

Advising Students with Disabilities

Every student with a disability is different so blanket recommendations cannot be made. However, when advising a student who discloses a disability, the considerations below may be warranted.

Learning Disabilities

- Pay careful attention to reading load
- Pay careful attention to writing load
- Choose professors who allow opportunity for revision of written assignments

Attention Disorders (ADD/ADHD)

- Avoid scheduling back-to-back lecture classes
- Alternate lecture courses with activity-oriented courses (such as Personal Wellness, Art, Music or Lab courses)
- If possible, avoid Tuesday/Thursday lecture courses and instead opt for Monday/Wednesday/Friday lecture courses

Physical and Health Disabilities

- Early morning or late afternoon classes may be problematic
- Select professors with less rigid attendance policies
- Allow sufficient time between courses for students with mobility impairments (or some health disabilities) to get to and from different locations

Visual Impairments

- Explore with students their accommodations plan

Hearing Impairments

- Explore with students their accommodations plan (adaptive technology, transcriber, etc.)

Mental/Emotional Illness

- Discuss with the student how the illness may affect academic performance
- Attendance may be affected
- If possible, avoid courses with problematic activities (those that heighten anxiety or aggravate condition)

NOTE: Faculty and staff must respect the privacy of students by maintaining strict confidentiality of his or her knowledge that a student has a disability. Faculty should 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.

