
University of Illinois at Springfield
FACULTY RESOURCE MANUAL
FOR
DISABILITY - RELATED ISSUES

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HOW TO GET IN TOUCH

Office of Disability Services
One University Plaza
MS HRB-80
Springfield, IL 62703
217-206-6666, Voice
217-206-6668, TTY
217-206-7154, Fax
E-mail: ods@uis.edu

Dr. Sarah Colby Weaver, Ph.D.

Director
Office of Disability Services
One University Plaza
MS HRB-80
Springfield, IL 62703
217-206-6666
E-mail: sweav3@uis.edu

Chrisa Potthast-Leezer

Disability Specialist
Office of Disability Services
One University Plaza
MS HRB-80
Springfield, IL 62703
217-206-6666
E-mail: cpott1@uis.edu

Kimberly Rutherford

Disability Specialist
Office of Disability Services
One University Plaza
MS HRB-80
Springfield, IL 62703
217-206-6666
E-mail: kruth2@uis.edu

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**DISABILITY LAWS
THE AMERICANS WITH
DISABILITIES ACT (ADA) OF 1990**

An individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits one or more life activities; or (2) has a record of such impairment; or (3) is regarded as having such impairment. Major life activities include but are not limited to walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination solely on the basis of disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service, or job.

The ADA details administrative requirements, complaint procedures, and the consequences for non-compliance related to both services and employment. The ADA requires provision of reasonable effective accommodations for eligible students across educational activities and settings.

**SECTION 504
OF THE REHABILITATION ACT OF 1973**

Section 504 of The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs, public and private, that receive federal financial assistance. Section 504 covers institutions regardless of whether they have open door, selective, or competitive admissions practices.

People with disabilities have the same legal remedies that are available under Title VII of the Civil Rights Act of 1964, as amended in 1991. Thus, individuals who are discriminated against may file a complaint with the relevant federal agency or sue in federal court. Enforcement agencies encourage informal mediation and voluntary compliance.

**AMENDMENT
OF THE AMERICANS WITH
DISABILITIES ACT (ADA) OF 1990**

September 25, 2008, the President signed the Americans with Disabilities Act Amendments Act of 2008 ("ADA Amendments Act" or "Act"). The Act emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.

The Act makes important changes to the definition of the term "disability" by rejecting the holdings in several Supreme Court decisions and portions of EEOC's ADA regulations. The effect of these changes is to make it easier for an individual seeking protection under the ADA to establish that he or she has a disability within the meaning of the ADA.

The Act retains the ADA's basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that these statutory terms should be interpreted in several ways. Most significantly, the Act:

directs EEOC to revise that portion of its regulations defining the term "substantially limits";

expands the definition of "major life activities" by including two non-exhaustive lists:

- the first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
- the second list includes major bodily functions (e.g., "functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions");

states that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;

clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;

changes the definition of "regarded as" so that it no longer requires a showing that the employer perceived the individual to be substantially limited in a major life activity, and instead says that an applicant or employee is "regarded as" disabled if he or she is subject to an action prohibited by the ADA (e.g., failure to hire or termination) based on an impairment that is not transitory and minor;

provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation.

APPLICATION TO HIGHER EDUCATION

The laws described above were designed to assure that colleges and universities are free from discrimination in their recruitment, admission, and treatment of students.

In the application of these laws, students with disabilities must be qualified to participate in university activities. A qualified student with a disability is one who meets the admission and essential eligibility requirements of a program or service, with or without:

- modifications of rules, policies, or procedures,
- removal of architectural, communication, or transportation barriers, and/or
- provision of auxiliary aids and services.

An individual who poses a direct threat to the health or safety of the individual or others will not be qualified.

The basic requirement of the law as applied to institutions of higher education is:

- all programs, services, or facilities must be accessible to or usable by persons with disabilities. The law does NOT require:**
 - making each facility accessible if alternatives are effective;
 - a fundamental alteration of programs or services; and,
 - undue financial or administrative burden.

The institution must provide auxiliary aids to ensure the participation of students in college classes and activities, and it must accommodate the academic participation of qualified students with disabilities.

The institution must NOT:

- limit the number of students with disabilities admitted,
- make pre-admission inquiries as to whether or not an applicant has a disability,
- use admission tests or criteria that inadequately measure the academic level of visually impaired, hearing impaired, or otherwise disabled applicants because special provisions were not made for them,
- exclude a student with a disability from any course of study solely on the basis of his/her disability,

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- counsel students with disabilities towards a more restrictive career than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession,
 - measure student achievement using modes that adversely discriminate against students with disabilities,
 - institute prohibitive rules (such as the barring of tape recorders or other auxiliary aids) that may adversely affect the performance of students with disabilities, or
 - select a site or a facility that would exclude participation of persons with disabilities.

The law does not require “special treatment” of students with disabilities, but does require the opportunity for equal participation in the institution's programs by providing to eligible and qualified students appropriate academic adjustments and auxiliary aids necessary to facilitate the students’ fullest possible participation in the university’s academic programs.

The institution is under no obligation to change academic requirements which the university, programs, or majors “can demonstrate are essential to the program of instruction...or to any direct licensing requirement.”

The University of Illinois at Springfield has made every effort to develop policies and guidelines that are in keeping with federal policies and guidelines.

GENERAL GUIDELINES FOR IMPLEMENTING THE MANDATE

CONFIDENTIALITY

In order to receive disability-based academic accommodations, a student must self-identify, register in person with the UIS Office of Disability Services, request services, and provide appropriate documentation. This information is kept confidential and will not be disclosed without the written permission of the student, unless it is required by law, or on a need-to-know basis, and it is used only for the purpose of providing appropriate and specific academic accommodations.

A student who has met with a Disability Specialist in the UIS Office of Disability Services, requested disability related accommodations, and provided appropriate documentation will receive three (3) copies of the Accommodation Letter and personally deliver a copy of the letter from the Office of Disability Services to instructors specified by the student, approving accommodations within the specific class. This letter will include an Accommodation Letter, which the specified instructor is required to sign. Once signed, the student will maintain the original for his/her record. The professor will receive a copy of this Accommodation Letter. Any copy of an Accommodation Letter should be maintained with the copy of the Accommodation Letter and the name(s) of any other professor(s) should be blacked out with a heavy marker. The student must also verbally request from the instructor which of the approved accommodations he or she seeks to receive in the instructor's class. The letter will not disclose the nature of a student's disability, but may indicate the functional limitations that are a result of the disability.

The Accommodation Letter must be kept in a secure, private place so that other students who may be present in the instructor's office will not see it. These items should not be kept in the student's general file.

The manner in which accommodations are provided must not be brought to the attention of the other students. Any discussion of a disability issue must be carried out in private with the student.

Any announcements or discussions in a class about disability-related issues must not identify or bring attention to any student or provide any information about a specific student or students.

The only information that is disclosed on behalf of the student, from the UIS Office of Disability Services, is done with the student's written permission, including letters of accommodation that are given to professors, instructors, and graduate assistants.

ADMISSION

Admission to the University of Illinois Springfield is based upon an applicant's meeting published admission criteria of the institution, with no preferences provided on the basis of disability. Students are notified of acceptance to UIS by a letter from its Office of Admissions.

Students seeking admission to various programs and majors must meet the admissions requirements for the particular program and/or major, with no preferences provided on the basis of disability. Requirements for entry into, participation in, and completion of a program must be made known to potential students. Requirements should be published in the each school's course catalog and in any program's promotional or recruiting materials. Program requirements will not be waived. However, reasonable accommodations should be considered as an appropriate means to satisfy such requirements on a case by case basis.

It is the responsibility of the program unit personnel to demonstrate that academic requirements are essential to a program of instruction or to any directly-related licensing requirement.

REQUESTS FOR ACCOMMODATION

A student who completes the application for services, or otherwise makes his or her potential need for assistance known, will be contacted by an UIS Office of Disability Services Disability Specialist by telephone, letter, or e-mail informing the student of the need for documentation of a disability and providing the details surrounding the documentation requirements.

A student must then provide the appropriate documentation to an Office of Disability Services Disability Specialist, who will work with the student to both determine potential accommodations and to prepare the Academic Accommodation letters to the faculty.

Faculty must not accept documentation of a disability, or medical, psychological, or educational information, directly from a student. Students are to be directed to provide such documentation only to the UIS Office of Disability Services.

Accommodations must not be made without notification from the UIS Office of Disability Services that appropriate certification of the disability has been provided. Recommendations of appropriate accommodations will be included in the notification. All students with disabilities requesting accommodations are required to have contacted the Office of Disability Services and will be, accordingly, informed of the procedure for seeking accommodation.

All faculty, academic advisors, and program officials will also be informed of the official university policy toward students with disabilities, as well as of the procedure students should follow to seek accommodation through this manual and the above locations of procedural information.

DOCUMENTATION AND ACCOMMODATION OF A DISABILITY

The University of Illinois Springfield requires that a student with a disability provide written documentation from an appropriate professional licensed to diagnose the particular

condition, describing the functional limitations associated with the disorder, before services and accommodations are provided. Students with conditions that may require accommodations and services should contact the Office of Disability Services to inquire of the appropriate documentation that is necessary.

The provision of reasonable accommodations and services is based upon assessment documentation of the impact of the student's disabilities on his or her academic performance. Documentation must validate the need for accommodations within the student's current level of academic functioning and provide supportive diagnostic test data.

Although a professional may provide a diagnosis and the associated limitations, it is the responsibility of the Office of Disability Services at University of Illinois Springfield, to determine if the limitations imposed meet the level of significance to be considered a disability under the Americans with Disabilities Act and the guidelines set forth by the university or college.

Once appropriate documentation is received, a specialist in the Office of Disability Services at University of Illinois Springfield will meet with the student to determine appropriate academic accommodations, taking into consideration the professional diagnostic information and the description of the associated functional limitations. Although the student is an active participant in this process, the Disability Specialist, who is trained in the area of disability and test interpretation, will recommend academic adjustments for the student.

Documentation must be current and indicate present levels of functioning relating to the requested accommodations. If the documentation is found to be incomplete or inadequate, it is the student's responsibility to obtain the appropriate documentation.

UIS Students seeking accommodations or services on the basis of a temporary disability must provide appropriate documentation verifying the nature of the condition, stating the expected duration of the condition, and describing significant functional limitations related to the requested accommodation. Such verification must be provided by a professional health care provider who is qualified to diagnose such conditions.

If the initial documentation is incomplete or inadequate to determine the present extent of the disability and/or appropriate accommodations, the Office of Disability Services may request supplementary documentation or an assessment of the disability. The cost of the supplementary documentation or assessment is the responsibility of the student.

GUIDELINES FOR THE DOCUMENTATION OF A DISABILITY

Specific criteria for the documentation of Learning Disabilities, Attention Deficit/Hyperactivity Disorder (AD/HD), Psychiatric Disabilities, Traumatic Brain Injury, Autism Spectrum

Disorders/Asperger's, Sensory Disorders, and Use of a Service Animal are provided on the ODS website.

Evaluation reports must be current and address present levels of functioning and meet all of the requirements for documentation contained in the guidelines.

Faculty and staff must not accept, nor keep on file, any documentation from a student that is medical in nature or relating to a disability, other than the Accommodation Agreement Letter. If a student presents such documentation to a faculty member, the student should be directed to provide the information to the Office of Disability Services.

Accommodations must not be provided without written notification from the UIS Office of Disability Services.

The process of determining the appropriateness of documentation, and a student's need for disability-related accommodations, is the responsibility of the UIS Office of Disability Services.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Students with disabilities at the University of Illinois Springfield have the **right** to:

- information (in accessible formats),
- confidentiality: information about a student's disability will not be disclosed without the written permission of the student, unless it is required by law, or a need-to-know basis,
- an equal opportunity to learn, and
- reasonable and effective accommodations and services, determined on an individual basis.

STUDENT RESPONSIBILITIES

Students with disabilities at the University of Illinois Springfield have the **responsibility** to:

- register with the Office of Disability Services on campus,
- disclose their disability to the Office of Disability Services in a timely manner,
- provide appropriate documentation,
- follow all ODS policies and procedures for obtaining reasonable accommodations and services, and
- meet the requirements and maintain the standards for all students for activities, programs, services, and courses, unless otherwise approved by University personnel.

Following review of the student's documentation and approval of accommodations by the Office of Disability Services at University of Illinois Springfield, the **student has the responsibility to inform the professor in a timely manner of his or her need for accommodation. This responsibility requires that the student:**

1. **Deliver the Academic Accommodation Letter from the Office of Disability Services to the professor of each class,**
2. Actively discuss the specific needs and request for accommodations with the professor, instructor, and graduate assistant and how the accommodations will be implemented during the semester,

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3. Request which authorized accommodations, if any, the student wishes to utilize within that particular class from that class's instructor,
 4. Request that the instructor sign the Academic Accommodation Letter,
 5. Discuss academic difficulties experienced within a particular class with the professor, instructor, or graduate teaching assistant in a timely manner,
 6. Seek further assistance from the Office of Disability Services if necessary,
 7. Discuss and request authorized testing accommodations from the instructor at least ONE WEEK prior to the scheduled test and/or quiz, including final exams.

Students with disabilities are required to maintain the same responsibility for their education as all students attending the University of Illinois Springfield. Such responsibilities include maintaining the levels of academic performance expected of all students, meeting attendance requirements, maintaining appropriate behavior, and providing appropriate notification of special needs.

UIS FACULTY RESPONSIBILITIES

Faculty, instructors, graduate assistants, and staff **must respect the privacy of students by maintaining strict confidentiality of his or her knowledge that a student has a disability.**

Faculty must interact with a student in a way that does not bring to the attention of the other students that the person has a disability or that they are receiving accommodations. For example, modifications of testing procedures should be arranged with the student and carried out in a way that is not brought to the attention of the other students. (See: Test Taking Accommodations)

Students have the right to disclose the nature of his or her disability to faculty; however, **faculty do not have the right to ask.** The Academic Accommodation Letter presented by the student from the Office of Disability Services will indicate the accommodations that are appropriate to the documented functional limitations that are related to the student's disability.

If a student presents documentation of a disability directly to an instructor or other faculty member, such as a letter from a physician or report of an evaluation, **he or she is not to accept the documentation.** Recommend that the student contact the Office of Disability Services to review the appropriateness of the documentation, and approval of reasonable accommodations, based upon the documented, and significant functional limitations created by the disability.

If a student provides a faculty member with an Academic Accommodation Letter from the Office of Disability Services, the faculty member and the university are required by law to provide the student with the accommodations stated in the letter.

Faculty who provide accommodations without following the process of official university policy in serving students with disabilities may be held personally liable for the results of providing unapproved accommodations. However, instructors and other faculty members are encouraged to help determine the most effective method of providing an approved accommodation within the academic demands of his or her class.

Questions or concerns about a particular request for an accommodation should be addressed to the Disability Specialist in the Office of Disabilities Services who provided that particular Academic Accommodation Letter.

Academic demands vary greatly from course to course and class to class. It is not possible for Disability Specialists within the Office of Disability Services to know and understand the academic demands of all classes. Accommodations may be written with some latitude for the professor and student to determine what works best under the particular classroom demands, and also to uphold the integrity of the course.

SYLLABUS STATEMENT

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include, but are not limited to: extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

CLASSROOM ISSUES AND GENERAL METHODS THAT MAY BE BENEFICIAL IN TEACHING STUDENTS WITH DISABILITIES

IMPORTANT INFORMATION ABOUT ALL STUDENTS WITH DISABILITIES

The purpose of disability-related accommodations is to minimize the impact of the disability, so that the student may have the same opportunity as all other students to acquire knowledge and demonstrate competence in a subject.

All students requesting an accommodation based on a disability must register with the Office of Disability Services and provide appropriate documentation. The student will then be provided with an Academic Accommodation Letter which will list the student's specific accommodations. The student must provide the faculty member with this notice. No other accommodations are approved other than those listed on the Accommodation Letter. It is important to only provide accommodations to students who have provided proper documentation from the Office of Disability Services which approves accommodations.

Although the student must present the Academic Accommodation Letter, the student must also discuss the authorized accommodations he or she wishes to utilize with the instructor. The student and the instructor jointly determine how and which specific accommodations will be the most helpful in that particular course and classroom. All arrangements must be handled in a manner that respects the confidential nature of a student's disability.

For the purpose of receiving disability-related academic accommodations, a student's condition must meet the Americans with Disabilities Act's (ADA) legal definition of disability. The Office of Disability Services specialists are qualified to determine if a student's documentation meets the University's guidelines and the level of impairment considered a disability under state and federal laws.

It is not possible for an Office of Disability Services Disability Specialist to know the classroom demands for all courses offered at University of Illinois Springfield. Instances may arise where a requested accommodation does not seem to fit the classroom situation or an accommodation may be needed that is not addressed in the letter of accommodation. Please feel free to call an Office of Disability Services Disability Specialist at 217-206-6666 to discuss any questions that may arise.

It is imperative that strict confidentiality be observed. Interactions with the student about disability-related matters should be conducted privately and discretely. When accommodations are arranged contact with the student should be accomplished in a manner that does not bring either the arrangements or the communication about the arrangements to the attention of other students. If the student does not disclose the nature of disability, a faculty or staff member does not have the right to ask.

STUDENTS WITH CHRONIC MEDICAL AND MOBILITY CONDITIONS: (DIABETES, HEART PROBLEMS, CANCER, HIV/AIDS, EPILEPSY)

If requested by the student, medical alerts, special circumstances related to various medical conditions, or the treatment of such conditions will be addressed in an Accommodation Agreement Letter from the Office of Disability Services.

If a student informs a faculty member that he or she has a medical concern but has not registered with the Office of Disability Services, please direct the student to contact the office.

An instructor may from time to time receive a letter from the Office of Disability Services that simply informs of a student with a medical condition. The letter may explain characteristics of the condition that may become a concern in the classroom, such as epilepsy, a chronic neurological disorder characterized by recurrent unprovoked seizures. The Office of Disability Services will contact the instructor to provide any additional information that may be helpful.

It is important that strict confidentiality be observed. The Accommodation Letter will **not** disclose the nature of a student's disability. As the Accommodation Letter does not disclose the nature of the condition, and if the student does not disclose the nature of his or her disability, **a faculty or staff member does not have the right to ask.**

Accommodations for medical conditions are determined relative to the specific functions affected, and they are based upon documentation presented by the student. For example, accommodations may be necessary for mobility issues that affect the student's ability to sit or write. In such cases, the Accommodation Letter will describe approved accommodations relative to the functional limitations associated with the condition. If a situation arises that is not addressed in the Accommodation Letter, please contact the Office of Disability Services.

Students with disabilities are expected to meet the attendance and course requirements stated on your course syllabus, as well as fulfill all behavior and attendance requirements of University of Illinois at Springfield. Students with disabilities must meet the academic requirements expected of all other students. The purpose of disability-related accommodations is to minimize the impact of the disability so that the student may have the same opportunity to acquire knowledge and demonstrate competence in a subject as all other students.

Documentation criteria can be found on the ODS website.

STUDENTS WITH PSYCHIATRIC DISABILITIES

It is imperative that strict confidentiality be observed. Interactions with the student relative to communicating about disability-related matters are to be done privately and discretely. When accommodations must be arranged contact with the student should be accomplished in a manner that does not bring either the arrangements or the communication about the arrangements to the awareness of other students.

Students with disabilities must meet the attendance and course requirements stated on the course syllabus, as well as fulfill all behavior and attendance requirements of University of Illinois at Springfield. Students with disabilities are expected to meet the criteria and academic requirements expected of all other students at University of Illinois Springfield.

Recommendations for accommodations are made on a case-by-case basis and utilize objective data related to a student's documented needs. Careful analysis of presented documentation is conducted to determine if the condition meets the criteria for disability as described under federal statutes and case law and to determine that functional limitations related to academic functioning are documented and verified by specific test data. If accommodations are approved, the Academic Accommodation Letter from the Office of Disability Services will list approved accommodations.

It may be helpful to meet with the student to discuss assignments in advance so that the student may utilize personal resources and most effectively to meet class deadlines.

Documentation criteria can be found on the ODS website.

STUDENTS WITH SENSORY DISORDERS

It is important that strict confidentiality be observed. A student with a hearing impairment that is not apparent may wish that the impairment not be disclosed in any way.

Students who are deaf or hard of hearing may use a wide range of services and accommodations depending upon the degree of hearing loss and the language or communication system used.

Students with hearing impairments must demonstrate competence in a subject and are held to the same academic standards of achievement as his or her fellow classmates. If accommodations are requested and approved, the Accommodation Letter from the Office of Disability Services will list approved accommodations.

Individuals who do not hear speech and use sign language develop patterns of language usage that are different from traditional English. These differences may become evident if students are required to take essay tests and/or complete writing assignments. Grammar, syntax, and fluency may be affected by a hearing impairment. Also, persons with central auditory processing deficits, considered a type of learning disability, may show similar difficulties in writing. When grading such assignments, the instructor is asked to emphasize accurate and comprehensive content, rather than the style and structure of the language. It should be expected that papers be well-written with evident effort.

If necessary, the student should be allowed to sit in a location that allows good visual and auditory access to the instructor and any visual and auditory aides that are used during class. **If an interpreter or transcriber (service provider) accompanies the student:**

- the instructor should discuss the best location for the service provider with the student and the interpreter to provide the greatest benefit to the hearing impaired student without distracting other students;
- the student will look at the interpreter or the computer screen when they need to read what you and other students are saying. The student **may or may not watch the interpreter or the computer constantly**;
- the instructor should speak directly to, and maintain eye contact with, the student and not the interpreter or transcriber;
- the interpreter and/or transcriber are with the student only to facilitate communication. **It is not appropriate to expect the interpreter or transcriber to do any other task but facilitate communication for the student.** It is not the service provider's responsibility to proctor tests, run errands, or discuss the student's academic or personal life;
- the interpreter or transcriber should not participate in the class in any way

and should not be asked to express his or her personal opinions at any time;

- the service provider is in the classroom to facilitate communication for both the student and the instructor. The instructor can ask for clarification from the interpreter or transcriber about what the student has said;
- the instructor should be aware that the processing time that an interpreter takes to translate a message from its original language into another language may cause a short delay in the student's receiving information, responding, asking questions, and offering comments;
- the transcriber is using a speed typing system to record in rich detail what you and others say. **The transcript is not word-for-word. It is meaning-for-meaning.** That is, all the major points are captured using the same level of vocabulary and grammar as spoken, but possibly with different phrasing.
- the instructor should know that it is helpful to repeat the questions and remarks other students have made as well as use visual aids and the whiteboard to reinforce spoken presentations;
- the instructor should, when possible, provide the student and service provider **copies in advance** of handouts, overheads, readings, and vocabulary lists, class outlines, lecture notes, lists of new technical terms, and printed transcripts of audio and audio-visual materials;
- the instructor should be aware that in most cases of students who use an interpreter, assistance with note taking will be requested;
- the instructor should communicate with the student in writing when conveying important information such as assignments, scheduling deadlines, etc., **particularly if the information is different from that contained on the syllabus;**
- the instructor should keep his or her face in view of the student and speak in natural tones. A student who speech reads may have a difficult time following a lecture of a speaker with a beard or mustache;
- students with hearing impairments use a variety of accommodations, equipment, and compensatory strategies. Some students with hearing impairments or a central auditory processing disorder may ask the instructor to assist him or her by using alternate devices. The student will provide the speaker with a microphone and transmitter while the student will wear a receiver and headphones. Since the student carries this device with him or her, he or she will present the instructor with the equipment at the beginning of each class and take the equipment back at the end of each class.

Documentation criteria can be found on the ODS website.

STUDENTS WITH LEARNING DISABILITIES

The term “learning disability” describes a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. No two students have exactly the same pattern or type of learning disability.

It is important to understand that a student with a learning disability must meet the criteria for diagnosis

Many learning disabilities go undetected until a student enters college because of their subtle nature. Difficulties that seemed only minor in elementary or high school may become major problems in college because of the nature of the college learning environment.

Students must provide specific documentation before accommodations are approved for learning disabilities. The University of Illinois Springfield's guidelines for the documentation of learning disabilities can be found on the ODS website.

Instructors are only to provide accommodations to students who have presented an Accommodation Letter from the Office of Disability Services approving accommodations. If there is concern about a student's performance, an instructor is encouraged to call a Disability Specialist in the Office of Disability Services at 217-206-6666 to discuss a possible learning problem or to refer the student to the Office of Disability Services.

Although a learning disability cannot be "cured," various academic interventions, accommodations, and the use of compensatory strategies by the student can lessen the detriment.

Faculty and instructors who use a variety of instructional modes will enhance learning for all students, including those with disabilities.

The following is a list of suggestions for teaching students with learning disabilities. These suggestions are not intended to be a substitute for a one-on-one discussion of a student's specific accommodations.

- Tie abstract concepts to concrete examples.
- Present information using multi-sensory presentations.
- Provide outlines of presentations/lectures.
- Be aware that students with learning disabilities may have a difficult time understanding spoken language in a large or noisy environment.
- In large lecture classes, arrange for or invite students to sit at the front of the class for better visual and auditory access to your presentations. Use visual representations of verbal presentations whenever possible.

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- Because many students with learning disabilities rely on being able to read lips in order to access spoken language, one should not speak with one's back turned toward the students, such as when writing on the chalkboard.
 - Explain important or complex information in more than one way.
 - Consider multiple modes for students to present projects.
 - Provide opportunities for extra point assignments for all students, not just students with learning disabilities.
 - Be aware that students may request that the speaker repeat explanations and assignments given during lectures.
 - Provide many opportunities to meet. If requested in the Academic Accommodation Letter, it will be beneficial for some students to meet after taking a test or quiz in order for him or her to verbally clarify or enhance written responses. Some students have difficulty putting in writing what he or she knows. This opportunity to review the test allows the student to show understanding and knowledge of material that did not come forward while taking a written test. **Please be open to a flexible exam format that allows the student to demonstrate his or her knowledge.**
 - Expect students with learning disabilities to perform at a level commensurate with his or her peers. Do not expect less, and do not have a special grading system for students with learning disabilities.
 - Be aware that the techniques used with students with learning disabilities include positive teaching strategies that are helpful to all students.

Students with Neurological, Orthopedic Disabilities, OR TRAUMATIC BRAIN INJURY

There are many medical conditions and types of head injury that limit mobility and/or hand functioning. Accommodations will vary in relation to the severity of the condition and the associated functional limitations.

Physical access to classrooms is a major concern for students with disabilities of this nature. Although effort is made to adjust students schedules to allow adequate time to move between classes, sometimes close scheduling is unavoidable and occasional lateness may occur. If episodes become regular and unreasonable, the problem should be brought to the attention of the student and the communication documented. If necessary, contact the Office of Disability Services about any concerns. It is important to understand that university policy and stated course policies apply in all cases.

If an instructor is aware that there is a student with a physical disability in his or her classroom, he or she should familiarize himself or herself with the building's emergency evacuation plan to assure that it is manageable for a student with mobility impairment.

If one is concerned about emergency evacuation, and a student with an obvious impairment has not spoken to the instructor about his or her needs, it is appropriate to approach the student to discuss emergency evacuation of the building. Discuss options with the student and, if necessary, contact the Office of Disability Services with any questions or concerns. The building supervisor for the particular building may be of assistance since an evacuation plan which addresses the needs of persons with disability has been developed for each building on campus.

Physical obstacles within the classroom may prevent full participation by the student. If you have an immediate need, call the Office of Disability Services at 217-206-6666.

Laboratory stations too high for a person using a wheelchair to reach or transfer to or without sufficient under-counter knee clearance may be modified or replaced by portable work stations. In some instances, the student may need the assistance of an aide to perform laboratory tasks.

Students with hand-function limitations may have difficulties both in the laboratory and in the classroom, manipulating instruments, taking notes, and completing tests. An Accommodation Letter will authorize appropriate accommodations. **The instructor is responsible for making alternative test arrangements in the classroom and laboratory.** If such arrangements have not been discussed in departmental meetings, then colleagues, the department Chair, or the College Dean will have information about testing arrangements.

Any discussion with the student must be done in a confidential manner and not be brought to the attention of other students within the classroom or laboratory.



STUDENTS WITH VISUAL IMPAIRMENTS OR BLINDNESS

A student may not wish to disclose his or her disability, and as with all students with disabilities, accommodations need not be provided unless a student personally requests assistance and provides an Accommodation Letter approving accommodations.

It helps to have reading lists and textbook decisions made as early as possible, so that in the event a student with a visual impairment decides to take a class, sufficient time exists to allow for enlarging texts, readings, and other print media.

An instructor may be asked to provide enlarged versions of the syllabus, handouts, quizzes, and examinations. He or she will be informed of the font size needed by the student. The quality of the copies, overheads, etc. provided to the student is important.

In most instances, students will request seating near the front of the class. In some instances, specific distance requirements will be provided in the Academic Accommodation Letter.

Lighting and glare from windows are often issues requiring attention. If such issues arise, the student should be invited to bring such conditions to attention. Seating adjustments can usually resolve these issues. Consideration should be given to the presentation of all visual information.

Some students with visual impairments are unable to see certain colors. If it is not disclosed in the Academic Accommodation Letter, it may be valuable to ask the student if such a condition is a concern. When certain colors which the student is unable to see are utilized, either during the presentation of information to the class, on papers, on assignments, or grading tests, the student is unaware of the comments.

It is important to convey whatever is put on the whiteboard or presented via power point, overheads, etc. into spoken words.

- Providing some type of assistance with note-taking is frequently requested.
- Field trips and special projects should be planned well in advance.
- Consideration and communication with supervisors for internships, etc. are necessary.

If a specific task is impossible for the student because of circumstances related to his or her disability, consider alternative assignments, unless the task is considered an essential function of the course.

Laboratory situations will require discussion with the student or the Office of Disability Services. Communication must occur with any graduate lab assistants about the student's needs in the laboratory. Another student may be willing to work with the student with visual impairments to assist in completing experiments. Additional time may be needed to complete lab assignments and complete reports.

Students with visual impairments may miss all nonverbal cues unless they are explained. New or technical vocabulary used in a lecture should be spelled out, which is a practice that may also be of assistance to all students.

Verbal notice of room changes, special meetings, and/or assignments should always be given. Students are likely to miss a notice written on a whiteboard or on the syllabus.

If various visual aides are used during the class, it is helpful to provide an oral description for students unable to see the visually presented material.

Many students with visual impairments utilize textbooks recorded in audio format. Most students with visual impairments are already members of the Recordings for the Blind and Dyslexic (RFB&D) and order the textbooks which are available. If a student asks about textbooks in an alternative format please refer him or her to the Office of Disability Services for assistance.

Some students use the assistance of a trained guide dog. These dogs are not pets, they are trained to move at the direction of the owners, and are well-disciplined to function in a group of people. The student may wish to explain to the class that the dog should not be petted or addressed by anyone but the owner or the student may choose to have the instructor make such an announcement. The instructor should ask the student what to do in this regard.

If one is not certain about how to interact with a person who is blind or has a visual impairment, one should ask the person for his or her suggestions in handling the situation.

Documentation Criteria can be found on the ODS website.

ACCOMMODATIONS

GENERAL INFORMATION ON ACCOMMODATIONS

Students are often not aware of the type of accommodation assistance he or she needs in a class. It may take several weeks for a student to understand the academic demands of a class. Some students may be shy or unsure of how to speak to you about accommodation needs. Freshmen, or students with a newly diagnosed condition, may especially wait to discuss a need for accommodations. The Office of Disability Services provides workshops at the beginning of the semester to assist students via role playing to help them feel more comfortable with talking with professors about an Academic Accommodation Letter.

If the student chooses to delay implementation of the accommodation, he or she should be made aware that it is his or her responsibility to express the need for future accommodations in ample time to make arrangements. A general guideline is that a student is to provide the instructor with one week's notice of the need to have the accommodation implemented.

The Accommodation Letter provided by the student from Office of Disability Services will indicate the general nature of the approved testing accommodations, such as extra time, a reader, scribe, alternate format, etc. It is the student's responsibility to express his or her desire to have approved accommodations implemented. At the time the Accommodation Letter is presented by the student, or in a meeting scheduled with the student shortly thereafter, the instructor can discuss detailed implementation of the requested accommodations with the student.

The arrangements made relative to providing accommodations for the student should be discussed in private and with careful consideration, due to the confidential nature of the student's disability.

REASONABLE and EFFECTIVE are two important criteria in determining the appropriateness of an accommodation.

TEST-TAKING ACCOMMODATIONS

The Office of Disability Services encourages professors to provide a room for the student taking the exam near the classroom where other students are taking the exam.

The most frequently requested testing accommodation is extra time for test taking. In general, this accommodation applies to all test situations, including quizzes and final exams. The amount of time requested is related to the functional limitations of the disability and the modifications needed within the testing situation. The amount of extra time requested is time and a half with some exceptions. Because of classroom demands, it may be impossible to continue test-taking in the room where the testing began. Having a student move to a different site to complete a test can lead to further difficulties. The most desirable approach is to have the student take the entire test in an alternate location. Arrangements should be made prior to the testing so that transitions to other rooms are planned and do not bring attention to the student.

There are many ways to implement the extra time accommodation. To a large degree, it is up to the instructor to determine how this accommodation will be implemented, with consideration to the specific classroom environment.

Students should NOT be exempt from examinations, be expected to master less content, or be expected to achieve at a lower level of scholastic skill because of a disability.

Test accommodations may involve providing test readers or scribes for students who are visually impaired or unable to physically write, and in some cases, for students with learning disabilities. Providing an electronic format version of a test may give the student more independence than utilizing a test reader. Utilizing an electronic version test allows the student to re-listen to a question as many times as necessary. Students with Learning Disabilities, particularly with difficulties in reading, often benefit from hearing questions read while following along on the written version. This is usually accomplished by providing an electronic version of the test or allowing the student to read the test aloud. If reading aloud, or verbal or alternate format test accommodations are provided, a separate, quiet environment will be necessary.

A frequently requested accommodation involves meeting with the student following a test or quiz, in order to give the student an opportunity to verbally expound upon or explain his or her written responses. This usually involves short answer, essay, math, or scientific type test responses. Students with reading difficulties, dyslexia, or other problems with writing typically require assistance in this manner. Students with such learning difficulties can often be characterized as not being able to put what he or she knows onto paper. In classes like chemistry or physics, students with these types of disabilities can often verbally explain concepts but have difficulty writing about them. The essence of the purpose of the accommodation is to provide a way that the student can show that he or she knows the information expected to be learned.

Some students with disabilities have difficulty with multiple choice questions. Visual motor integration difficulties cause these students to mark the wrong choice, even if he or she may have known the right response. In such cases, it may benefit the student to mark the response on the test itself and not use an answer sheet.

Generally, the Accommodation Letter will describe the test accommodations that are appropriate. However, after working with the student, additional accommodations needed may become apparent. If such an accommodation is fundamentally different from the accommodation(s) approved by the Accommodation Letter the instructor must contact the Office of Disability Services and provide in writing the additional accommodation for approval. Upon approval it must be signed by the professor and the student.

All students are required to complete an Alternate Test form with their professor and submit the completed form no less than seven days before any test or quiz they wish to take at ODS. The students must indicate whether they are taking their test or quiz with the professor or in ODS.

All exams, unless otherwise noted, will be video recorded and stored on a secure server. Professors will have two weeks from the testing date to view the exam video.

NOTE-TAKING ACCOMMODATIONS

The instructor will receive specific recommendations for the provision of accommodations for students who have difficulty taking notes. Students are often not aware of the type of note-taking assistance that will work best for him or her.

Therefore, it may take several weeks for the student to understand the demands of the class.

Upon approval of the professor, the student may tape record the class lecture. If note-taking assistance is authorized, and the student chooses to tape record your lectures, the Accommodation Letter will also request priority seating to allow the student to sit close enough to use a tape recorder. **It is the student's responsibility to obtain and maintain his or her own tape recorder and to do the taping during the class.**

It is helpful for the instructor not to move around the classroom excessively if students are taping your lecture. If available, the student may access the professor's notes on Blackboard.

The instructor may also be asked to provide a copy of lecture notes **if available**. This is not required if the instructor does not use lecture notes while teaching. However, it is helpful for students with various types of disabling conditions who have difficulty with note-taking to receive a written outline of class lectures.

When note-taking assistance is requested on the Accommodation Letter an attachment further explains other methods of providing note-taking assistance. Another option is to ask another student to help. **It is important to clarify with the student seeking assistance what type of approved note taking assistance he or she wants to utilize.** Many times the student will not want assistance and will simply personally borrow notes from another student in the class. Students with disabilities who borrow notes are welcome to use the copier in the Office of Disability Services located in HRB 80. However, it may be more convenient for the student to use your departmental copier.

Confidentiality and discretion must be considered in the implementation of these accommodations.

DISABILITY ETIQUETTE

WORKING WITH PEOPLE WITH DISABILITIES

Put people first, not the disability. Say, “*woman with arthritis*”, “*children who are deaf*”, and “*people with disabilities*”. This puts the focus on the individual, not the particular functional limitation.

Emphasize abilities, not limitations. Consider: “*uses a wheelchair/braces*”, “*walks with crutches*”, rather than “*confined to a wheelchair*”, “*wheelchair-bound*”, or “*is crippled*”. Similarly, do not use emotional descriptors such as “*unfortunate*”, “*pitiful*”, and so forth.

Disability is a general term used for a functional limitation that interferes with a person’s ability, for example to walk, lift, hear, or learn. It may refer to a physical, sensory, or psychiatric condition. It may be used as a descriptive noun or adjective, such as “*persons who are mentally and physically disabled*”, or “*man with a disability*”. “*Impairment*” refers to loss or abnormality of an organ or body mechanism, which may result in disability.

Handicap is not a synonym for disability. Handicap can be used when citing laws and situations, but it should not be used to describe a disability. For example, “*the stairs are a handicap for her*”.

GENERAL SUGGESTIONS

BE YOURSELF

Treat people with disabilities with the same respect and consideration as everyone else. Treat the person as an individual. Find a topic of small talk, just like one would with anyone else. Don’t treat the person as a disability.

****As in any new situation, everyone will feel more comfortable when relaxed.****

MEETING SOMEONE

Avoid actions and words that suggest the person should be treated differently. It’s okay to invite a person in a wheelchair to “go for a walk,” or to ask a blind person if he or she “sees what you mean”.

People who use wheelchairs may have a variety of different disabilities. Some have use of their arms and some don’t. When meeting someone, it is appropriate to extend one’s hand to shake it. A person who cannot shake hands will assert this information. The person will appreciate being treated in a normal way. When meeting a blind person, it is appropriate to identify oneself. If you have met before, remind the person of the context; he or she won’t have the visual cues to jog the memory.

HELPING

Do not automatically give assistance; ask first. Follow the person's cues, and it is appropriate to ask. Don't be offended if someone refuses an offer of assistance. It's his or her choice to be as independent as he or she can be.

COMMUNICATION

Talk directly to the person, not to an aide, friend, or interpreter. Ask the person to repeat anything that is not understood. If the person doesn't understand what is spoken, try again. Don't let such persons think that the communication is not worthwhile. If the person uses a wheelchair, sit down and converse at the same level. Offer to make basic information available in large print, in Braille, and/or on the campus electronic network.

SOCIALIZING

Do not leave persons with disabilities out of a conversation or activity for fear of feeling uncomfortable or for fear that he or she will feel uncomfortable. Include the person just like anyone else. The person knows what he or she can and wants to do; let it be an independent decision as to whether or not to participate.

ENVIRONMENTS

Be sensitive about the setting. A noisy or dark environment or many people talking at the same time might make it difficult for people with vision, speech, or hearing impairments to participate fully in conversation. Be aware of clear paths of travel for people who use wheelchairs or are blind. Describe goings-on and surroundings (especially obstacles) to a blind person. A person with chemical sensitivity may have a reaction to smoke, perfume, or other toxins in the environment. Be sensitive.

TOUCHING

Do not pet guide dogs, and do not pet or touch a person with a disability, unless there is a good reason (such as shaking hands in greeting or if the person has requested assistance). However, it is appropriate to gently touch a deaf person to get attention. Never push a person's wheelchair without his or her permission. Please do not recoil when meeting a person with AIDS; shake hands as with anyone else. A person cannot get AIDS by touching.

AUXILIARY AIDS

Do not touch someone's cane, wheelchair, or other device. These items are part of that person's mobility aids. If interested in a demonstration of electronic aids, ask. Do not try to use such equipment unless invited.

HIDDEN DISABILITIES

Not all disabilities are apparent. A person may have trouble following a conversation, may not respond when to a call or wave, or may say or do something that seems inappropriate. The person may have a hidden disability, such as low vision, hearing impairment, a learning disability, or mental illness. Don't make assumptions about the person or the disability. Be open-minded.

FOR SPECIFIC DISABILITIES

VISUAL IMPAIRMENTS

Be descriptive. It may be necessary to help orient people with visual impairments and alert the person to what's coming up. If the person is walking, alert the person if there is a step up or step down, let the person know if the door is to the right or left, and warn of possible hazards. Be the assistant, not the director. Let a blind person hold your arm and follow you.

One doesn't have to speak loudly to people with a visual impairment. Most people with a visual impairment do not have a hearing impairment.

Offer to read written information for a person with a visual impairment.

SPEECH IMPAIRMENTS

Listen patiently and carefully. Don't complete sentences for the person unless he or she looks to you for help. Don't pretend to understand what a person with a speech disability says just to be polite. Instead, ask the person to repeat what is said or ask the person to write down a word.

HEARING IMPAIRMENTS

Face people with hearing impairments when talking so the person can see your lips. Slow the rate at which you speak when talking to a person with a hearing impairment.

Do not increase the level of your voice unless requested. Communicate in writing or use gestures, if necessary.

MOBILITY IMPAIRMENTS

Try sitting or crouching down to the approximate height of people in wheelchairs or scooters to talk.

Don't lean on a person's wheelchair unless you have permission – it's that person's personal space.

Be aware of what is accessible and not accessible to people in wheelchairs. Give a push only when asked.

LEARNING DISABILITIES

Don't assume the person is not listening just because there is little to no verbal or visual feedback. Ask whether the person understands or agrees. Don't assume you have to explain everything to people with learning disabilities. They do not necessarily have a problem with general comprehension.

Offer to read written material aloud, when necessary.

COMPLAINT PROCEDURE

It is the policy of the University of Illinois Springfield campus to maintain an educational and work environment in which each member of the community may enjoy his or her rights as a human being free of discrimination or harassment.

Informal Grievance Procedure:

These procedures are applicable, though not exclusive, for all campus-based employees, including University administration employees, and students and applicants for employment and student admission at UIS.

- The complainant, or someone acting with the complainant's permission on his or her behalf, should lodge a complaint orally or in writing with the AEO. To encourage victims of discrimination to feel free to contact the AEO, callers may use a direct phone line to the AEO (217-206-6222) and in-person contact with the AEO may occur at a location other than the AEO office as agreed to by the AEO.
- Upon receipt of the complaint, the AEO shall first confer with the alleged victim to establish the nature of his/her complaint. The AEO shall provide a copy of the appropriate campus policy and inform the complainant of the avenues of external redress.
- Within fourteen (14) days, the AEO will inform the alleged discriminator of the nature of the complaint and of the identity of the complainant and will meet separately and/or together with the complainant, the alleged discriminator, and whomever else is necessary to ascertain the factual basis of the complaint and to attempt to resolve the complaint informally.
- The complainant may choose to file a formal grievance at any time.

Formal Grievance Procedure:

- Whether or not the informal resolution process is used, a person alleging discrimination may initiate the formal grievance resolution process by submitting a formal written charge of discrimination to the AEO within one year of the matter being grieved, if the grievant is a student.
- Upon receipt of the complaint, the AEO shall provide the alleged victim with a copy of the appropriate campus policy and inform him/her of avenues for external redress.
- Upon receipt of a written charge of discrimination or a request that formal procedures be instituted, the AEO will transmit copies of the grievance/request

to the alleged discriminator, the appropriate unit head, and the appropriate vice chancellor.

- AEO will then proceed with an investigation of the grievance, which shall include an opportunity for the grievant to be represented throughout the grievance.
- In conducting the investigation, the AEO will have unrestricted access to all pertinent material, records, reports, documents and computerized information in the possession of any campus personnel, and the AEO shall be afforded the opportunity to interview all persons possessing relevant information.
- Both the grievant and the alleged discriminator may submit whatever information they deem desirable.
- Obstruction of an investigation of an allegation(s) of discrimination shall be grounds for disciplinary action or sanctions by the appropriate vice chancellor administration designee.

ADAPTIVE TECHNOLOGY AVAILABLE IN DISABILITY SERVICES

ZOOMTEXT

Zoomtext is designed specifically for the low-vision user. The application integrates multiple technologies with options for screen magnification (such as full screen enlargement up to 20X, selected zoom and split screen), choice of screen color and mouse type, size, and color. The developer of ZoomText, AiSquared, claims that it is the most advanced screen magnifier on the market. In addition to general magnification features, it offers a fully integrated magnifier and screen reader. The document reading module, called DocReader, is a full-screen environment for text to-speech from any Windows application including web pages and e-mail.

NATURALLY SPEAKING PROFESSIONAL FOR WINDOWS

Naturally Speaking is voice recognition software that uses true continuous speech. Continuous speech is defined as speech spoken naturally and at a normal pace of up to 160 words per minute and more, without pausing between words. Words are immediately transcribed on the screen and into the chosen document. Advanced features include custom speech commands for automating tasks, spell checking, pronunciation, context recognition, word usage, and text-to speech. A comprehensive active vocabulary of up to 55,000 words is available. Including customized vocabulary files, the system can store a total vocabulary of 230,000 words. Naturally Speaking is fully integrated with Microsoft Word and Corel WordPerfect.

JAWS FOR WINDOWS

Jaws for Windows is a screen-reading software package developed by people who are blind for people who are blind. The application works with, but does not replace, most computer applications. It offers individuals who are blind the opportunity to use a computer not only for general applications, but also for online resources such as surfing the web and complex sentence structure. This application may be a useful tool for poor spellers, individuals who have dyslexia, or those who use English as a second language.

READ & WRITE GOLD

Read & Write Gold is a speech to text product that can read embedded text in websites, e-mails, and text based documents. In addition to reading text, Read & Write Gold has a built in dictionary, thesaurus, note-taking tools, text summary and highlighting tools, and a built in web based visual mapping application.