

Student With Disabilities Information Booklet

**Office of Accommodation and
Accessibility Services**



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Introduction

We all learn in our own way. Some of us learn more readily by reading or by seeing; some by listening. Like Albert Einstein who professed that “writing is difficult, and I communicate this way (by speaking) very badly,” some of us may require a little extra help to make the most of the college courses offered at Metropolitan College of New York.

The Accommodation and Accessibility Office (housed in the Office of Student Services) advocates accessible opportunities by providing a wide range of support services customized to meet individual student needs. The Office of Student Services consults with outside agencies to enhance related services and assist individuals with disabilities and learning differences to reach their maximum effectiveness and optimum level of performance at MCNY.

This handbook has been designed to introduce you to the disability services we have available at MCNY. It will familiarize you with our mission statements; the laws and clarifying definitions that govern disability services; the services themselves, both mandated and enhanced, that are available; the documentation and forms required for services, and further information to support and enlarge our mission. Please take time to acquaint yourself with the contents of this handbook.

The Accommodation and Accessibility Office can be reached by telephone (212) 343-1234 ext. 2808 or 2810, by fax (212) 334-6527 or by e-mail sts@metropolitan.edu. **All contacts to the Accommodation and Accessibility Office are kept confidential.**

Contact us

Saidia Jacobs, Coordinator of Student Services (BEC)
212-343-1234 Ext 2808

Marissa Sala, Coordinator of Transition Services
212-343-1234 Ext. 2810

Access@mcny.edu

MCNY Mission Statement

To provide a superior, experientially-based education that fosters personal and professional development, promotes social justice, and encourages positive change in workplaces and communities.

Vision

To be acknowledged as the college of choice for experiential learning and applied scholarship.

Values

- Integrity: Establishing and maintaining the highest standards.
- Innovation: Identifying and implementing creative opportunities to provide quality programs and services.
- Empowerment: Assisting ourselves and others to become more effective and productive.
- Diversity: Actively promoting and supporting a community of different people and ideas.

The Accommodation and Accessibility Office

Our Mission Statement

The primary mission of the Accommodation and Accessibility Office is to help students participate in college life to the fullest extent possible. Through providing reasonable and appropriate accommodations, assisting students with self-advocacy, providing academic support and counseling, and ensuring adherence to state and federal disability laws, the Office of Student Accommodation and Accessibility Services is committed to enhancing students' academic development and independence. By working closely with faculty, staff, and administrators, our goal is to create a supportive community that promotes awareness, sensitivity and understanding of students with disabilities.

Commitment to Students and Diversity

Notice of Nondiscrimination

MCNY is committed to providing a learning and working environment not impaired by unlawful discrimination. MCNY prohibits discrimination or harassment by students, employees, or third parties against any person on the basis of race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, gender identity, gender expression, national origin, disability, military status, or any other legally protected category in the admission to and administration of its

educational programs or the employment of individuals in College administered programs and activities.

Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX of the Education Amendments of 1972 ("Title IX"). Consistent with Title IX and other federal, state and local laws, including Article 129-B of the New York State Education Law, and MCNY policy, the College is committed to maintaining a community that prohibits sex discrimination, including sexual harassment, sexual violence, and gender-based misconduct. For College procedures and resources regarding sexual and gender based misconduct click **here**.

As stated above, and consistent with Section 504 of the Rehabilitation Act of 1973 ("Section 504") the College does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs and activities. Inquiries regarding the application of Section 504 and its implementing regulation may be referred to the Section 504 Coordinator named below or to the U.S. Department of Education, Office for Civil Rights. The College's 504 Coordinator is responsible for the coordination of compliance with all aspects of Section 504. For College grievance procedures regarding claims of disability discrimination perpetrated by students, employees, or third parties, and for other disability-related issues please click **here**. Inquiries or complaints regarding any form of discrimination or harassment may be directed to:

Dona Sosa
Dean of Students
Title IX Coordinator/504 Coordinator
Metropolitan College of New York
60 West Street
New York, NY 10006
(212) 343-1234; dsosa@mcny.edu

U.S. Department of Education
Office for Civil Rights
New York - Region II
32 Old Slip, 26th Floor
New York, NY 10005
(646) 428-3800; OCR.NewYork@ed.gov

EXPLANATION OF SELECTED SERVICES

Getting Registered for Services

In order to receive any academic accommodations you must meet with the Disability Specialist and provide documentation of your disability and then determine together what services will be needed and provided. This should be done in the summer or early in the term so that services will be able to be provided in a timely manner.

Once you have agreed on accommodation/ services, notification forms will be signed and the notifications sent to your professors informing them of your request. Any specific requests (e.g. need to sit in front of class, need for a note-taker, etc.) will be mentioned at this time.

Important Information about the Documentation Your Healthcare Provider Must Submit:

MCNY requires documentation from a licensed healthcare provider that describes the student's disability and supports the request for a reasonable accommodation. The licensed healthcare provider must fill out XXXXXXXXXXXX the Request for Reasonable Accommodations Application. The healthcare provider may also include a letter of additional support if they choose.

Documentation must be:

1. Recent (within the last year of applying for school); and
2. Sufficient to establish a direct link between the underlying impairment and the requested accommodation.

The following documents are not considered acceptable forms of documentation if submitted alone:

1. Handwritten patient records or notes from patient charts
2. Diagnoses on prescription pads
3. Self-evaluation found on the internet or in any print publication
4. Research articles
5. Original evaluation/diagnostic documents; submit copies of the original documents
6. Correspondence from healthcare providers not directly addressed to MCNY.

Accommodations

At the beginning of your academic career at MCNY, a Special needs staff member will meet with you to review which accommodations should be added to your student plan based on your needs. Depending on the particular circumstance, you may be eligible for the:

- Early registration
- Academic coaching

- Academic modifications
- Academic support services

Accommodations **must be requested** at the beginning of each semester by filling out an Accommodation Form and submitting it to Student Services.

It is the student's responsibility to contact the office in regards to accommodations in the semester he or she requires services. Requests for Accommodations or academic modifications should be made to the **Accommodation and Accessibility Office at access@MCNY.edu** Adjustments will be made in conjunction with members of the faculty and respective academic dean.

TUTORIAL SERVICES

Tutoring services are free of charge and available to all students. Emphasis of the tutorial assistance program is placed on one-to-one or small-group tutoring with regularly scheduled appointments or on a drop-in basis. Tutorial sessions may be scheduled at the convenience of the student and the tutor.

To request tutorial assistance, the student should contact the Student Services at (212) 343-1234 *5009.

ALTERNATIVE EXAMINATION SERVICE

At the beginning of each academic year, students must request that the Student Services notify their instructors that they have a disability requiring special services. Students are encouraged to independently discuss with the instructor the need for any specific accommodations.

EXAM ACCOMMODATION PROCEDURES

Exam accommodation services are available through the Student Services in conjunction with your instructor(s), and dependent upon your eligibility for this service. Students who are eligible may make arrangements for taking exams with accommodations and/or extended time in the Student Services rather than in class. It is the student's responsibility to initiate this service and to comply with the following procedures:

1. As a courtesy to your instructor(s), and to enhance their cooperation, you should schedule an appointment with each instructor, **at the beginning of every term**, to discuss your exam accommodation needs and arrangements. The Disability Support Services staff in the Student Services will also be happy to discuss with you appropriate ways to address this issue with instructors. Encourage your instructors to contact the Disability Support staff if they have questions, concerns or need clarification of exam accommodation procedures. We are here to assist you and your instructors with any aspect of this service.
2. As soon as you know your exam date and time, call or stop in at the Student Services located on the 6th floor of the Manhattan Campus and the 2nd floor in the Bronx Campus. Accommodation and Accessibility staff will work with you to schedule the date, time and special equipment or room arrangement.
3. Remind your instructors, that they need to make the exam available to the Student Services **prior** to the scheduled exam date.
4. Due to the high volume of exams and limited space in the Student Services area, especially during midterm and final exam weeks, students are strongly encouraged to schedule as early as possible to assure appropriate and adequate scheduling and accommodation requests. It is essential that you contact the Student Services **early** to schedule your exam dates and times.
5. If a change in exam arrangements is necessary, please notify the Student Services as soon as possible by contacting (212) 343-1234 Ext 5009
6. The Student Services exam security procedures will be strictly enforced. All exams will be picked up and delivered by either your instructor or the Disability Support staff. Exams are kept in a locked file cabinet until you arrive to take the exam. No books, notes, material, etc. are allowed in exam rooms during an exam unless otherwise specified by instructor.

***The security of the examination and the trust which instructors place in our service must be maintained!**

****Please contact the Student Services if you have any questions regarding these procedures or if you need to discuss your exam accommodation needs.**



TESTING FORM

Student's Name (Print): _____ **ID#:** _____

Phone #: _____ **Email** _____

Degree/Prg.: _____ **Course Name:** _____ **Section:** _____

Professor's Name (Print): _____ **Phone :** _____

- Accommodations for extended-time on exams will be provided to students in the Testing Lab with a proctor, in Disability/Student Services. Double time will be provided to students to complete their exams.
- Please be advised that students are **required** to notify Disability/Student Services in advance, so arrangements can be made to set-up testing accommodations. Additionally, students are **responsible** for requesting, completing and submitting the Testing Form to faculty.
- Faculty is **responsible** for delivering the exam along with the completed Testing Form to Disability/Student Services. In addition, Faculty will be responsible for picking up the completed exam.

Student's Signature: _____ **Date:** _____

Professor's Signature: _____ **Date:** _____

***Professor must submit form**

THE LAW: SECTION 504

Section 504 of the Rehabilitation Act of 1973 states that:

“No otherwise qualified handicapped individual with a disability in the United States... shall, solely by reason of his handicap, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.”

Under the provision of Section 504, universities and colleges may not:

- Limit the number of students with disabilities admitted
- Make pre-admission inquiries as to whether or not an applicant is disabled
- Use admissions tests or criteria that inadequately measure the academic qualifications of disabled students because special provisions were not made for them
- Exclude a qualified student with a disability from any course of study
- Limit eligibility to a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of disability
- Counsel a student with a disability toward a more restrictive career
- Measure student achievement using modes that adversely discriminate against a student with a disability
- Establish rules and policies that may adversely affect students with disabilities

The law on disability awareness and equity applies to all students regardless of the disorder. This includes physical disabilities, learning disabilities, attention disorders, chronic health problems, and psychological/ emotional disorders.

LEARNING DISABILITIES AND ATTENTION DEFICIT DISORDER IN ADULTS

Learning Disabilities (LD)

It has been deemed essential that the field of learning disabilities adopt a definition that is appropriate to the post-secondary level. The definition of the National Joint Committee on Learning Disabilities (NJCLD) has been endorsed by representatives of nine national organizations that have a major interest in learning disabilities and has been suggested as both the functional and operational definition that should be adopted by service providers at this post-secondary level.

The Metropolitan College of New York community accepts and regards this definition as applicable in both implementing the law and in designing an appropriate program with accommodations for our LD population. Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities) Since 1985, the percentage of college students citing learning disabilities as the primary disabling condition has grown the fastest of all

individuals with disabilities, from 15% to 25%. Presently, there are over 1.6 million full-time first year students attending more than 3,200 institutions of higher education in the United States. It is estimated that over 35,000 of these students have identified learning disabilities. (Brinckerhoff, Shaw, & McGuire 2)

Successful individuals with learning disabilities tend to be goal-oriented, determined, persistent, and creative (Reiff, Gerber, & Ginsberg, 1993). Persons with these characteristics are often an asset to the university community. Many students with learning disabilities are aware of their disabilities before matriculation. Some students such as nontraditional and returning students are not diagnosed with learning disabilities until after their admission to college. Once diagnosed, it is the student's responsibility to disclose his/her learning disability and the extent to which it affects academic success (Lynch & Gussel, 1996). A student's eligibility for services, and the particular type of service he/she needs, must be based on appropriate documentation (Larson & Aase, 1997; Brackett & McPhearson, 1996). With appropriate accommodations it is more likely that students with learning disabilities will experience a successful college career. Witte, Philips and Kakala (in press) in their study at a major university found that students with learning disabilities were competitive academically with their peers and graduated with grade point averages not significantly below the control group. This study also found that students with learning disabilities on average took only one semester longer to graduate.

EFFECTS OF LEARNING DISABILITIES ON COLLEGE STUDENTS

(Brinckerhoff & Smithy)

Roadblocks to learning may occur during the input, the output, or the integration phase of processing. For the learning disabled students, one or many academic skill areas may be affected. Different problems may result, depending on the nature of the dysfunction.

Some possible effects of these learning disabilities are listed below.

Organizational and Study Skills

- Time management difficulties
- Slow to start and complete tasks
- Repeated inability, on a day-to-day basis, to recall what has been taught
- Difficulty following oral and written directions
- Lack of overall organization in written notes and compositions
- Demonstrates short attention span during lectures
- Inefficient use of library reference materials

Reading Skills

- Slow reading rate—takes longer to read a test or in-class assignments
- Poor comprehension and retention of material read
- Difficulty identifying important points and themes
- Poor mastery of phonics, confusion of similar words, difficulty integrating new vocabulary; reversals

Written Language Skills

- Difficulty with sentence structure
- Frequent spelling errors especially in specialized and foreign vocabulary
- Inability to copy correctly from a book or the blackboard
- Slow writer; poor penmanship; reversals
- Difficulty getting ideas down on paper
- Difficulty with organization in writing

Oral Language Skills

- Inability to concentrate on and comprehend oral language
- Difficulty in orally expressing ideas that he/she seems to understand
- Written expression is better than oral expression
- Difficulty speaking grammatically correct English
- Cannot tell a story in proper sequence

Mathematical Skills

- Incomplete mastery of basic facts
- Inability to understand and retain abstract concepts
- Confuses operational symbols (= and x); reversals
- Difficulty recalling the sequence of operational processes
- Reasoning deficits; difficulty comprehending word problems 8

ADD/ADHD

Over the years there has been confusion regarding attention deficit disorder (ADD or ADHD) and whether it is a learning disability. Attention deficit disorder is a neurological disability that interferes with a person's ability to sustain attention or focus on a task and control impulsive behavior. The abbreviations ADD and ADHD stand for two different types of attention deficit: ADHD includes hyperactivity and ADD does not. Currently people use the label ADD to refer to both deficits, although they are not the same.

Attention deficit disorder affects about 5% of all American children. Until recently ADD was considered to be a disorder that only affects children. However, researchers have found that ADD does affect adults and 30-50% of children with ADD still have ADD as adults. If a person is not identified as having ADD, the consequences can be quite serious. Some adults experience school failure and dropout, conduct disorders, depression, failed relationships, and even substance abuse. Although attention deficit disorder and learning disabilities tend to overlap, a person with attention deficit does not always have a learning disability and vice versa. (Hales 62-65)

GUIDELINES FOR ACCOMMODATION

The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities.

1. Documentation of the learning disability must be on file with the Accommodation and Accessibility Office before an accommodation will be recommended.
2. Documentation must comply with the “Guidelines for Documentation” set forth in the **Student Handbook**.
3. In order for accommodations to be provided, documentation must clearly state that a learning disability exists. Terminology such as “learning difference” or “learning problem” does not constitute an LD.
4. Testing must be current, conducted during the past 2 years
5. At the beginning of the term, students with a learning disability are encouraged to self-identify with their professors. A form for notification is available in the Student Services at 60 West Street, 6th Floor. After notification has been sent, students should make their initial contact with professors during office hours and be prepared to discuss strengths, weaknesses, and the types of accommodations that may be necessary. Student Services staff is available to both faculty and students to assist them in developing reasonable accommodations.
6. If students choose not to inform their instructors that they have a learning disability, but subsequently change their minds during the course of the term, then request for such changes in accommodations should be made at least two weeks in advance of the need for the accommodation.
7. The types of accommodations provided to students with learning disabilities may vary. Depending on the nature of the learning disability and the course content. For example, a student may benefit from an oral exam in one subject area, but not in another. A student’s past scholastic record of success with one accommodation over another is often the best predictor of success. However,

it is not unusual for there to be an initial trial-and-error period of finding the best way to evaluate a student's ability to demonstrate mastery of course material.

8. It is the responsibility of the student and the faculty member to arrange accommodations. If this is a hardship to the faculty member, then the Student Services will provide a suitable location for administering the exam in accordance with the suggested accommodations.
9. **Confidentiality:** A student requesting accommodations will be required to sign a release permitting the director to discuss the report with the evaluator. All information will be kept confidential and will not be released without the student's informed written request.

The Accommodation and Accessibility Office, however, should be given timely notification so alternative arrangements can be made.

Guidelines for Documentation of a Specific Learning Disability or AD/HD

A disability must currently and substantially limit some major life activity, including learning, to support eligibility under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Documentation must, therefore, support this eligibility, as well as any requests for reasonable accommodations. Disability documentation should consist of a comprehensive report that provides evidence of a currently existing impairment; background information, relevant testing, specific diagnosis, and interpretative summary. The following guidelines are provided:

-
1. **Assessment:** Testing must be current to represent the applicant's aptitude as an adult, and should address the following areas:
 - **Cognitive Ability:** The WAIS-III (Wechsler Adult Intelligence Scale, Third Edition) or the Woodcock-Johnson Tests of Cognitive Ability (WJ-III) are acceptable.

- **Achievement:** Either the Woodcock-Johnson Tests of Achievement (WJ-III) or the WIAT (Wechsler Individual Achievement Test) may be submitted.
 - **Information Processing:** Short-and long-term memory, sequential memory, auditory and visual perception/processing, processing speed.
2. The results of these assessment tools should be presented in a thorough and comprehensive interpretative report (neuro-psychological or psycho-educational evaluation) that will include:
 - A DSM-IV diagnosis of a specific language-based learning disability and/or Attention Deficit/Hyperactivity Disorder. For AD/HD, the diagnosis must include identification and discussion of the symptoms that meet the diagnostic criteria. Current treatment, including medication, should be discussed.
 - Clear and specific evidence of a disability or disabilities. Learning differences or learning styles do not constitute a learning disability. In the case of AD/HD, use of phrases such as “suggests,” “is indicative of,” or “attention problems” is not acceptable.
 - Recommendations for accommodations must be based on objective evidence of a substantial limitation to learning and be supported by test results and clinical observations.
 - Actual test scores must be provided, along with an interpretation of test results. Test protocol sheets or scores alone are not sufficient. WAIS-III results must include subtest and index scores.
 - The evaluation must include and describe co-existing conditions such as mood, behavioral, neurological and/or personality disorders.
 3. Testing must be administered by a professional qualified to conduct assessments and render a diagnosis of a learning disability. Names and credentials must be provided. All reports must be typed on letterhead with original signature.
 4. Individual Education Programs (IEPs) should be provided, if available. IEPs **do not**, however, provide sufficient documentation to continue accommodations at the post-secondary level.

METROPOLITAN COLLEGE OF NEW YORK

Accommodation and Accessibility Office

Verification of Psychological Disability

The Student Services provides academic services to students with diagnosed psychological disabilities. To determine eligibility for services, this office requires current and comprehensive documentation of the disability from the diagnosing physician, psychiatrist, psychologist, or other appropriate professional.

Please answer the following questions pertaining to:

1. DSM diagnosis, date of diagnosis, and last contact with student.
2. Describe the symptoms the student has which meet criteria for this diagnosis.
3. How may this disability affect the student academically?
4. List current medications, dosage, frequency and adverse side effects.
5. What recommendations do you have regarding academic accommodations, e.g., time and a half or double time for exams, exams taken in a private room, extended time on assignments, etc.?

Signature: _____

Date: _____

Print Name: _____

Title: _____

Address: _____

Phone: _____ Fax: _____

Return information to:

Metropolitan College of New York

Accommodation and Accessibility Office

60 West Street, 6th Floor

New York, NY 10004

METROPOLITAN COLLEGE OF NEW YORK

Accommodation and Accessibility Office

Verification of Medical Disability

The Accommodation and Accessibility Office provides services to students with diagnosed medical disabilities. To determine eligibility for services, this office requires current and comprehensive documentation of the medical condition from the diagnosing physician or other appropriate professional.

Please answer the following questions pertaining to:

1. Diagnosis, date of diagnosis, and last contact with student.

2. Describe the symptoms associated with this medical condition.

3. Describe how this medical condition may affect the student both academically and/or physically?

4. List current medications, dosage, frequency and adverse side effects.

5. What recommendations do you have regarding academic accommodations, e.g., extra time for exams, adapted transportation, time extensions for assignments, etc.?

Signature: _____

Date: _____

Print Name: _____

Title: _____

Address: _____

Phone: _____ Fax: _____

Return information to:

Metropolitan College of New York

Accommodation and Accessibility Office

60 West Street, 6th Floor

New York, NY 10004

METROPOLITAN COLLEGE OF NEW YORK

Accommodation and Accessibility Office

Accommodations Provision Agreement

Disability Services

Name: _____ ID#: _____

Date: _____ Phone #: _____

Email: _____

The student listed above has requested disability accommodations through the Accommodation and Accessibility Office. (S)he provided the Accommodation and Accessibility Office with disability documentation that does not meet the Disability Support eligibility criteria as specified in the Disability Handbook for the following reasons:

- ___ Documentation is missing the signature, credentials, and certification/license number of the evaluator(s)
- ___ Documentation does not contain the procedures used to diagnose the disability
- ___ Documentation does not contain a clear disability diagnosis
- ___ Documentation does not include a psychometric summary of scores
- ___ Documentation does not verify that the disability substantially limits one or more major life activities
- ___ Other _____
- ___ Comment _____

I have received and understand the policy as stated in the Disability Support Services Handbook. I have discussed the above information with the Disability Specialist and understand why my documentation does not meet the eligibility requirements at this time. I agree to provide the Student Services with qualifying documentation before the end of the term and understand that the accommodations approved below will be provided in good faith until _____. In the event I miss this deadline, I understand that these accommodations will be terminated on the following date _____.

Testing Modification: ___ Reader; ___ Taped version; ___ Scribe; ___ Private room; ___

Extended time (specify time limit): _____; ___ Alternative print (specify): _____; ___ Other (specify) _____

Special Equipment: ___ Computer with spelling software; ___ Computer without spelling software; ___ Calculator; ___ Franklin speller; ___ Other (specify): _____

In-Class Modifications: ___ Note taking services; ___ Tape recording; ___ FM system; ___ Interpreters (specify): _____; ___ Real time captioning; ___ C-Print; ___ Alternative materials (specify): _____ Other (specify): _____

Student Signature: _____ **Date:** _____

Disabilities Support Signature: _____ **Date:** _____

METROPOLITAN COLLEGE OF NEW YORK

Accommodation and Accessibility Office

Verification of Attention Deficit/Hyperactivity Disorder (AD/HD)

(To be completed by a diagnosing physician, psychiatrist or psychologist)

The Accommodation and Accessibility Office provides services to students with diagnosed Attention Deficit/Hyperactivity Disorder (AD/HD). To determine eligibility for services, this office requires current and comprehensive documentation of the disorder from the diagnosing physician, psychiatrist, or psychologist.

Please answer the following questions pertaining to:

1. DSM diagnosis, date of diagnosis, and last contact with student.
2. Describe the symptoms the student has which meet criteria for this diagnosis.
3. What instruments and procedures were used to diagnose the AD/HD? Please attach diagnostic report.
4. List current medications, dosage, frequency and adverse side effects.
5. What recommendations do you have regarding academic accommodations, e.g., time and a half or double time for exams, distraction free rooms for exams, note taker, etc.?

Signature: _____

Date: _____

Print Name: _____

Title: _____

Address: _____

Phone: _____ Fax: _____

Return information to:

Metropolitan College of New York
Accommodation and Accessibility Office
60 West Street, 6th Floor
New York, NY 10004

Evacuation of Persons with Physical Disabilities

The following information provides basic guidelines for assisting persons with physical disabilities during an emergency evacuation. For more extensive information, please contact the Accommodation and Accessibility Office. .

Ground Floor

Persons with physical disabilities should exit the building along with other building occupants.

Above Ground Floors

Visually Impaired

Tell the person with the visual impairment the nature of the emergency and offer to guide the person to the nearest exit. Have the person take your elbow and escort him/her out of the building. As you walk, advise the person of any obstacles. When you reach safety, orient the person to where he/she is and ask if any further assistance is necessary.

Hearing Impaired

Alert the person that there is an emergency situation by using hand gestures or by turning the light switch on and off. Verbalize or mouth instructions or provide the individual with a short note containing instructions. Offer assistance as you leave the building.

Mobility Impaired

Since elevators should not be used for evacuation during an emergency, persons with mobility impairments will need assistance evacuating. Individuals who can walk may be able to evacuate themselves. Walk with the person to provide assistance if necessary.

Evacuating individuals who are not able to walk is much more complicated. If there is no immediate danger, take the individual to a safe place to await emergency personnel. Whenever possible, someone should remain with the person while another individual exits the building and notifies emergency personnel of the mobility impaired person's exact location.

Only in situations of extreme and immediate danger should you try to evacuate a wheelchair user yourself. The person with the disability is the best authority on how he/she should be moved. Ask before you move someone. While it is best to let professional emergency personnel conduct the evacuation, a person with a mobility impairment can be carried by two people who have interlocked their arms to form a "chair" or by carrying the person in a sturdy office chair.

Metropolitan College of New York
Accommodation and Accessibility Office
60 West Street, 6th Floor
New York, NY 10004

Learning Disability Testing: Clinical Referral List

<p style="text-align: center;">Adelphi University Center for Psychological Services (516) 877-4820 75 Varick Street Sessions conducted by supervised doctoral candidates Exam takes 4-5 hours Fee: \$500 (sliding scale) 3-month list Full report completed in 4-6 (technical data within 1 week) Saturday and evening appointments available</p>	<p>The Learning Center Jewish Board of Family and Children’s Services (718) 796-8700 521 West 239th Street 3rd Floor Riverdale, NY 10471 Informal clinical setting Testing can be requested for children and adults Exams take 4 sessions Report completed 1 month after the exam Fee: consultation: \$100 Assessment: \$500 – \$2000 (sliding scale) May possible offer MLAT testing</p>
<p>SUNY School of Optometry Learning Disability Unit (212) 780-4990 100 East 24th Street New York, NY 10010 Contact person: Florence Springer (Chief Psychologist) Testing can be for ages 6 through adult Exam takes 6 sessions (including prerequisite eye exam) 1.5 hours per session Report completed in 1 month depending on availability Fee: \$910 (\$70-80 eye exam, \$125 clinical intake, \$100 each for 5 testing session, \$120-200 Reporting conference) Learning Disability Test \$200 per visit (with 7 visits) Medicaid will cover all costs (but the last 3 visits) For revised information please call Center</p>	<p>International Dyslexia Association (212) 691-1930 ext. 12 71 West 23rd Street, Suite 1527 New York, NY 10010</p> <p>This is a referral contact Referrals are based on income and insurance</p>
<p style="text-align: center;">Fordham University School Consultation Center (212) 636-6483 113 West 60th Street New York, NY 10023 Testing can be requested for ages 5 through adult Exam takes 3 sessions/3-4 hours each Report complete in 6 – 8 weeks Fee: \$1000</p>	<p><u>Useful Numbers for Contacts/Referrals:</u></p> <ul style="list-style-type: none"> • Learning Disability Hotline: 212.645.6730 <p>Referral hotline provides information regarding LD testing centers and organizations in the 5 boroughs</p> <ul style="list-style-type: none"> • National Center for LD: 212.545.7510 or www.ld.org • Literacy Assistance Center: 212.803.3300 • Teacher’s College: 212.678.3262