Act of 1996, require manufacturers of telecommunications equipment and providers of telecommunications services to ensure that such equipment and services are accessible to and usable by persons with disabilities, if readily achievable. These amendments ensure that people with disabilities will have access to a broad range of products and services such as telephones, cell phones, pagers, call-waiting,

and operator services, that were often inaccessible to many users with disabilities. For more information, contact:

Federal Communications Commission
445 12th Street, S.W.
Washington, D.C. 20554

www.fcc.gov/cgb/dro

(888) 225-5322 (Voice)
(888) 835-5322 (TTY)

Fair Housing Act

The Fair Housing Act, as amended in 1988, prohibits housing discrimination on the basis of race, color, religion, sex, disability, familial status, and national origin. Its coverage includes private housing, housing that receives Federal financial assistance, and State and local government housing. It is unlawful to discriminate in any aspect of selling or renting housing or to deny a dwelling to a buyer or renter because of the disability of that individual, an individual associated with the buyer or renter, or an individual who intends to live in the residence. Other covered activities include, for example, financing, zoning practices, new construction design, and advertising.

The Fair Housing Act requires owners of housing facilities to make reasonable exceptions in their policies and operations to afford people with disabilities equal housing opportunities. For example, a landlord with a "no pets" policy may be required to grant an exception to this rule and allow an individual who is blind to keep a guide dog in the residence. The Fair Housing Act also requires landlords to allow tenants with disabilities to make reasonable access-related modifications to their private living space, as well as to common use spaces. (The landlord is not required to pay for the changes.) The Act further requires that new multifamily housing with four or more units be designed and built to allow access for persons with disabilities. This includes accessible common use areas, doors that are wide enough for wheelchairs, kitchens and bathrooms that allow a person using a wheelchair to maneuver, and other adaptable features within the units.

Complaints of Fair Housing Act violations may be filed with the U.S. Department of Housing and Urban Development. For more information or to file a complaint, contact:

Office of Compliance and Disability Rights
Division
Office of Fair Housing and Equal Opportunity
U.S. Department of Housing and Urban
Development

451 7th Street, S.W. , Room 5242
Washington, D.C. 20410

www.hud.gov/offices/fheo

(800) 669-9777 (voice)
(800) 927-9275 (TTY)

For questions about the accessibility provisions of the Fair Housing Act, contact Fair Housing FIRST at:

www.fairhousingfirst.org

(888) 341-7781 (voice/TTY)

For publications, you may call the Housing and Urban Development Customer Service Center at:

(800) 767-7468 (voice/relay)

Additionally, the Department of Justice can file cases involving a pattern or practice of discrimination. The Fair Housing Act may also be enforced through private lawsuits.

Air Carrier Access Act

The Air Carrier Access Act prohibits discrimination in air transportation by domestic and foreign air carriers against qualified individuals with physical or mental impairments. It applies only to air carriers that provide regularly scheduled services for hire to the public. Requirements address a wide range of issues including boarding assistance and certain accessibility features in newly built aircraft and new or altered airport facilities. People may enforce rights under the Air Carrier Access Act by filing a complaint with the U.S. Department of Transportation, or by bringing a lawsuit in Federal court. For more information or to file a complaint, contact:

Aviation Consumer Protection Division, C-75
U.S. Department of Transportation
1200 New Jersey Avenue, S.E.
Washington, D.C. 20590

<http://airconsumer.ost.dot.gov>

(202) 366-2220 (voice)
(202) 366-0511 (TTY)

(800) 778-4838 (voice)
(800) 455-9880 (TTY)

Voting Accessibility for the Elderly and Handicapped Act

The Voting Accessibility for the Elderly and Handicapped Act of 1984 generally requires polling places across the United States to be physically accessible to people with disabilities for federal elections. Where no accessible location is available to serve as a polling place, a political subdivision must provide an alternate means of casting a ballot on the day of the election. This law also requires states to make available registration and voting aids for disabled and elderly voters, including information by TTYs (also known as TDDs) or similar devices. For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Voting Section - 1800 G
Washington, D.C. 20530

(800) 253-3931 (voice/TTY)

National Voter Registration Act

The National Voter Registration Act of 1993, also known as the "Motor Voter Act," makes it easier for all Americans to exercise their fundamental right to vote. One of the basic purposes of the Act is to increase the historically low registration rates of minorities and persons with disabilities that have resulted from discrimination. The Motor Voter Act requires all offices of State-funded programs that are primarily engaged in providing services to persons with disabilities to provide all program applicants with voter registration forms, to assist them in completing the forms, and to transmit completed forms to the appropriate State official. For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Voting Section - 1800 G
Washington, D.C. 20530

www.usdoj.gov/crt/voting

(800) 253-3931 (voice/TTY)

Civil Rights of Institutionalized Persons Act

The Civil Rights of Institutionalized Persons Act (CRIPA) authorizes the U.S. Attorney General to investigate conditions of confinement at State and local government institutions such as prisons, jails, pretrial detention centers, juvenile correctional facilities, publicly operated nursing homes, and institutions for people with psychiatric or developmental disabilities. Its purpose is to allow the Attorney General to uncover and correct widespread deficiencies that seriously jeopardize the health and safety of residents of institutions. The Attorney General does not have authority under CRIPA to investigate isolated incidents or to represent individual institutionalized persons.

The Attorney General may initiate civil law suits where there is reasonable cause to believe that conditions are "egregious or flagrant," that they are subjecting residents to "grievous harm," and that they are part of a "pattern or practice" of resistance to residents' full enjoyment of constitutional or Federal rights, including title II of the ADA and section 504 of the Rehabilitation Act. For more information or to bring a matter to the Department of Justice's attention, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Special Litigation Section - PHB
Washington, D.C. 20530

www.usdoj.gov/crt/split

(877) 218-5228 (voice/TTY)

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) (formerly called P.L. 94-142 or the Education for all Handicapped Children Act of 1975) requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs.

IDEA requires public school systems to develop appropriate Individualized Education Programs (IEP's) for each child. The specific special education and related services outlined in each IEP reflect the individualized needs of each student.

IDEA also mandates that particular procedures be followed in the development of the IEP. Each student's IEP must be developed by a team of knowledgeable persons and must be at least reviewed annually. The team

includes the child's teacher; the parents, subject to certain limited exceptions; the child, if determined appropriate; an agency representative who is qualified to provide or supervise the provision of special education; and other individuals at the parents' or agency's discretion.

If parents disagree with the proposed IEP, they can request a due process hearing and a review from the State educational agency if applicable in that state. They also can appeal the State agency's decision to State or Federal court. For more information, contact:

Office of Special Education and Rehabilitative
Services
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7100

www.ed.gov/about/offices/list/osep

(202) 245-7468 (voice/TTY)

Rehabilitation Act

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in title I of the Americans with Disabilities Act.

Section 501

Section 501 requires affirmative action and nondiscrimination in employment by Federal agencies of the executive branch. To obtain more information or to file a complaint, employees should contact their agency's Equal Employment Opportunity Office.

Section 503

Section 503 requires affirmative action and prohibits employment discrimination by Federal government contractors and subcontractors with contracts of more than \$10,000. For more information on section 503, contact:

Office of Federal Contract Compliance Programs
U.S. Department of Labor
200 Constitution Avenue, N.W.
Room C-3325
Washington, D.C. 20210

www.dol.gov/ofccp/index.htm

(202) 693-0106 (voice/relay)

Section 504

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

Each Federal agency has its own set of section 504 regulations that apply to its own programs. Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations. Each agency is responsible for enforcing its own regulations. Section 504 may also be enforced through private lawsuits. It is not necessary to file a complaint with a Federal agency or to receive a "right-to-sue" letter before going to court.

For information on how to file 504 complaints with the appropriate agency, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Disability Rights Section - NYAV
Washington, D.C. 20530

www.ada.gov

(800) 514-0301 (voice)

(800) 514-0383 (TTY)

Section 508

Section 508 establishes requirements for electronic and information technology developed, maintained, procured, or used by the Federal government. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user. For example, a system that provides output only in visual format may not be accessible to people with visual impairments and a system that provides

output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may need accessibility-related software or peripheral devices in order to use systems that comply with Section 508. For more information on section 508, contact:

U.S. General Services Administration
Office of Government-wide Policy IT Accessibility
& Workflow Division (ITAW)
1800 F Street, N.W.
Room 2222 - MEC:ITAW
Washington, DC 20405-0001

www.gsa.gov/portal/content/105254

(202) 501-4906 (voice)

U.S. Architectural and Transportation Barriers
Compliance Board
1331 F Street, N.W., Suite 1000
Washington, DC 20004-1111

www.access-board.gov

800-872-2253 (voice)

800-993-2822 (TTY)

Architectural Barriers Act

The Architectural Barriers Act (ABA) requires that buildings and facilities that are designed, constructed, or altered with Federal funds, or leased by a Federal agency, comply with Federal standards for physical accessibility. ABA requirements are limited to architectural standards in new and altered buildings and in newly leased facilities. They do not address the activities conducted in those buildings and facilities. Facilities of the U.S. Postal Service are covered by the ABA. For more information or to file a complaint, contact:

U.S. Architectural and Transportation Barriers Compliance
Board
1331 F Street, N.W., Suite 1000
Washington, D.C. 20004-1111

www.access-board.gov

(800) 872-2253 (voice)

(800) 993-2822 (TTY)

General Sources of Disability Rights Information

ADA Information Line
(800) 514-0301 (voice)
(800) 514-0383 (TTY)

www.ada.gov

Regional Disability and Business
Technical Assistance Centers
(800) 949-4232 (voice/TTY)

www.adata.org

Statute Citations

Air Carrier Access Act of 1986
49 U.S.C. § 41705

Implementing Regulation:
14 CFR Part 382

Americans with Disabilities Act of 1990
42 U.S.C. §§ 12101 et seq.

Implementing Regulations:
29 CFR Parts 1630, 1602 (Title I, EEOC)
28 CFR Part 35 (Title II, Department of Justice)
49 CFR Parts 27, 37, 38 (Title II, III, Department of
Transportation)
28 CFR Part 36 (Title III, Department of Justice)
47 CFR §§ 64.601 et seq. (Title IV, FCC)

Architectural Barriers Act of 1968
42 U.S.C. §§ 4151 et seq.

Implementing Regulation:
41 CFR Subpart 101-19.6

Civil Rights of Institutionalized Persons Act
42 U.S.C. §§ 1997 et seq.

Fair Housing Amendments Act of 1988
42 U.S.C. §§ 3601 et seq.

Implementing Regulation:
24 CFR Parts 100 et seq.

Individuals with Disabilities Education Act

20 U.S.C. §§ 1400 et seq.

Implementing Regulation:

34 CFR Part 300

National Voter Registration Act of 1993

42 U.S.C. §§ 1973gg et seq.

Section 501 of the Rehabilitation Act of 1973, as amended

29 U.S.C. § 791

Implementing Regulation:

29 CFR § 1614.203

Section 503 of the Rehabilitation Act of 1973, as amended

29 U.S.C. § 793

Implementing Regulation:

41 CFR Part 60-741

Section 504 of the Rehabilitation Act of 1973, as amended

29 U.S.C. § 794

Over 20 Implementing Regulations for federally assisted programs, including:

34 CFR Part 104 (Department of Education)

45 CFR Part 84 (Department of Health and Human Services)

28 CFR §§ 42.501 et seq.

Over 95 Implementing Regulations for federally conducted programs, including:

28 CFR Part 39 (Department of Justice)

Section 508 of the Rehabilitation Act of 1973, as amended

29 U.S.C. § 794d

Telecommunications Act of 1996

47 U.S.C. §§ 255, 251(a)(2)

Voting Accessibility for the Elderly and Handicapped Act of 1984

42 U.S.C. §§ 1973ee et seq.

April 9, 2012

APPENDIX F

REASONABLE CORE ACCOMMODATIONS

Examples for Students with Special Learning Needs

- Orientation to services
- Admission and registration assistance
- Early or priority registration
- Signage clear, readable and noticeable
- Lighting (natural, flexible, strobe/florescent)
- Release of syllabi, study guides, etc.
- Note takers
- Readers
- Scribes
- Large print versions of materials and text
- Alternative electronic formats of materials
- Materials/books on audiocassette
- Audio taping permission for classes, seminars, lectures, etc.
- Tape players/recorders (4-track for books on tape)
- Computer screen and text reading software
- Speech recognition software
- Closed-caption TV and videos
- Computer and electronic technology
- Foot/knee pedal function key controls
- Various sizes keyboards.
- Mouse styles (finger pad, top or side click, foot click, pencil point).
- Computer bells/whistles.
- Scanners
- Larger VCR screens and computer monitors.
- Ear muffs or headsets.
- FM-looped systems.
- FM mike/tape recorder system.
- Printed script of audiovisuals
- Printed outlines of lectures.
- Computer screen filters.
- Icons and pictures (visible, clear and consistent)
- Alternate testing formats and methods.
- Extended testing time.
- Private rooms for testing.

APPENDIX H

Accessibility Checklist Adult Education Programs

Access encompasses four environments: *Physical, Programmatic/Policy, Information, and Attitudinal*. Assess the items below to help determine the accessibility of your program.

Physical Environment	Completed	In Progress	Date Completed
1. Provides a wheelchair-accessible location (elevators, wide hallways, lowered fountains and phones, ramps, accessible restrooms, and counters).	_____	_____	_____
2. Locates all equipment and the most frequently used materials on the lower shelves in wheelchair-accessible areas.	_____	_____	_____
3. Provides accessible parking.	_____	_____	_____
4. Schedules programs in accessible locations.	_____	_____	_____

Programmatic/Policy Environment

5. Allows alternative admissions tests and/or test administration procedures.	_____	_____	_____
6. Keeps disability-related information about a student confidential.	_____	_____	_____
7. Provides disability accommodations at events (e.g., interpreters).	_____	_____	_____
8. Includes a statement regarding availability of accommodations on all written program information.	_____	_____	_____

Progress of these items should be described in the space provided at the end of this form.

9. Adapts policies to allow for students' disability-related needs: <ul style="list-style-type: none"> • Allows students to borrow reserved material for taping or enlarging if not provided by the office. 	_____	_____	_____
--	-------	-------	-------

	Completed	In Progress	Date Completed
<ul style="list-style-type: none"> Allows students with print-related disabilities to use materials for extended periods of time or use computers for longer periods of time. 	_____	_____	_____
<ul style="list-style-type: none"> Allows students with disabilities to participate in all programs and activities. 	_____	_____	_____
10. Consults with Disability Services regarding disability issues.	_____	_____	_____

Information Environment

11. State in all materials that they are available in alternative formats upon request.	_____	_____	_____
12. Produces materials in alternative media (Braille, large print, audiotapes) upon request.	_____	_____	_____
13. Provides adaptive technology.	_____	_____	_____
14. Includes information about Disability Services in promotional materials.	_____	_____	_____
15. Provides assistance to students who need:			
<ul style="list-style-type: none"> readers 	_____	_____	_____
<ul style="list-style-type: none"> tutors 	_____	_____	_____
<ul style="list-style-type: none"> scribes 	_____	_____	_____
<ul style="list-style-type: none"> assistance procuring materials 	_____	_____	_____
<ul style="list-style-type: none"> other 	_____	_____	_____

Attitudinal Environment

16. Monitors the attitudes of staff towards individuals with disabilities.	_____	_____	_____
--	-------	-------	-------

	Completed	In Progress	Date Completed
17. Encourages positive attitudes of nondisabled students toward individuals with disabilities.	_____	_____	_____
18. Uses appropriate language to Refer to people with disabilities.	_____	_____	_____

Name of evaluator

Date of signature

Items in Progress

Describe progress below; may use back of form/additional pages if necessary.

APPENDIX I

SAMPLE STATEMENTS

Equal Opportunity Statements

Long Version (for use in program bulletins, handbooks, and application forms):

The (insert your program's name) is committed to the policy that all persons shall have equal access to its programs, facilities, services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, or sexual orientation.

*In adhering to this policy, this program abides by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans with Disabilities Act of 1990; and by other applicable statutes and regulations relating to equality and opportunity.

*This section of the statement may be deleted on certain publications to conserve space.

Short Version (for use on posters and cases of severe space limitation):

The (insert your program's name) is an equal opportunity educator and employer.

Disability Access Statements:

For use on registration brochures, invitations, or fliers:

To request disability accommodations, please contact (name, department, address, phone number).

For use on program bulletins and brochures:

It is the policy of insert your program's name to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in class activities or to meet class requirements. Students with disabilities are encouraged to contact (name, address, phone number) to discuss their needs for accommodations.

APPENDIX J

Sample Grievance Procedure Form

(Program Name) has adopted an internal grievance procedure providing prompt and equitable resolution of complaints for members of the public, visitors, clients, and employees not covered under existing agency's grievance procedure alleging any action prohibited by the U.S. Department of Justice regulations, implementing Title II of the Americans with disabilities act. Title II state, in part, that "...not otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits for, or be subjected to discrimination..." in programs or activities sponsored by a public entity.

Complaints shall be addressed to: (Name, address, and phone number of ADA coordinator), who has been designated to coordinate ADA compliance efforts.

1. A complaint shall be filed in writing or verbally contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
2. A complaint shall be filed within five (5) working days after the complainant becomes aware of the alleged violation. Processing of allegations of discrimination, which occurred before this grievance procedure was in place, will be considered on a case-by case basis.
3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by (Name of ADA Coordinator) or in (his/her) absence, any other person designated by the program or agency director. This process contemplates informal by thorough investigations, affording all interested persons and their representative, if any, an opportunity to submit information relevant to a complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by (Name of ADA Coordinator) or the person designated by the program or agency director, and a copy forwarded to the complainant no later than ten (10) working days after its filing.
5. The ADA Coordinator shall maintain the files and records of (Name of Program) relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration must be made within five (5) working days to (Name, address, and phone number of program or agency director).
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as

the filing of an ADA complaint with the responsible federal department or agency. Us of this grievance procedure is not a prerequisite to the pursuit of other remedies.

8. This entire process shall be constituted to protect the substantive rights of interested persons to meet appropriate due process standards and to assure that the (Name of program) complies with the ADA and implementing regulations.

This will certify that (Name of ADA Coordinator) will serve (Name of Program) as the Coordinator/Counselor for:

- A. Title VI (prohibits discrimination on the basis of race)
- B. Title IX (prohibits discrimination on the basis of sex)
- C. Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability)
- D. Other

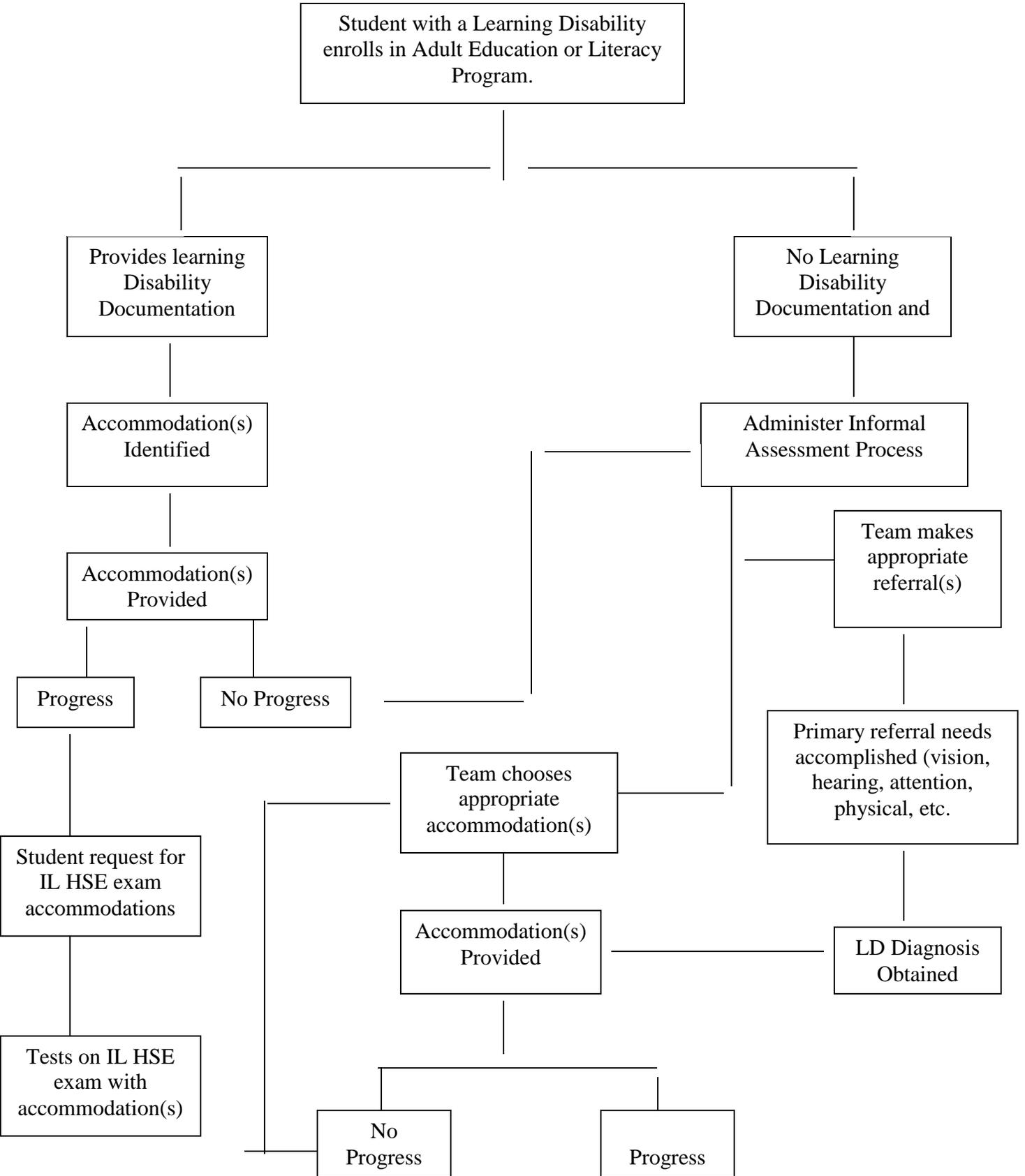
Date

Signature of Program or Agency Director

Distribution:

APPENDIX K

ACCOMMODATIONS PROCESS



APPENDIX L

RELEASE OF CONFIDENTIAL INFORMATION (Form I)

I, _____ authorize _____
(Name of Company/Program)

to request and receive the information specified below, from the following organization:

Organization Name: _____

Address: _____

City, State, Zip: _____

Phone Number: _____

Information Requested: _____

This release of confidential information is only valid from the date of signature to _____
(specify ending date) or until cancelled by the undersigned in writing. I understand the
information will be kept confidential and will not be shared with any other agency without my
consent. This release form has been read/reviewed with me and I understand its content.

Signature _____

SS# _____

DOB _____

Date: _____

Received by:

Program Signature

Date

RELEASE OF CONFIDENTIAL INFORMATION (Form II)

I, _____, authorize _____
(Company Name/Program)

to release the following information to the individual(s) and/or organization listed below.

Information to be released:

Individual(s) and/or Organization:

Name of Organization

Name of Individual

Title

Business Address

City

State

Zip

This release of confidential information is only valid from the date of signature to _____
(specify ending date) or until canceled by the undersigned in writing. I understand the
information will be kept confidential and will not be shared with any other agency without my
consent. This release form has been read/reviewed with me and I understand its content.

Client Signature

Date

RELEASE OF CONFIDENTIAL INFORMATION (Form III)

I, _____, authorize _____
(School/Program)

to release the following information to the individual(s) listed below.

Information to be released:

Individual(s): (student should initial each box he/she wishes the information to be shared with)

Name

Name

Name

Name

Name

Name

This release of confidential information is only valid from the date of signature to _____
(specify ending date) or until canceled by the undersigned in writing. I understand the
information will be kept confidential and will not be shared with any other agency without my
consent. This release form has been read/reviewed with me and I understand its content.

Student Signature

Date

APPENDIX M

APPENDIX N

Program:

Location:

**Learning Disabilities Policy & Procedure Manual
Compliance Checklist**

	Page #	Compliance		Documentation Enclosure Is Required	Documentation Enclosed	
		Yes	No		Yes	No
ADA and Section 504						
Each program must have accessible services for all people with disabilities, including enrollment, instruction, and testing.	11					
Each program must have a designated ADA Coordinator Name: _____ Title/Position: _____	11 & 15			✓		
Each program must provide public notice of accessibility on all Program forms, brochures, etc.	11 & 25			✓		
Each program must have an accessibility grievance policy.	11			✓		
Each program must have a self-evaluation of accessibility completed and documented	11			✓		
Each program must have an accessibility transition plan documented	11			✓		
Accommodations						
Accommodated instruction must be provided for students with documented disabilities	24					
The accommodation process must be documented for each student with documented disabilities.	25			✓		
Accommodations should be provided to students when: a. They have disclosed that they have a disability that has been documented by a qualified professional and are eligible for accommodations under the provisions of the ADA/Section 504. b. Informal assessment has been administered and it is determined that accommodations are warranted.	24					

Program:

Location:

	Page #	Compliance		Documentation Enclosure Is Required	Documentation Enclosed	
		Yes	No		Yes	No
It is the program's responsibility to determine if a requested accommodation is reasonable; however, if the request is denied, the student has the right to file a complaint following the guidelines set forth in that program's grievance policy. If the student is simultaneously involved in two programs, the federal program's grievance policy takes precedence.	25					
If a state-mandated assessment is administered as part of a program's enrollment process, then that program must administer an alternative test which allows for the requested accommodations and assesses for the same or similar data.	25					
Each program must have at least one copy of the <i>GED Practice Test</i> on audiocassette.	25			✓		
All forms, letters, brochures, publicity, etc. produced for the program must include a statement that the program is ADA accessible, EEOC compliant, and disability accommodations are available upon request.	15 & 25			✓		
Enrollment						
All enrollment information should state the steps for enrollment and that accommodations can be provided (Section 504 of the Rehabilitation Act of 1973, 34 CFR 104.8). Include the name of the ADA Specialist/Person trained in the LD process.	15			✓		
All learning disabilities screenings are confidential and will be conducted in a private and secluded environment.	16-17					
Staff responsible for learning disabilities screening must have completed training re: screening for learning disabilities for the screening tool(s) they are using.	16-19			✓		
Transition services must be provided and include information about both individual rights and program responsibilities regarding the ADA and Section 504.	17			✓		

Program:

Location:

	Page #	Compliance		Documentation Enclosure Is Required	Documentation Enclosed	
		Yes	No		Yes	No
Documentation						
Each program will be responsible for documenting the implementation of special needs accessibility/accommodations procedures by completing LD Compliance checklist in Appendix N that ensures DA/Section 504 compliance.	26			✓		
Each program will be responsible for processing a student's request for accommodations within a reasonable amount of time according to the reasonableness of the accommodation(s), but should not exceed 90 days. Furthermore, each program will be responsible for documenting the time required to process each student's request for accommodation(s).	26			✓		
No program will have the right to deny services to any student without provision of sufficient, dated documentation that demonstrates that every effort was made to accommodate the student's disability.	26					
Instructional Procedures/Methodologies						
Each program must provide instructional procedures and methodologies for students with learning disabilities that meet the stated requirements in the policy manual	26					
Determining Appropriate Educational Placement						
Each student must be appropriately evaluated by the local adult education or literacy program (LEA) in accordance with IDEA/ADA/Section 504 before a decision is made which concludes that the adult education or literacy program is an inappropriate service.	28					
Material and Resources						
Each program will establish set-aside funding to purchase appropriate materials and resources for students with special learning needs.	28			✓		

Program:

Location:

	Page #	Compliance		Documentation Enclosure Is Required	Documentation Enclosed	
		Yes	No		Yes	No
Confidentiality/Privacy Issues						
Each program must be in compliance with the <i>Family Education and Rights to Privacy Act</i> (FERPA, Public Law 101-336)	19					
Each program must have <i>Release of Confidential Information</i> forms on program letterhead.	19			✓		
No confidential information or any other assessment information regarding a student can be shared externally (outside the center or council) for referrals or recommended testing without a signed release of information form specifying the agency representative or diagnostician to whom the information is to be released.	19-20					
Faxing and other electronic transfer methods (<i>e.g.</i> , E-mail, Internet, telephone) are not permissible for transfer of confidential information.	20					
No confidential information regarding a student can be shared with the internal program's teaching, support, or administrative staff without a release of information form signed by the student or his/her parent or guardian.	20					
Each program must have all confidential information in locked files with monitored access only.	20-21					
Confidential information files will be maintained at the local program level for a period of not less than five years. Local policies may extend this period.	20-21					
Applications and enrollment forms must be free of confidential questions.	21			✓		
Any information of a confidential nature that a student discloses, whether upon initial intake, during academic assessments, through informal assessments, inventories, checklists, or writing exercises should be separated from routine paperwork and filed in the confidential file.	21					

Program:

Location:

I, _____, verify that the information documented in this completed

Learning Disabilities Policy & Procedure Manual Compliance Checklist is accurate.

Signed _____

Date _____

APPENDIX O

Annual Report Form

Submit this completed form annually to:
(Please submit by June 30 each year)

Illinois Community College Board
401 E. Capitol
Springfield, IL 62701

Name _____

Program Name _____

Year _____

Below, enter the appropriate total number for each student served in this year.

_____ Number of students referred for learning disabilities diagnosis.

_____ Number of students with diagnosed learning disabilities served.

_____ Number of students approved for GED testing accommodations.

_____ Number of students received instructional accommodations.

Signature of Person Completing this Form

Date Completed

APPENDIX P

10-Minute Interview Potential Questions

Social/Emotional Questions

1. What is something you enjoy doing?

Rationale: building rapport – gives teacher an insight into an area of interest so instruction could possibly build on this topic – gives insight into modality preferences because people usually do not do difficult activities as hobbies - also it is beneficial to start the interview with positive thoughts

2. Do you prefer working alone or in a group?

Rationale: provides insight into the type of activities that might aid instruction in the classroom

3. What did you like/dislike about school? Why?

Rationale: provides insight into the areas a student might enjoy or be fearful of in your classroom – also can build instruction on what they did like or gives an opportunity to reassure student that the same negative experiences won't be present in this classroom so student can enjoy the new educational setting

Note: asking “why” is very important so you can understand completely why something was bad – it may not be the content but negative experience with a teacher or peers – be sure student understands that the “why” is so you can do a better job of providing a positive experience for the future

Learning Modalities

1. When you were in school, what classes did you feel were easiest (least difficult) for you? Why? ...most difficult? Why?

Rationale: provides insight into the content areas student might enjoy so you can start with those if possible – can provide insight into content areas that need additional support – also can provide information on learning styles - please note above rationale for asking “why”

2. Would you rather write a paper or give a speech?

Rationale: provides insight into how the student will want to output information to you in the classroom – also rapport building allowing the student to see that this experience will be different than others since they are given choices

3. Do you like to listen to music or do you prefer quiet when you are learning?

Rationale: this will allow you to provide an environment most conducive to effectively help the student learn

Visual Motor

1. Do you prefer to print, to write in cursive, or type? Do you like to read in print or cursive?

Rationale: provides insight into how the student will want to output information to you in the classroom – could also tell you about visual-motor or tactile-motor – if writing is a laborious task for this student, then often times other visual motor activities will also be difficult

2. Do you prefer copying information from the board or from a book?

Rationale: will allow you to judge if copying is difficult for the student – this would definitely be helpful in designing activities for instruction – also if the student has

difficulty moving from a one type of print to another could be an indication of tracking or visual motor difficulties

Memory

1. What do you remember from math class that you use today?
Rationale: shows possible interest level or possible memory difficulties
2. What do you remember from yesterday's class? (If you had them in your class already)
Rationale: tests ability to remember recent information – if you have not had them in class prior to this interview, ask what they did the day before to see if they can recall – memory plays a major part in learning – if the student has a weak memory, use lots of review and recall strategies to help in the learning process

Language

1. How would you prefer to get information? (someone tell you, write it, or show you)
Rationale: provides valuable insight into how to best instruct this student through their most effective learning channel
2. How would you prefer to let people know what you think or feel?
Rationale: rapport building – let student know you care how he/she thinks and feels – also gives you insight into the types of ways this student wants to communicate with you – make sure you provide opportunities for the student in these areas
3. In school, how do you like to show the teacher what you know?

Observe: Rate of speech
Quantity of speech
Comfort/answering questions
Body language

Rationale: provides insight into the way the student would like to output information to you – also observing speech and comfort level will provide valuable information about the communication abilities of the student and comfort level – begin building a comfortable setting for learning

Spatial Relationships/Directionality

1. How do you like to get directions to a new place?
Rationale: understand the way a student likes to receive information – also poor directionality can be linked to difficulties in reading
2. Do you confuse left and right?
Rationale: if your student confuses left and right, be sure not to give classroom instructions that assume the student knows the difference, i.e. start at the right top of the page... - also this could have implications in reading difficulties

Time Orientation

1. Do you usually arrive at a scheduled place at the appointed time?
Rationale: may need to assist this student in getting to class or in getting to class on time
2. Do you often feel you are running out of time?
Rationale: may need to assist this student in time management or in organizational/study skills

Attention

1. What would be your ideal classroom setup?
Rationale: this will allow you to provide an environment most conducive to effectively help the student learn
2. What would best help you to concentrate?
Rationale: this will allow you to provide an environment most conducive to effectively help the student learn
3. What bothers you when you are trying to concentrate?
Rationale: this will allow you to provide an environment most conducive to effectively help the student learn – also encourages the student to think about and hopefully understand potential roadblocks to his/her success in an effort to overcome those roadblocks
4. Tell me about the last project (home or school) that you worked on?
Rationale: could provide information about: what student likes to do; if he/she has completed last project; how they like to go about performing activities

Health

1. Are you on any medications that might interfere with your learning or that I need to be aware of to better meet your learning needs?
Rationale: allows you to understand your student in an effort to meet his/her needs – many medications can interfere with attention, memory, or overall ability to learn – this could also provide a window on the overall health of your student
2. Do you have any physical conditions that might make learning difficult?
Rationale: provides you the information needed to make any necessary accommodations needed to fully serve this student

APPENDIX Q

Recommendations for Visual Learners

Make your work as visual as possible. Make charts, graphs, and tables. Take detailed notes during lectures and compare them with someone else to be sure you have gotten down all the important points. Leave lots of extra space in your notes so you can add ideas or details later. Highlight important information in your notes and books. Write down anything that is important for you to remember.

Ask instructors to repeat statements whenever necessary. Tape record important lectures whenever possible. (Record them all. Save and label only those that you feel are important and tape over the others.)

Sit at the front and center of your classroom. Your attention will tend to be where your eyes are. Make it easy to keep your eyes on your work by arranging your study space so that you don't look directly out the door or window.

Participate actively in classes. Ask questions. Contribute your ideas. This will keep you involved and alert in an otherwise very auditory situation.

Work in a quiet place. Many visual learners, however, do find that they can do math better with music in the background.

Think on paper. Before you begin a project or a study session, write down your goals and the steps you must go through to achieve them.

Work alone. Visual learners often find it difficult to work and talk at the same time, even when the talking is about the work.

When memorizing factual material, write it over and over. Though it is faster to speak this sort of material over and over, you will tend to learn it much better if you write it.

Use spatial note-taking techniques such as mind mapping or clustering. These allow for non-sequential production of sequential material. Also, try spelling techniques that focus on the "shape" of words rather than sounding them out.

Keep pencil and paper handy so you can write down good ideas. This can be particularly helpful when you're working on a long-term project when you may often get ideas when you're not at your desk. You may also want to keep pencil and paper by your bed at night so you can write some ideas you get in your sleep.

Recommendations for Auditory Learners

Think aloud; talk to yourself. Before beginning a project or study session, state aloud your goals and the steps that you must go through to achieve them. It's also probably a good idea to write them down. When working math problems, talk aloud to yourself and explain the steps you're doing.

Read aloud, especially when doing proofreading or when you're tired. You will understand the material better if you can hear it. You can even read silently while moving your lips slightly and hearing the words in your head. Before you begin, set a purpose and verbalize it.

When writing a rough draft of a paper, think of your topic and just write the words as you hear them in your head. You can go back later and organize the material and fix mechanical things like punctuation and grammar. **Also, try writing with a tape recorder.** Speak your ideas into a tape machine as if you were talking to an interested person. This will allow you to think at top speed without losing your train of thought. You can transcribe the tape later. Be sure to have someone else look over your proofreading.

Discuss your ideas with a friend or small group. Brainstorm and discuss possibilities and plans. Tape the sessions. Set up pep-talk sessions to encourage one another. Quiz each other before exams.

To prepare to give a speech, hear it in your head going perfectly. Visualize it too if you can. Try visualizing and/or hearing it to yourself three times per day for three days before the presentation.

When doing math computations by hand, use graph paper. This will help you to keep the columns aligned.

Ask to take oral quizzes, test, and exams. In English composition classes a main task is to learn to write, so instructors will rarely allow students to turn in tape recorded "papers". In other classes, however, the goal is to learn the subject at hand, and oral or tape-recorded "papers" and tests are often appropriate.

When memorizing factual material, recite it over and over. Though it may seem silly to talk to yourself, you will tend to memorize very efficiently in this way.

Arrange your study time so that you can complete one task before beginning another. This will make it easier for you to feel a sense of accomplishment at the end of each study session and keep you from having to reread a lot of material to figure out where you left off in the last study session.

Read whole-to-part. When reading a textbook chapter, long article, or report, first skim through the whole thing to get a feel for what it is about, look at the summary and questions after the chapter, then go back and read the chapter carefully.

Use spatial note taking techniques such as mind mapping or clustering. These allow for non-sequential production of sequential material.

Visualize complex projects from start to finish before beginning. This will allow you to keep the big picture in mind while working on the details. If you begin to feel swamped by the project, revisualize the entire sequence from start to finish to see what should be done next. You'll also find that visualization is a powerful tool for keeping a positive attitude during a demanding task.

Have someone proofread our papers before you turn them in. If you write with a computer, be sure to use an electronic spell checker and grammar checker. Be aware, though, that these do not replace a good proofreader. Electronic checkers miss many kinds of errors.

Read aloud when doing a proofreading or when you're tired. Read silently while moving your lips slightly and hearing the words in your head.

When you discover a way of studying that works well for you, write it on a list. Keep the list near your study area so if you get stuck in the future, you can refer to your list for ideas that will get you going again.

Ask permission to do presentations or video projects instead of papers. You may want to point out to your teacher that the real goal is to learn the subject and that presentations and other projects may make the learning easier for many students.

UNKNOWN SOURCE

APPENDIX R

Disabilities Resources for Adult Learning Professionals

The National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH)

The George Washington University
HEATH Resource Center
2134 G Street, NW
Washington, DC 20052
(800)544-3284
(202)973-0904 v/tty
(202)973-0908 fax
<http://www.heath.gwu.edu>

HEATH is a center for information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities for individuals with disabilities. HEATH publishes resource papers, fact sheets, directories, and fosters a network of professionals in the arena of disability issues.

The Job Accommodations Network (JAN)

PO Box 6080
Morgantown, WV 26506-6080
(800)526-7234 v
(877)781-9403 tty
<https://askjan.org>

JAN represents the most comprehensive resource for job accommodations available. JAN provides information on job accommodations and information on the Americans with Disability Act. JAN's work helps employers, people with disabilities, rehabilitation professionals, and people affected by disability.

The National Rehabilitation Information Center (NARIC)

4200 Forbes Boulevard, Suite 202
Lanham, MD 20706
(800) 346-2742
(301) 459-5984 tty
<http://www.naric.com>

NARIC is an information center funded by the National Institute on Disability and Rehabilitation Research to serve members, health professionals, educators, rehabilitation counselors, students, librarians, administrators, researchers, and other professionals. NARIC offers information products online. NARIC also has a literature collection and they make their products available in a variety of ways.

American Association of People with Disabilities (AAPD)

Main Office

2013 H Street, NW, 5th Floor

Washington, DC 20006

(800)840-8844 v/tty

(202)457-0046 v/tty

<http://www.aapd.com>

AAPD is the largest national nonprofit cross-disability member organization in the United States, dedicated to ensuring economic self-sufficiency and political empowerment for the more than 56 million Americans with disabilities. AAPD works in coalition with other disability organizations for the full implementation and enforcement of disability nondiscrimination laws, particularly the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973.

Attention Deficit Disorders Organizations

Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)

8181 Professional Place, Suite 150

Landover, MD 20785

National Resource center of AD/HD

(800)233-4050

(301)306-7070 v

(301)306-7090 fax

<http://www.chadd.org>

CHADD, founded in 1987, is a national non-profit, tax-exempt 501(c)(3) organization providing education, advocacy and support for individuals with AD/HD. In addition to an informative web site, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with AD/HD.

Attention Deficit Disorder Association (ADDA)

PO Box 7557

Wilmington, DE

(800) 939-1019

<http://www.add.org>

The Attention Deficit Disorder Association provides information, resources, and networking opportunities to help adults with Attention Deficit Hyperactivity Disorder lead better lives.

Visual Impairment Organizations

American Council of the Blind (ACB)

2 Penn Plaza, Suite 1102

New York, NY 10121

(212)502-7600 v

(888)545-8331 fax

<http://www.afb.org>

AFB has been eliminating barriers that prevent the ten million Americans who are blind or visually impaired from reaching their potential. AFB is dedicated to addressing the most critical issues facing this growing population: independent living, literacy, employment, and technology. AFB is a one-stop information and referral resource for people who are blind or visually impaired, the organizations and individuals that serve them, and the general public. AFB is the leading publisher of professional materials on blindness and low vision through its publishing arm, AFB Press.

Learning Ally (formally Recordings for the Blind and Dyslexic)

20 Roszel Road

Princeton, NJ 08540

(866)732-3585 v

(800)221-4792 member services

(609)987-8116 fax

learningally.org

Learning Ally is an organization that serves all people with “print disabilities” by providing recorded textbooks and other school related materials to individuals who cannot read standard print because of a disability.

Speech/Hearing Impairment Organizations

American Speech-Language-Hearing Association (ASHA)

2200 Research Blvd.
Rockville, MD 20850-3289
(800) 498-2071 Professionals/Students
(800) 638-8255 Consumer Line
(301) 296-8580 fax
<http://www.asha.org>

ASHA is the professional, scientific, and credentialing association for over 110,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists. ASHA's mission is to ensure that all people with speech, language, and hearing disorders have access to quality service to help them communicate more effectively.

American Association of the Deaf-Blind (AADB)

PO Box 8064
Silver Spring, Maryland 20907-8064
(301) 563-9064 video phone
<http://www.aadb.org>

AADB endeavors to enable deaf-blind persons to achieve their maximum potential through increased independence, productivity and integration into the community. AADB has deaf-blind members from all walks of life with diverse educational, vocational, social, and ethnic/racial backgrounds. Membership also includes organizations and many people who are not deaf-blind themselves but who support AADB's mission and activities. Members receive quarterly publications of the "Deaf-Blind American" magazine, which is available in large print, Braille and disk formats. AADB hosts biannual national conferences. AADB is a non-profit §501(c)(3) organization under the Internal Revenue Service code.

National Association of the Deaf (NAD)

8630 Fenton St, Suite 820
Silver Spring, MD 20910
(301) 587-1789 TTY
(301) 587-1791 fax
<http://www.nad.org>

NAD, established in 1880, is the oldest and largest constituency organization safeguarding the accessibility and civil rights of 28 million deaf and hard of hearing Americans in education, employment, health care, and telecommunications. A private non-profit organization, NAD is a dynamic federation of 51 state association affiliates including the District of Columbia, organizational affiliates, and direct members.

Registry of Interpreters for the Deaf (RID)

333 Commerce Street

Alexandria, VA 22314

(703) 838-0030 v

(703) 838-0459 TTY

(703) 838-0454 fax

<http://www.rid.org>

It is the goal of RID to promote the professions of interpreting and transliterating American Sign Language and English. RID provides international, national, regional, state, and local forums and an organizational structure for the continued growth and development of the professions. Information on speakers, workshops, and classes are offered for the following: the American with Disabilities Act, the interpreting profession, Interpreter Preparation Programs, National Testing and Certification, Certification Maintenance Program for professional development, national Ethical Practices System, Testimony/Technical Assistance, Interpreter Referral Services, career opportunities, mentoring, internships, and scholarships to cover testing fees.

Developmental Disabilities Organizations

Mental Health America (MHA)

2000 N. Beauregard Street, 6th Floor
Alexandria, Virginia 22311
(800) 969-NMHA (6642)
(703) 684-7722 v (Main Switchboard)
(703) 684-5968 fax
<http://www.mentalhealthamerica.net>

Mental Health America (MHA), formerly the National Mental Health Association, is dedicated to promoting mental health, preventing mental and substance use conditions and achieving victory over mental illnesses and addictions through advocacy, education, research and service.

Spina Bifida Association of America (SBAA)

1600 Wilson Blvd., Suite 800
Arlington, VA 22209
(202) 944-3285 v
(202) 944-3295 fax
<http://www.sbaa.org>

SBAA exists to promote the prevention of spina bifida, and enhance the lives of all affected. The association was founded in 1973 to address the specific needs of the spina bifida community, and serves as the national representative of almost 60 chapters. SBAA's efforts benefit thousands of infants, children, adults, parents and professionals each year. The SBAA is a §501 (c)(3) nonprofit organization. SBAA provides services such as toll free (800) information and Referral Service, bi-monthly newsletters, insights, legislative updates, publications, scholarship fund, etc.

American Association on Intellectual and Developmental Disabilities (AAIDD)

501 3rd Street, NW Suite 200
Washington, D.C. 20001
(202) 387-1968 v
(202) 387-2193 fax
<http://www.aaid.org>

AAIDD promotes progressive policies, sound research, effective practices, and universal human rights for people with intellectual and developmental disabilities.

Tourette Syndrome Association, Incorporated (TSA)

42-40 Bell Boulevard
Bayside, NY 11361-2820
(718) 224-2999 v
(718) 279-9596 fax
<http://www.tsa-usa.org>

The Tourette Syndrome Association, Inc. (TSA) was founded in 1972 in Bayside, New York. TSA is the only national voluntary non-profit membership organization in this field. Its mission is to identify the cause of, find the cure for, and control the effects of this disorder. Today, TSA has grown into a major national health-related organization with approximately 50 U.S. chapters and 300 support groups, and international contacts around the world. TSA develops and disseminates educational material to individuals, professionals, and to agencies in the fields of health care, education and government; coordinates support services to help people and their families cope with the problems that occur with TS; funds research that will ultimately find the cause of and cure for TS and, at the same time, lead to improved medications and treatments.

United Cerebral Palsy Association, Incorporated (UCP)

1825 K Street, NW, Suite 600
Washington, DC 20006
(800) 872-5827
(202) 776-0406 v
<http://www.ucp.org>

For 50 years UCP has been committed to change and progress for persons with disabilities. The national organization and its nationwide network of more than 100 affiliates in 37 states, and the District of Columbia, strive to ensure the inclusion of persons with disabilities in every facet of society – from the Web to the workplace, from the classroom to the community. As one of the largest health charities in America, UCP's mission is to advance the independence, productivity and full citizenship of people with cerebral palsy and other disabilities, through our commitment to the principles of independence, inclusion and self-determination.

Psychiatric Disabilities Organization

Autism Society of America (ASA)

4340 East-West Hwy, Suite 350

Bethesda, Maryland 20814

(800) 3autism (28-8476)

(301) 657-0881 v

<http://www.autism-society.org>

The Autism Society of America was founded in 1965 by a small group of parents working on a volunteer basis out of their homes. Over the last 35 years, the Society has developed into the leading source of information and referral on autism. Today, over 20,000 members are connected through a working network of over 200 chapters in nearly every state. Membership in ASA continues to grow as more and more parents and professionals unite to form a collective voice representing the autism community. Members receive "The Advocate", a quarterly magazine. The mission of the Autism Society of America is to promote lifelong access and opportunity for all individuals within the autism spectrum and their families, to be fully participating, included members of their community.

Epilepsy Foundation of America (EFA)

4351 Garden City Drive

Landover, MD 20785-7223

(800) 332-1000

(800) 213-5821 Membership and catalog sales

(800) 332-4050 National Epilepsy Library

(301) 577-2684 fax

www.epilepsyfoundation.com

EFA is a national charitable organization, founded in 1968. The only such organization wholly dedicated to the welfare of people with epilepsy, our mission is simple: to work for children and adults affected by seizures through research, education, advocacy and service. More than 60 affiliated Epilepsy Foundations serve people with seizures, and their families, in hundreds of communities nationwide. A volunteer board of directors governs our work; a distinguished board of physicians and scientists oversees the scientific and medical programs. EFA has a national Epilepsy Library available to allied health professionals and the general public. EFA is a member of the National Health Council and the International Bureau for Epilepsy.

Learning Disabilities Organizations

Learning Disabilities Association of America (LDA)

Learning Disabilities Association of America

4156 Library Road

Pittsburgh, PA 15234-1349

(412) 341-1515 v

(412) 344-0224 v

<http://ldaamerica.org>

LDA is a non-profit volunteer organization advocating for individuals with learning disabilities. It is national organization devoted to defining and finding solutions for the board spectrum of learning disabilities. LDA has a local chapter in all fifty states, Washington DC, and Puerto Rico.

National Center for Learning Disabilities (NCLD)

381 Park Avenue South Suite 1401

New York, NY 10016

(888) 575-7373

(212) 545-7510 v

(212) 545-9665 fax

<http://www.ld.org>

The mission of the National Center for Learning Disabilities (NCLD) is to increase opportunities for all individuals with learning disabilities to achieve their potential. NCLD accomplishes its mission by increasing public awareness and understanding of learning disabilities, conducting educational programs and services that promote research-based knowledge, and providing national leadership in shaping public policy. NCLD provides solutions that help people with LD participate fully in society.

International Dyslexia Association (IDA)

Chester Building, Suite 382

8600 LaSalle Road

Baltimore, Maryland 21286-2044 USA

(410) 296-0232 v

(410) 321-5069 fax

<http://www.interdys.org>

IDA is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. IDA is the oldest learning disabilities organization in the nation – founded in 1949 in memory of Dr. Samuel T. Orton, a distinguished neurologist. Throughout our rich history, our goal has been to provide the most comprehensive forum for parents, educators, and researchers to share their experiences, methods, and knowledge.

Chronic Illness Organizations

National Alliance for the Mentally Ill (NAMI)

3803 N. Fairfax Dr., Suite 100

Arlington, VA 22203

(703) 524-7600 v

(703) 524-9094 fax

<http://www.nami.org>

NAMI is a nonprofit, grassroots, self-help, support and advocacy organization of consumers, families, and friends of people with severe mental illnesses, such as schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, etc. Founded in 1979, NAMI today works to achieve equitable services and treatment for more than 15 million Americans living with severe mental illnesses and their families.

Brain Injury Association of America (BIAA)

1608 Spring Hill Road, suite 110

Vienna, VA 22182

(800)444-6443

(703) 761-0750 v

(703) 761-0755 fax

<http://www.biausa.org>

BIAA was founded in 1980 by a group of individuals who wanted to improve the quality of life for their family members who had sustained brain injuries. Despite phenomenal growth over the past two decades, the Association remains committed to its grassroots. The Brain Injury Association of America encompasses a national network of more than 41-chartered state affiliates across the country, as well as hundreds of local chapters and support groups. BIAA is proud to be a national nonprofit organization working on behalf of individuals with brain injury and their families. The association recognizes the tireless accomplishments of its constituents across the country—from individuals with brain injury, medical professionals and family members to educators, attorneys and corporate partners. Much of the Association's success is due to the support of these courageous peoples.