

## Other Disorders: Primarily, Systemic Disorders

There are students with disabilities that originate from a **systemic disorder**. The degree to which these disabilities affect students in the academic setting vary widely. At times, it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of the medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. In some cases, the degree of impairment may vary from time to time because of the nature of the disability of the medication. Some conditions are progressive and others may be stable.

### A partial list of other disabilities:

- |                        |                         |
|------------------------|-------------------------|
| * AIDS                 | * cardiovascular        |
| * hemophilia           | * renal-kidney          |
| * arthritis            | * cerebral palsy        |
| * lupus                | * respiratory disorders |
| * asthma               | * chronic pain          |
| * motor neuron disease | * sickle cell anemia    |
| * burns                | * diabetes              |
| * multiple sclerosis   | * stroke                |
| * cancer               | * epilepsy              |
| * muscular dystrophy   | * tourette syndrome     |

### Some characteristics may include:

- \* the need to leave the classroom frequently.
- \* the need to drink fluid frequently.
- \* limitations to physical mobility.
- \* need to stand or change positions intermittently.
- \* intolerance to weather changes.

### Some accommodations may include:

- \* extended time for exams.
- \* enlarged printed materials.
- \* tape recorded course materials.
- \* readers.
- \* adaptive equipment.
- \* scribes
- \* flexibility in attendance requirements in case of health-related absences.
- \* extension of time to complete papers/projects.

### 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 or provide a lecture handout.
- \* provide guided lecture questions.
- \* briefly review the previous lecture.
- \* use visual aids.
- \* face the class when speaking.
- \* administer frequent quizzes to provide feedback.
- \* provide PowerPoint slide copies before the lecture.