



Tips for suggesting CAR to students

Center for Accessible Resources (CAR)

When students have difficulties but it's unclear whether it's a disability, a faculty member may not assume or directly ask the student if she or he has a disability. However, faculty can discuss the issues of concern with the student and she or he might choose to share disability information.

If the student discloses a disability, inform the Center for Accessible Resources (CAR) and direct the student to CAR. If the student does not indicate a disability, give them a list of campus resources and include CAR on the list. Below are some suggestions about discussing this with the student.

1. Focus on observed behavioral symptoms or problems rather than the diagnosis, such as:
 - "I notice you have difficulty finishing tests in the allotted time since the last few questions are usually left blank".
 - "I notice you seem to struggle over similar problems in each writing assignment... (describe reversed letters, spelling with certain words, word usage of certain words, etc.)"
 - "I notice you have problems holding the pen when you write/ leaning over to write/ sitting for long periods of time/ etc."
 - "I notice you seem to have difficulty understanding the directions for homework, quizzes..."
 - "I notice from your test answers you may not understand or comprehend the questions...or do you having difficulty seeing the questions clearly?"
 - "I notice you seem to get assignments done but have difficulty organizing your time or remembering to turn them in on time..."
2. Ask student if this pattern is familiar or something they or someone else has noticed. For example:

- "Does my description fit what you are experiencing?" (allow them to describe the problem from their perspective... it could be related to something entirely different from a disability... or it could be a very different problem than you imagined... e.g., chronic pain rather than a vision or cognitive problem.)
- "Have you had problems like this when you attended school (previous college or high school, depending on their age) or in a work setting?"
- "What strategies help you avoid or reduce this problem?"

3. (option 1): If the student says...

"Oh yeah, I've always had these problems and:

- thought maybe I had a disability, or
- was in special classes, or
- received accommodations, or
- was in a resource room, or
- worked with a Special Ed teacher, or
- was on an IEP, etc."

...encourage the student to visit CAR and see if she or he is eligible for services and accommodations.

3. (option 2): If the student is not forthcoming with any clues about possibly having a disability, then say:

"If you'd like to explore resources on campus that might be able to assist you with these problems, I suggest you contact some of these departments to see if they can help."

Give the student a list of resources and include CAR, but don't emphasize it over any of the others.

To request this information in an alternate format please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu.