How Does “Disability Services” Work?

The following list generally applies to most students who register with Disability Services. Specifics vary depending on the student's disability, functional limitations and accommodations that will be requested and provided.

1. **First, the college must verify** the student's disability and the functional limitations that result. Medical or psychological records are used in this process. Individualized Education Programs (IEPs) or 504 Plans are not adequate to demonstrate the functional limitations of a disability.

   In some cases, Disability Services may determine that the records provided are too old to be considered accurate. In such instances, the Disability Services representative will recommend that the student obtain current assessment. This must be done by the student and at the student's expense, though Disability Services maintains a list of qualified professionals who can provide appropriate assessment.

2. **Next, the Disability Services representative and the student discuss** the limitations of the disability and decide on the appropriate accommodations.

   These accommodations, such as readers, sign language interpreters, etc., may be provided by Disability Services. Others require the student to make the request of the instructor.

3. The Disability Services representative can prepare **an Accommodation Letter/checklist** for students to give to their instructors.

   The letter/checklist introduces the student and informs the instructor that the student's disability has been verified by Disability Services. It then **recommends accommodations** that are reasonable and that address the limitations caused by the disability. Thus, the letter's purpose is to assist the student in requesting accommodations from instructors.
4. Students are encouraged to experiment with a variety of auxiliary aides, services, and strategies to ensure maximum access to academic programs. All such services are authorized by the Disability Services representative, so it is imperative for students to talk with their coordinator if they feel their accommodations need some adjustment. New or varying strategies may be necessary from one course to the next, depending on the nature of the material, presentation style, and the media used in the classroom.

5. Disability Services recommends that students **identify and request accommodations** with plenty of advance notice to ensure their accommodations will be available when they need them. Ideally the student should contact their instructors in the first week of class to discuss the necessary accommodations for exams. They will need to remind the instructor again at least a week before each exam, and then confirm the arrangements before the test day.

The above excerpt can be found in the *Handbook for Parents*, located on the LSCS website at the following location:

[http://www.lonestar.edu/a-handbook-for-parents.htm](http://www.lonestar.edu/a-handbook-for-parents.htm)