

# FAST FACTS FOR FACULTY

Academic Support and Disability Services

## Teaching Students with Invisible Disabilities

### Introduction

Invisible disabilities are the most common type of disability among college students. For example, students with learning disabilities, Attention Deficit Hyperactivity Disorder and/or psychiatric disabilities may request accommodations even though they do not appear to have a disability. There are numerous other hidden or invisible disabilities such as heart condition, Chronic Fatigue Syndrome, Fibromyalgia, and Seizure Disorder. It is also important to remember that the severity of functional limitations do not depend on your ability to see the disability.

There may be several students in your classroom with invisible disabilities. Of these students, only some will request accommodations. For those students who request accommodations, it is important to express your willingness to accommodate all types of disabilities and to be supportive of their accommodation requests.

### Learning Disabilities – Description:

Students with learning disabilities often learn differently than their peers. Although they have average or above average intelligence, there is frequently a discrepancy between their ability and their achievement in specific areas due to a central nervous system dysfunction. A learning disability is a permanent disorder that interferes with integrating, acquiring, and/or demonstrating verbal or nonverbal abilities and skills. Frequently, there are some processing or memory deficits.

Each student with a learning disability may need different types of accommodations, services, and/or supports based on what area(s) of learning is affected by the disability. Students with learning disabilities may have difficulties with some of the following:

Reading comprehension	Processing speed
Written expression	Oral expression
Mathematics	Auditory processing
Oral expression	Visual processing
Auditory processing	Abstract reasoning
Visual processing	Visual spatial skills
Abstract reasoning	Processing speed
Visual spatial skills	

Keep in mind that one individual does not have difficulty with all of the above-mentioned areas, just generally a few of those areas. Also, it is not unusual for a person with a learning disability to be gifted in some areas.

## Guidelines:

- ◆ **Exam Accommodations:** Assist these students in arranging for appropriate exam accommodations whether you arrange these accommodations yourself or coordinate them with Office of Academic Support. The Office of Academic Support can send you a verification letter delineating the appropriate accommodations for a particular student.
- ◆ **Multi-modality Instruction:** Provide important information and assignments in both oral and written formats to help promote accessibility to course content. A multi-modality approach to instruction assists these students in finding a modality that is consistent with their learning strength.
- ◆ **Alternative Format:** Coordinate with the Office of Academic Support to ensure that course materials will be available in alternative format. Some of these students need print material in alternative format (e.g., audiotape or electronic format). When you are contacted by the Office of Academic Support or a student, it is important that you immediately provide information about the required textbook(s) and readings you will be using as well as any other reading expectations. It takes a considerable amount of time to convert materials into alternative format.
- ◆ **Study Aids:** Provide study questions, study guides, and opportunities for questions and answers to help students review essential course content.
- ◆ **Exam Aids:** Permit these students to use simple calculators, hand held spell checkers, and scratch paper during exams.

## Attention Deficit Hyperactivity Disorder (ADHD) – Description:

Attention deficit hyperactivity disorder (ADHD) is characterized by a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development (Diagnostic and Statistical Manual IV TR, 2000). Students with ADHD or ADD (without hyperactivity) may have difficulty with one or more of the following areas:

Concentration	Following directions
Distractibility	Listening
Organization	Sitting for lengthy periods
Completing tasks	Transitioning
Sedentary tasks like reading	Planning

Some students with ADHD take medication for their condition. This medication may be a stimulant, which actually calms them and helps him/her focus on tasks. Anti-depressants may also be used.

## Guidelines:

- ◆ **Assistance with Structure:** Provide a syllabus with clearly delineated expectations and due dates. Study guides, review sheets, and frequent opportunities for feedback are helpful in providing structure and organization.
- ◆ **Exam Accommodations:** Assist students in arranging for appropriate exam accommodations with the Office of Academic Support. Many students with ADHD use exam accommodations including extended time and a distraction-reduced exam space.
- ◆ **Access to Class Notes:** Some of these students have difficulty focusing and concentrating and for this reason may need access to classroom notes. Your assistance may be needed to ensure that they get notes.
- ◆ **Classroom Distractions:** If a student appears extremely distracted, it may be appropriate to encourage the student to sit near the front of the class, away from doors, air conditioning units, windows, or any other possible sources of distraction.

## Psychiatric Disability – Description:

Students with psychiatric disabilities exhibit a persistent psychological disorder or psychiatric disorder, emotional or mental illness that adversely affects educational performance and/or functioning and frequently requires medication. Descriptions of certain types of psychiatric disorders follow:

**Depression** is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, insomnia, and feelings of worthlessness or guilt.

**Bipolar disorder (manic depressive disorder)** causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep; however, in the depressive phase, a person may experience a lack of energy and less self-esteem and interest in family, friends, and school.

**Anxiety disorders** can disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear. Examples of anxiety disorders include panic disorder, simple phobias, and Obsessive-Compulsive Disorder (OCD).

**Schizophrenia** can cause a person to experience delusions and hallucinations in addition to depressed mood and flat affect.

## Psychiatric Disabilities Description Cont'd

In most situations you will not be aware that you have a student with a psychiatric disability in your classroom. Because students do not show any outward sign of the disability doesn't mean that their disability is any less disabling than a more visible disability. Many of these students are fearful of and have faced stigmatization because of their disability. Some do not need or request any accommodations, and some require a variety of accommodations. For some the disability is temporary, while for others it is chronic. With medication and/or therapy, people with psychiatric disabilities may learn to manage their symptoms.

## Guidelines:

- ◆ **Exam Accommodations:** Assist these students in arranging for exam accommodations when requested. The exam accommodations that they will most likely use are a distraction reduced exam space and extra time.
- ◆ **Make-up Work:** Collaborate with students about arrangements to makeup tests and other assignments, allowing them extra time since these students may miss class during serious psychiatric episodes.
- ◆ **Welcoming and Supportive Environment:** Many students with psychiatric disabilities fear stigmatization because of their disability so if a student shares his/her disability with you, be supportive and welcoming when a student requests assistance in arranging for accommodations.

## Contact Information

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