

FY25 Delaware Adult Education Accommodations Manual



<https://www.entremundos.org/revista/politics/community-action-en-2/disability-and-the-struggle-for-labor-inclusion/?lang=en>

Pathway to Success: Learning Strategies for Self-Determined Students 2024-2025

Students' Resource Manual

Pathway to Success:

Learning Strategies for Self-Determined Students

2024-2025

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Pathway to Success: Learning Strategies for Self-Determined Students

Welcome to Adult Education! We want YOU to be a Proactive Learner.

That means taking responsibility of your learning by setting a goal and following through with a strategic plan. You can begin by reading the information below to help you accomplish this awesome task of becoming a member of a graduating class. That is, adults who have a regular education diploma. We hope that you will put to use these strategies that are available for in the next few paragraphs. Let's begin by discussing accommodations.

What is an accommodation?

Classroom or testing accommodations are for students who have legitimized their accommodation via a health professional. The accommodation may be for a medical problem, learning problem, or temporary physical problem, for example a broken arm. Then you would need someone to write your answers to a test. Classroom instruction may be enhanced by use of a screen reader, enlarged print, talking calculator, outlines, and use of recording via smart phone. Extended testing time may be awarded to insure that, you as a disabled learner, has sufficient time to complete testing. It does not give unfair advantage to you. It just 'levels the playing field' ADA circular (1990). See what Whoppi Goldberg, Tom Cruise, Sir Richard Branson and Michael Phelps did to overcome their learning problems. Cited Link: Retrieved from: <https://www.ldrfa.org/whoopi-goldbergs-battle-with-dyslexia-and-keys-to-success/> April 11, 2021.

You can begin by learning a little bit more about your former I.E.P. or 504 Plan. If you were an IEP student or participated in a **504 Plan as a result of an illness**, we may be able to assist you. Please make us aware of the former instructional accommodations and testing accommodations as well as support services that you received previously. Next, acknowledge the type of your learning disability or physical impairment. If you were an IEP or 504 student, please complete the *Self-Report* form (see page 26), a series of questions asking about your vision, hearing, physical wellbeing as well as instructional or testing accommodations that you received in the past.

What is a Learning Disability?

Someone may be diagnosed with a learning disability if, “they exhibit a disorder in one or more of the basic psychological (mental) or physiological (body) processes involved in understanding and in using **spoken** or **written** languages. **These may be manifested in academics as disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic.**” They include, but are not limited to conditions which have been referred to as **perceptual** handicaps; or the difficulty of picking, organizing, and understanding information through our senses.

What **Does** It Include?

Perceptual handicaps may include, but **not** limited to the following:

- Brain injury at birth such as cerebral palsy, stroke caused by a blood clot
- Minimal brain dysfunction includes difficulty controlling attention, impulses, and motor function. Damage to the brain stem may have occurred at birth.
- Dyslexia: unable to read words and understand words,
- Developmental aphasia is a severe language problem due to brain injury.
- Cited: <http://www.idonline.org>

What Does It **Not** Include?

Perceptual handicaps do **not** include learning problems which are due to **medical problems**:

- Vision
- Hearing
- Orthopedic handicaps - inability of arms and hands to work properly; or

Perceptual handicaps do **not** include learning problems which are due to **mental** Problems:

- Emotional Disability
- Developmental delay occurring throughout the life of a person
- Bi-Polar Disorder

Perceptual handicaps do **not** include learning problems which are due to **environmental disadvantage** – Culture, family, or social atmosphere which does limit access to education (20 DE Reg. 116 08/01/16)

Perceptual handicaps do **not** include learning problems which are due to **temporary disabilities** from accidents or temporary hospitalization; or due to **chronic conditions** such as drug or alcoholic conditions; or due to **other medical conditions** such as allergies, asthma, hemophilia, nephritis, rheumatic fever, lead poisoning, hepatitis, diabetes, sickle cell anemia, heart condition or Tourette's syndrome. This last group of medical conditions listed are covered under the Americans with Disabilities Act.

Co-Morbidity – All of the above medical impairments can occur in addition to a learning disability. This term means that one can have a vision, hearing, or physical disability.

Individuals with Disabilities have:

- Average to above average ability and intellect
- A delay in some area of learning: writing, reading, spelling, math
- Actual achievement lower than potential
- Talents in other area besides academics: excavating, music, construction, sports, drama, plumbing, carpentry, to name a few
- Ability to do mathematics, but struggle with reading and/or written expression

Individuals with LD, that use the supports offered to them during a class and on their own by using good effective principles of learning, are discussed below.

Definition of Accommodations

The term "accommodation" refers to adjustments that are made, in either instruction or assessment, in order to enable adults with disabilities to fully participate in school. An accommodation is a different way to do a task. It uses a learner's strengths to work around the learner's areas of need.

An accommodation is a change that:

- is required by law for individuals with a documented learning disability;
- helps people with disabilities have a fair chance for success;
- gives an equal chance to work in, learn in, and enter a building;
- is chosen for the individual person's need
- is needed when an individual does similar tasks in other places.

An accommodation may include:

- using special equipment;
- doing work a different way;
- doing work in a different place; and
- changing how others think about disabilities.

Sometimes accommodations are the only way to complete a task. When learning a skill that is too stressful or difficult due to your disability, the use of accommodations may be appropriate. Accommodations then are task-oriented and not learning-oriented. The key to appropriate use is to match accommodations to your needs and abilities, and to the specific learning disability: reading, writing, or mathematics.

Instructional Accommodations: Instructional accommodations assist to make your studies more comprehensible to you. Almost all of these accommodations do not require permission. **Select those that can assist you with learning.** Place on your *Self-Report* Form and give to the accommodation's designee.

Only those with an asterisk (*) require permission.

- Use of a word bank
- Recording of discussions on a smart phone with instructor permission*
- Use of sticky notes to remember information during class and reviewing notes after class
- Re-copying notes
- Large print book for visual impairment*

- Work with a study partner to review information
- Highlighting words in a book or on separate copied sheet of paper
- Mark pages with posted notes
- Color coding pages, notes and handouts from the instructor
- Outlines received from the teacher
- Allow reading out-loud- with a partner and asking questions
- Study guide provided by the teacher. Complete as you read the text.
- Develop a check list to complete work.
- Use of an amplifier during a class discussion (needs approval of administrator or designee) * Student needs to provide device.
- List of vocabulary with definitions
- Note taking assistance if you have a temporary physical handicap
- Simplified or repeated directions
- Use of visuals and graphic organizers given by instructor
- Small group setting for discussion (may need to ask the instructor)
- Preferential seating up front
- Advance notice of type of test
- Use of assignment planner
- Hands on activities that help you to understand
- Complex information divided into sections with questions and answers
- Summarization of main points at end of discussions verbally or written
- Need directions repeated when requested.
- Well lighted room without distractions of people talking about you
- Permission to use a times table sheet.
- With a peer buddy or O.A.S.I.S. worker. Figure out a study peer relationship schedule with someone and compare notes, quiz each other, and text back and forth.

What are Testing Accommodations?

Changes to the regular testing environment that allow individuals with disabilities to demonstrate their ability or achievement on a standardized test such as the Test of Adult Basic Education (TABE), GED®, or S.A.T. **Permission must be granted.**

Examples:

- Large Print Test answer sheet and exam book
- Computer or reading pen screen reader
- Scribe (someone who records your answers) for physically handicapped person to place answers on a 'bubble' sheet
- Dictated notes
- Extended time to take test

- Permission to bring along medication or food to take during an exam or test due to a medical condition
- Permissions to write in a test booklet to avoid transferring information to a separate bubble
- Questions orally read to you and Scribe records information
- Physical impairment: this may require taking the test over several sessions. An example would be the inability to sit for a long period of time.
- Use of a calculator to solve algebra problems, but not basic math computation.
- Tests taken over a period of days without referring back to the previous test.
- Shorten tests with less questions that address main concepts
- Reduce the number of multiple choice answers
- Allow use of textbook or study guide to take a content assessment

These accommodations must be legitimized by a qualified professional who verifies in writing or previous documentation e.g., IEP or ESR, or 504 Plan that these accommodations are needed for physical (medical) impairment or psychological impairment (learning disability, emotional disability). Begin this process by filling out the *Self-Report* form.

Finally, after reading this student section, if you think that you may qualify for accommodations, begin by filling-out the *Self-Report* form. Submit it to the accommodations designee at the school site. In turn, you will be given a *Request for Instructional and Testing Accommodations/Modifications* form to legitimize documentation of physical disabilities or psycho-educational disabilities. This form must be signed with recommendations by a credentialed medical or mental health professional, and not family member.

Scheduling Tools and Strategies

How to Stop Procrastination: Helpful Tools & Strategies for People with ADHD

Adults with attention deficit disorder (ADHD or ADD) procrastinate. Or, lose focus on the task at hand. That can make it hard to check items off your daily to-do list.

- Create a to-do list with Notes: <https://support.apple.com/en-us/HT209365>
- Google Workspace (formerly Google Suite): <https://workspace.google.com/>
- Google Calendar: <https://www.calendar.com/google-calendar-guide/>

- Virtual voice assistants will link to your calendars, so you can send yourself reminders:
 - Google Nest: https://store.google.com/us/magazine/compare_nest_speakers_displays
 - Amazon Alexa: https://www.amazon.com/ap/signin?showRmrMe=1&openid.return_to=https%3A%2F%2Falexa.amazon.com%2F&openid.identity=http%3A%2F%2Fspecs.openid.net%2Fauth%2F2.0%2Fidentifier_select&openid.assoc_handle=amzn_dp_project_dee&openid.mode=checkid_setup&openid.claimed_id=http%3A%2F%2Fspecs.openid.net%2Fauth%2F2.0%2Fidentifier_select&openid.ns=http%3A%2F%2Fspecs.openid.net%2Fauth%2F2.0&

Note-taking Tools

When you have difficulties paying attention to details or are not able not to listen well or pay attention to spoken instructions, lectures and so on, these technologies can make it easier to take notes on the fly:

- Note-taking tools: <https://www.ldrfa.org/assistive-technology-apps-and-tools-for-students-adults-with-dyslexia/>
- Smartpens **for note-taking and recording a meeting – Livescribe:** <https://us.livescribe.com/>

File and Tasks Organizing Tools

When you are having difficulties organizing tasks or files for a school assignment or work, these analysis tools may help:

- Google Drive: <https://drive.google.com/drive/u/0/my-drive>
- Project Manager: <https://www.projectmanager.com/>
- Dropbox: <https://www.dropbox.com/?landing=dbv2>
- Evernote: <https://evernote.com/>

Additional Resources: Review of the Best-Technology-tools for ADHD: <https://www.ldrfa.org/best-new-assistive-technology-tools/>

Paz, Z. (2021). How to stop procrastination. <https://www.ldrfa.org/adult-adhd-procrastination-tools-and-strategies-for-better-learning/>

Self-Determination

How can I be self-determined?

Let's begin by discussing what it is like to be a self-determined student.

How do I begin self-determination?

Begin by setting a goal to complete assignments in a timely manner. This means an actual date is set to begin your goal. Begin by thinking to yourself about your current agenda. What priorities such as work, family, and extra activities need to be re-arranged to complete my school work? Determine the re-arrangement and adjust it as class goes on. Write down your goal and action steps to work towards your goal. For example, meeting with the counselor at your site or school administrator is a first step towards a diploma.

So, why is this diploma so important? Employers are looking for people who are called 'graduates'. These are adult students who set out to plan a goal, follow a course of action (attending class), and completing assignments with a certificate awarded at the end of the work. That is, the true distinction between a Groves' graduate and someone who never completes.

Ask for assistance! If you get 'stuck' along the way, don't freeze and walk away! Ask the course instructor when you do not understand an assignment. You can continually ask for clarification from your instructor during the course of the class until you understand what is required of you.

How many credits do I have? Let's begin by determining your credit. To begin the process find out how many credits you need to complete, please ask the school counselor or on-line advisor to look over the transcript that was received from your last high school. This will be compared to graduation requirements needed for this year's graduation.

After the transcript is completed look over courses with your counselor. Take fewer classes in the beginning. Then you can balance easy classes with more difficult ones. Keep in mind that this is a return to work in a different way and requires setting aside class and study time to complete assignments.

Setting a time line - Ask the guidance counselor what is your timeline to finish course offerings. You may need to plan for the possibility of more years to finish your high school diploma. Plan out the years with an END TIME! It will be nearer than you thought! Don't be afraid of scary course titles and classes such as chemistry and algebra. Our instructors care about you and we

have selected instructors who will help and give you websites to practice your math questions and to find assistance to solving towards answers.

Attend all classes. Hearing the discussions may be a critical factor in learning new material. If you need a sound amplifier, please inform your instructor so they can forward the information to you about the appropriate state agency.

Taping or Smart Recording of Lessons:

If you need to tape (record) classroom discussions, **ask the instructor for permission.** Ask if you may use your smart phone or grandma's tape recorder to record the classroom instruction. Explain it will enhance your ability to learn new subjects. Why? You will become familiar with the concepts about the course that you currently engaged. If they question your recording, show the instructor your medical or psychological accommodations for classroom instruction and testing.

During Class Take notes while you are taping. Note and write questions that you have. Answer and write your questions on a sheet of paper. Ask the instructor for clarification. For example: Ms. J. could you please state this again? For clarification: will you state that again in another way! Take time to read over the course requirements. If you do not understand all the requirements, please ask questions of the instructor. Ask for clarification until you understand what is required for the course completion. Ask questions throughout the entire length of the class.

After Class as soon possible after class, **listen to the tape or smart phone. Why, your body is still using working memory; that is, saying the information over and over again in your head until you understand it. To help 'working memory, you can do these thing to load into your long term memory:** *rewrite your notes, on a computer until you understand; read the notes over by speaking out loud; highlight with a pen any main or important concepts; and turn -on the computer screen reader. Don't put music on or cell phone. Concentrate on your most recent academic work.*

Study Schedule After setting your goal, determine a schedule to complete assignments at a certain time several days a week. This is progress towards your goal. An example is presented below:

How many days ____ out of 5 days you will:

- Study in a quiet, distraction free setting without *smart* phone on or music for 30 minutes

- Use a daily study schedule at a time certain that changes very little from week to week.
- Review class notes and ready new material in a quiet, distraction free setting
- Review new biology, history, or math terms and keep a glossary of important terms with their definitions
- List key concepts, major events, contributors and their theories, or explain the math formulas on a separate sheet of paper
- Keep and review assignments on phone calendar or on a separate larger paper calendar.
- Listen to the recorded discussion on your cell phone after a class discussion

In this way you are *self-determining how you will work towards that goal of completing your assignments!! The final goal is graduation!!*

Self-Determination Activities

Self-determination refers to each person's ability to make choices and manage their own life. Self-determination allows people to feel that they have control over their own choices and lives. It also has an impact on motivation – people feel more motivated to take action when they feel what they do will have an effect on the outcome. (From Very Well Mind: <https://www.verywellmind.com/what-is-self-determination-theory-2795387>)

Activity 1:

- Using the above definition, think about a time in your life when you **have not** been self-determined.
- Using the above definition, think about a time in your life when you **have** been self-determined.
- What factors affected your ability to **be self-determined** during this time?
(LINCS PPT, slide 7)

Six Factors Contributing to Self-Determination:

(LINCS, Learning to Achieve, Self-Determination, slide 11)

1) Elements of Self-Awareness

- Understanding your needs, preferences, strengths, and weaknesses
- Becoming aware of your options
- Acknowledging what is important to you

A Self-Determined Person can answer these questions:

- What are my areas of strength and what is difficult for me?
- What do I enjoy and what is important to me?

2) Elements of Valuing Yourself:

- Accepting who you are
- Acknowledging and appreciating your unique strengths
- Respecting responsibilities and rights
- Being good to yourself

A Self-Determined Person Can Answer These Questions:

- How have I been successful – big or small?
- How do I work with my weaknesses to make me stronger?
- What are my habits that get me into trouble?

3) Elements of Planning:

- Setting goals and determine the steps to reach them
- Expecting positive results
- Embracing your creativity
- Practicing

A Self-Determined Person Can Answer These Questions:

- What are my short-term and long-term goals?
- Once I make a plan, can I follow it?
- Can I plan in a way that uses my strengths?
- Can I anticipate positive and negative outcomes?
- Can I involve others who can support me when I plan?

4) Elements of Being Proactive:

- Taking appropriate risks
- Gaining support and resources
- Communicating and negotiating
- Coping with criticism
- Initiating action when needed using appropriate skills

A Self-Determined Person Can Answer These Questions:

- What are my communication strengths and weaknesses?
- How well am I able to accept another person's point of view?
- What are my strengths in giving and accepting feedback?
- When I meet a roadblock to reaching a goal, what do I do?

5) Elements of Reflecting and Readjusting:

- Evaluating differences between actual outcomes/performances and expected outcomes/performances
- Celebrating successes
- Readjusting for next time

A Self-Determined Person Can Answer These Questions:

- Can I analyze what happened to determine what led to the outcome/performance?
- What was my role in it?
- What worked best and what would I do differently?

6) Elements of the Environment that Can Promote Self-determination:

- Clear learning objectives
- Receiving specific and timely feedback
- Tracking your progress
- Setting tasks at an appropriate level
- Sharing your strengths and needs

A Self-Determined Person Can Answer These Questions:

- Do I have input on how I meet objectives?
- Do I give and receive specific feedback on my performance?
- How do I tell if I'm progressing?
- Are the expectations too low or too high?

See the graphic below for a summary of the self-determination elements.



Activity 2: Use the “Factors Contributing to Self-Determination” graphic to help you answer the following questions

Self- Awareness

- 1) What are my areas of strength?
- 2) What is difficult for me?
- 3) What do I enjoy?
- 4) What is important to me?

Value Yourself:

- 1) How have I been successful – big or small?
- 2) How do I work with my weaknesses to make me stronger?
- 3) What are my habits that create barriers for me?

Being Proactive:

- 1) What are my communication strengths?
- 2) What are my communication weaknesses?
- 3) How well am I able to accept another person's point of view?
- 4) What are my strengths in giving feedback?
- 5) What are my strengths in accepting feedback?
- 6) When I meet a roadblock to reaching a goal, what do I do?

Planning:

- 1) What are my short-term goals?
- 2) What are my long-term goals?
- 3) Once I make a plan, can I follow it?
- 4) Can I plan in a way that uses my strengths?
- 5) Can I anticipate positive outcomes?
- 6) Can I anticipate negative outcomes?
- 7) Who can I involve that will support me when I plan?

Reflecting and Readjusting:

- 1) Can I analyze what happened to determine what led to the outcome or my performance?
- 2) What was my role in the outcome/performance?
- 3) What worked best for me?
- 4) What would I do differently?

Learning Environment:

- 1) Do I have input on how I meet my objectives?
- 2) Do I give and receive specific and timely feedback? If not, who should I contact?
- 3) Am I keeping track of my progress? How am I doing this?
- 4) Do I feel my tasks/assignments are appropriate for me? If not, with whom can I discuss this?
- 5) Am I able to share my personal strengths and needs with my instructor?

Process for Inquiring About an Accommodation

If you think an accommodation would assist you in completing your studies in the Adult Education Program, please follow the following process to request an accommodation.

1. Review the Student Accommodations Booklet which is available from your teacher or your program manager.
2. The Quick Guide for Instructional Accommodations can be found in the Teacher Accommodations Manual.
3. Complete the Self-Report Form which can be found on page 26.
4. Return the Self-Report Form to your program administrator either in person or by email.
5. After reviewing the Self-Report Form, the program administrator will contact you to discuss the request.
6. An *Request for Instructional and Testing Accommodations/Modifications* form will be shared with you and the program administrator will review the form and explain which appropriate individual needs to sign the form.
7. Return the completed *Request for Instructional and Testing Accommodations/Modifications* form to your program's administrator for review. Several options may result from the request review.
 - a. If the accommodation request is: (1) completed properly; (2) an accommodation is agreed upon by the learner and program; and (3) can be provided by the program with no further approval needed, the administrator will work with your teacher(s) to implement the accommodation.
 - b. If the accommodations request is not complete, you may be asked to obtain further information before a decision can be made.
 - c. If the accommodation agreed upon by you and your program needs further approval and cannot be granted by the program, the designee will forward the request to the State Office for review.
 - i. The State Office will review the request within 30 days and return to the program with an approval OR

ii. The State Office will request for further information to make an informed decision.

If you have any questions regarding this process, please contact who can provide further assistance.

Thank you for choosing to continue your education with our program. We are ready to help you be successful in reaching your goal!

Resources

The Job Accommodation Network: (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. JAN Website: <https://askjan.org/>

Understood: Dedicated to shaping a world where millions of people who learn and think differently can thrive t home, at school, and at work. Understood website: <https://www.understood.org/>

National Center for Learning Disabilities Young Adult Initiatives: NCLD hopes to empower young adults with learning and attention issues through our initiatives, including an online community, leadership opportunities, and research. If you are interested in building your leadership skills, taking action to protect the rights of students across the country, using your voice to inspire others, or connecting with other young adults, check the website: <https://www.ncld.org/what-we-do/ya-initiatives/>

Learning Disabilities Association of America – Adults with Learning Disabilities: Learning disabilities (LD), sometimes referred to as “specific learning disorders,” are life-long, but adults who have LD can experience great success in all aspects of life when using their strengths together with the strategies, accommodations and technology that are most appropriate and effective for their individual needs. National Center for Learning Disabilities website: Learning Disabilities of America website: <https://ldaamerica.org/info/adults-with-learning-disabilities-an-overview/>

Learning Disabilities Association of America – New to LD: If you are just learning that you have a learning disability you may be confused and not know where to begin. It can be a daunting and complicated task. But don’t despair. LDA is here to help you understand this new diagnosis and lead you or your child to the right support systems. Learning Disabilities Association of America website: <https://ldaamerica.org/adults/?audience=Adults>

Library of Congress (LOC): The Library of Congress has an overwhelming amount of recorded books that are available for your listening pleasure. Documentation of a disability needs to be attached to the application for the device and recorded book. This can be done via email as well. To secure a recorded book free of charge, contact the Library of Congress at this website: www.loc.gov/

Important Terms

1. **Accommodations-** something that makes it easier for you to do something that would otherwise be difficult.
2. **Advocate** – Speaking up for your rights as a person with a disability, and rights for employment as a person with a disability under ADA
3. **Confidential** – information that you make available to other people, that need to know information about you
4. **Diploma** – a certificate of completion of required high school credits
5. **Goals-** Something you need to accomplish
6. **IEP-** Individualized Education Program. It lists goals for a student.
7. **Postsecondary-** After high school
8. **Self-Determination** – Taking control of your own life, planning your goals and making your own decisions
9. **Transition-** Moving from a high school program to a post-secondary program.
10. **ADA Americans with Disabilities** Act a federal law that protects an individual with a disability in employment and other public places.

Post-Secondary Accommodation Resources

University of Delaware

Office of Disability Support

<https://sites.udel.edu/dss/>

Log in to Student Accommodation Manager (SAM) and complete a new student application. Students should use SAM to register with the DSS office. Students can use SAM to review accommodations, request faculty notification emails, schedule exams, and request books in alternate formats.

Connecting with the Office of Disability Support Services (DSS) in order to request reasonable accommodation has several steps:

1. Submit documentation of your diagnosis or condition. You can upload documentation when you submit your application; or, you may fax it to 302-831-3261, email it to dsoffice@udel.edu, or if you are on campus you may bring your documentation to the office in person.
2. If you would like to discuss your individual situation, and/or have any questions or concerns about the process, schedule your registration appointment by calling 302-831-4643 or stopping by the office (Suite 130 Alison Hall).

During your registration appointment you will have the opportunity to request any accommodations that were not listed on the application. Students will be eligible for the accommodations that they are approved for as long as they are a student at the University of Delaware.

Academic Accommodations Guidelines and Forms

Psychological Accommodations Form: [https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/3168/files/2020/07/Psychological Accommodations Form 2021 v2.pdf](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/3168/files/2020/07/Psychological_Accommodations_Form_2021_v2.pdf)

Medical and Physical Accommodations Form: [https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/3168/files/2020/07/Medical-Physical-Disability-Form 2021.pdf](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/3168/files/2020/07/Medical-Physical-Disability-Form_2021.pdf)

ADHD Certification Form: https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/3168/files/2020/07/ADHD_Accommodations_Form_2021_v2_508-3.pdf

Learning Disability Form: https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/3168/files/2020/07/Learning_Accommodations_Process_2021_v2_508.pdf

Wilmington University

Student Life

Disabilities Services

<https://www.wilmu.edu/studentlife/disabilityservices/>

Documentation Guidelines for Learning Disabilities

Documentation of a learning disability will require a current psycho-educational evaluation (dated within three years if completed before the student was 18 or within five years if completed after the student was 18), administered by someone licensed or certified to do so and containing the following information:

1. A Summary of Performance (SOP) Referenced in IDEA 2004 and including the below mentioned documentation could be sufficient.
2. A measure of aptitude (such as the current form of the Weschler Adult Intelligence Scale (WAIS).
3. A measure of achievement (such as Woodcock-Johnson).
4. Other relevant standardized measures of achievement to support specific areas of disability.
5. Actual test scores and written interpretation of the results (see above guidelines for content).
6. Clear, specific evidence and identification of the specific learning disability or disabilities.

7. All reports must be signed by the evaluators and their titles and qualifications stated.
8. High school IEP's or 504 plans alone are NOT sufficient to support university accommodations.

Other resources:

Documentation of Physical Disabilities and Health Disorder Form:

<https://www.wilmu.edu/studentlife/disabilityservices/documents/guidelines-for-documentation-of-physical-disabilities-and-health-disorders.pdf>

Documentation of Psychiatric/Psychological Disorder Form:

<https://www.wilmu.edu/studentlife/disabilityservices/documents/guidelines-for-documentation-of-psychiatric-psychological-disorders.pdf>

Support

Christyn E. Rudolf

Manager of Disability Services

Student Life

disabilityservices@wilmu.edu

Phone: 302-356-6937

Delaware State University

Documentation Requirements

In accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA) the Student Accessibility Services Office (SAS) requires individuals with disabilities to submit documentation of their conditions/impairments in order to determine appropriate auxiliary aids,

accommodations, and services. It is the responsibility of the individual requesting accommodations to submit documentation to SAS for review.

Through the interactive process with the individual with a disability, reasonable accommodations will be determined, if appropriate and supported by the documentation. All auxiliary aids, accommodations, and services are determined on a case-by-case basis, and are intended to minimize a barrier within the educational environment that impacts a student with a disability.

In order to approve accommodations, SAS must have documentation that presents an impairment/condition that substantially limits one or more major life activities. SAS provides documentation requirements, in an attempt to assist individuals with disabilities seeking auxiliary aids, accommodations, and services. Please note that an IEP or 504 plan, while helpful, may not be sufficient on its own without accompanying medical documentation.

Documentation needs to be certified by a professional who can address the functional limitations of a condition/impairment. The credentials of the evaluator vary by condition. Specific information is provided within the requirements for documenting each condition.

Specific Documentation Requirements

Student Accessibility Services Documentation Requirements are provided PDF format via hyperlink below so that students can use the materials as a reference. Students may also choose to share them with their medical/mental health professional as a means of providing additional guidance and clarification.

ADD/ADHD Documentation Requirements:

https://www.desu.edu/sites/flagship/files/document/16/SASdocumentation_requirements_-_add.adhd_.pdf

Learning Disabilities Documentation Requirements:

https://www.desu.edu/sites/flagship/files/document/16/SASdocumentation_requirements_-_learning_disabilities.pdf

Sensory Impairment Documentation Requirements:

https://www.desu.edu/sites/flagship/files/document/16/SASdocumentation_requirements_-_sensory_impairments.pdf

Psychological Impairments and Autism Spectrum Disorders:

https://www.desu.edu/sites/flagship/files/document/16/SASdocumentation_requirements_-_psychological_and_autism.pdf

Chronic Health/Physical Documentation Requirements:

https://www.desu.edu/sites/flagship/files/document/16/SASdocumentation_requirements_-_chronic_health_physical.pdf

[Dr. Ann S. Knetter](#)

[Phone: 302-922-7841](#)

[ADA & 504 Compliance](#)

aksmith@desu.edu

Delaware Technical Community College**Learning Support:**

<https://www.dtcc.edu/student-resources/learning-support>

Disability Support Services

The following campus ADA counselors can assist you in the process of getting started: Delaware Tech is committed to providing students with disabilities the resources and support necessary to assist in their academic success by engaging in an interactive process with each student. By understanding each student's unique learning profile, adjustments can be individualized.

Resources**Guide to Requesting Academic Accommodations and/or Auxiliary Aids:**

https://www.dtcc.edu/sites/default/files/ada_guide_to_request_services.pdf

Students – Frequently Asked Questions:

https://www.dtcc.edu/sites/default/files/faqs_students.pdf

Differences in High School and College:

<https://www.dtcc.edu/sites/default/files/differences.pdf>

Dependence vs. Independence:

<https://www.dtcc.edu/sites/default/files/dependencevsindependence.pdf>

Service Animal Policy: <https://www.dtcc.edu/about/public-safety/know-our-policies#service-animal-policy>

Support Personnel

Dover

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Wilmington

Stephanie Spadaccini

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Frequently Asked Questions

1. May I bring my old I.E.P. or 504 Plan to the designee of the education program? Yes.
2. May a relative sign the Accommodations Request Form? No
3. If I have a chronic disease, may I apply. Yes, as long as you have a credentialed, licensed professional to verify that you need an accommodation for extend testing time.
4. May I apply if I used street drugs and do not feel well? No.

Self-Report Form

Name: _____ Date of Birth: _____

Education Site: _____

Student Address: _____

Description of your disability (physical or psychological)

Is it a temporary medical condition? (Y/N) example: Traumatic Brain Injury
_____ or Learning Disability acquired
developmentally (Y/N)?

If a Learning Disability how old were you when identified?

Did you attend DE Public Schools (Y/N) _____? If so, what
specially designed instruction did you receive?

Do you still have a copy of your IEP or Evaluation Summary Report? (Y/N)
documenting your disability? Please attach a copy to this form.

Did you use these accommodations in public school?
_____.

Please describe how you were accommodated?

What accommodations are you now requesting?

Signature of Student: _____

Date: _____ 2021