

## **Orthopedic/Mobility Disorder**

A variety of **orthopedic/mobility-related disabilities** result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

### **Characteristics may include:**

- \* pain, spasticity, or lack of coordination.
- \* flare-ups of intensity of the symptoms.
- \* period of remission in which little or no symptoms are visible.
- \* inability to walk without crutches, canes, braces, or walkers.
- \* inability to stand or walk and may use wheelchair to conserve energy or gain speed.
- \* limited lower body use but full use of arms and hands.
- \* impairment of speech or hearing.
- \* limited head or neck movement.
- \* decreased physical stamina and endurance.
- \* decreased eye-hand coordination.

### **Accommodations may include:**

- \* accessible location for the classroom and place for faculty to meet with student.
- \* extra time to get from one class to another, especially in inclement weather.
- \* special seating in classrooms-
- \* note-takers, use of tape recorders, laptop computers, or photocopying of peer notes.
- \* test accommodations: extended time, separate place, scribes, access to word processors.
- \* special computer equipment/software: voice-activated word processing, word prediction, keyboard modification.
- \* extra time for assignments due to slow writing speed.
- \* adjustable lab tables or drafting tables for classes taught in lab settings.
- \* lab assistance.
- \* accessible parking in close proximity to the building.
- \* customized physical education class activities that allow the student to participate within their capabilities.
- \* taped texts.
- \* advance planning for fieldtrips to ensure accessibility (if the university provides student transportation, it must provide accessible transportation on a field trip).
- \* lockers to store materials.

### **Tips for Faculty That Facilitate Student Learning**

- \* select a text with a study guide.
- \* include a statement on the syllabi that students need to provide a disability verification letter within the first two weeks of class.
- \* write key terms on the board to provide a lecture handout.
- \* create study guides.
- \* provide guided lecture questions.
- \* briefly review the previous
- \* use visual aids.
- \* face the class when speaking.
- \* administer frequent quizzes to provide feedback.
- \* provide PowerPoint slide copies before the lecture.