

**UNIVERSITY OF FLORIDA
DISABILITY RESOURCE CENTER**

FREQUENTLY ASKED QUESTIONS

1. What are a student's responsibilities when working with the Disability Resource Center (DRC)?

- a. Self-identify as a student with a disability.
- b. Present appropriate documentation of disability and request accommodations.
- c. Present accommodation letters to his/her instructor(s) and ask to set up a time to discuss his/her specific situation with each instructor.
- d. Follow Disability Resource Center's procedures for accessing and utilizing accommodations.

2. What are a faculty member's responsibilities when working with a student with a disability?

- a. Maintain the same standards, including behavioral expectations, for students with disabilities as are applied to all students.
- b. Inform all students of procedures for accessing accommodations at the beginning of each semester, preferably through a statement in the syllabus.
- c. Provide and arrange for accommodations addressed in the accommodation letter in a timely manner.

NOTE: i. A faculty member ***cannot choose to deny*** a student's accommodations as presented in his/her accommodation letter. If a faculty member has questions or concerns about the stated accommodations, he/she should contact the Disability Resource Center at 392-8565.

ii. ***It is neither*** a faculty member's responsibility to provide accommodations for students who have not provided an accommodation letter from the DRC ***nor*** is it his/her responsibility to provide accommodations retroactively.

iii. ***It is not*** a faculty member's responsibility to provide accommodations that are not presented in a student's accommodation letter.

- d. Meet with students, as necessary, to ensure there is a clear understanding of requested accommodations.

e. Keep all disability-related information regarding a student confidential (e.g. do not discuss a student's disability with other faculty without the student's permission, do not inadvertently identify a student as a student with a disability during class discussion).

f. Ensure instructional materials (e.g. textbooks, syllabi, handouts, videos) are available in accessible formats, as needed.

3. I want to include a statement in my syllabus to ensure students with disabilities are aware of their right to accommodations. What might be an example of such a statement?

"If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565."

4. A student has approached me and is concerned that he/she feels a particular student in class is receiving special treatment.

Explain to the student that:

- a. The University is legally obligated to assist students who qualify for accommodations.
- b. All students are held to the same standards of academic performance.
- c. The issue cannot be discussed further because you need to respect the confidentiality of the student.

5. What do I need to do when I get a request for a note-taker in my class?

The student requesting Note-Taking Services is responsible for providing you with a *DRC Note-Taker Packet* that will guide you through the process of locating a note-taker. Make an announcement at the beginning of each class period until a student volunteers as a note-taker. Typically, it is not difficult to recruit a note-taker, as students generally come forward fairly quickly.

If you do not get a fairly immediate response, you may want to consider asking individual students if you are familiar with any of the students in the class or are aware of a student(s) who appears to be taking good notes. If you teach multiple sections of the same course, you may want to ask for volunteers in those sections as well. If you are not successful in locating a note-taker within two weeks, please contact the Disability Resource Center at 392-8565.

6. What should I do if a student who has a note-taker is not attending class on a regular basis?

If a student is not attending class on a regular basis, contact the Disability Resource Center at 392-8565 as soon as possible. Students receiving Note-Taking Services are responsible for adhering to classroom attendance policies. Once notified, the DRC will contact the student, remind him/her of his/her responsibilities, and verify a continued need for the service. The student will be informed that Note-Taking Services could be suspended or notes withheld from class periods they do not attend.

7. What happens when a student chooses to take a test in the DRC Testing Center?

Even though you may offer a student the opportunity for extended time after class in your classroom or in another location or the opportunity for low distraction testing in another location, a student may choose to take a test in the DRC Testing Center. The student is responsible for initiating the request on the *Accommodated Testing Request (ATR)* form, securing his/her instructor's signature, and turning in the completed request form to the DRC. You are responsible for ensuring delivery of the test at least 24 hours in advance of the scheduled test time. All testing rooms are video monitored. A DRC professional staff member has responsibility for supervision of the Accommodated Testing Service. The DRC will return the completed test to you within 24 hours to the location indicated on the request form.

8. I am providing the accommodations that were specified in the accommodation letter. The student is failing my course. What should I do?

Accommodations are a means of providing **access** to students with disabilities. Accommodations are **not** a means of guaranteeing **success**. If the student is experiencing difficulties in your course, you may want to suggest a meeting with the student to:

- a. Review the accommodations outlined in the accommodation letter.
 - i. Ask the student for feedback on the effectiveness of the accommodations that have been put in place. Consult with Disability Resource Center if you feel the accommodations may need to be modified or if you feel additional accommodations may be necessary.
 - ii. Encourage the student to fully utilize his/her accommodations, if the student is not utilizing or fully utilizing his/her accommodations.
- b. Discuss the availability of various on-campus support services (e.g. Teaching Center, Reading and Writing Center, Counseling Center) as appropriate to the student's situation and encourage the student to access these resources.

9. What happens when I make a referral to the Disability Resource Center for a student I feel may have a learning disability or attention problems?

Upon referral, our office conducts a screening interview with the student and, if appropriate, the student is provided information about the evaluation process and is given a list of evaluators in the local area. It is the student's responsibility to have the evaluation completed and to provide the results to our office for review. Our office does not conduct evaluations due to the potential for conflict of interest.

10. I am concerned about a student's behavior. I am aware that the student has a disability because he/she presented me an accommodation letter at the beginning of the semester. How do I handle his/her disruptive behavior?

The student, even if the behavior is a "manifestation" of his/her disability, should be held to the **same standards** of conduct as all other students.