

Advising Students with Disabilities



WHAT NOT TO DO:

Don't ask, "Do you have a disability?"

Don't say, "You must register with Student Support Services."

WHAT TO DO:

Do keep in mind that the student may be reluctant to disclose a disability.

1. Some SWD fear the stigma that comes with the label.
2. Some see college as a time to start over or be same as classmates

Be aware of indications that the student may have a disability:

1. ASSET Student Advising Report
Part C: "HELP REQUESTED"
Physical and/or Learning Disability may be indicated
2. High school transcript may indicate LD classes or "Resource"

Be aware that a SWD may be immature in career decision making.

1. May choose to major in Special Ed regardless of individual talents/abilities (most role models were teachers)
2. May need to be referred to Career Services for testing

Do attend to the SWD's unique needs:

1. May need more time between classes to move between buildings
2. May need to pair more difficult classes with those less demanding
3. May be dependent on the bus system (Danville Mass Transit or Cris) for transportation; may be unable to utilize downtown site
4. When is his/her best time? Most alert/feels best/unaffected by meds?

Do keep in mind that seeking academic accommodations is optional but recommended for SWD:

1. May be eligible to maintain full-time status while taking a reduced course load (9 credit hours).
2. RCL helps students avoid financial aid and academic probation.