McMASTER UNIVERSITY
CENTRE FOR STUDENT DEVELOPMENT

2001 - 2002 YEAR END REPORT
to
THE MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

ENHANCED ACCESSIBILITY FOR STUDENTS WITH DISABILITIES
2001-2002 YEAR END REPORT

Section 1 – Accessibility Fund for Students with Disabilities – Activity Report

Office for Students with Disabilities, Staffing and Support
In 2001 - 2002 the Centre for Student Development had a compliment of 14 staff. The staff included 3 disability coordinators, one academic skills coordinator, four personal counsellors, a leadership program coordinator, an administrative assistant, a receptionist/accommodations assistant, a receptionist and a systems administrator. A psychology intern also provided one and a half days of personal counselling support to students.

The Centre had two full time Programme Coordinators who provided service to students with disabilities: Caroline Cayuga, Programme Coordinator (Learning Specialist) provided assistance to students with learning disabilities, attention deficit – hyperactive disorders, and students with acquired brain injuries.

Tim Nolan, Programme Coordinator (Disability Specialist) assisted students with physical disabilities and students who are blind or visually impaired.

Marge Marriott, Programme Coordinator (Disability Specialist) provided assistance to students with mental health disabilities, chronic medical disabilities and students who are deaf, deafened or hard of hearing. As of July 2001, Marge was seconded to develop a Leadership Certificate Program, and Kerri-Ann Fitzgerald was hired on a contractual basis to provide assistance to this population of students. There was some overlap among the three Coordinators in their work with various students. Students who had more than one disability worked directly with the Coordinator that was most closely associated with that aspect of their disability which required the greatest accommodation.

In general, the Centre for Student Development is a team of professionals working together to assist students on campus with a range of disability, personal and academic related needs. The three disability coordinators work closely with the faculty and staff of the University in the provision of services to students with disabilities. The coordinators consult with faculty on issues related to students’ needs, and with staff regarding the delivery of services. Assistance with the completion of tests/exams, registration,
disability related counselling, timetabling, scheduling of classrooms, library services, taped textbooks, and all other appropriate accommodations are facilitated with assistance from Caroline, Kerri-Ann and Tim.

New and Ongoing Support Services and Accommodations
In 2001 - 2002 the CSD planned, organized and/or introduced a number of new and ongoing initiatives to assist students with disabilities.

Volunteer Peer Coordinator (New Initiative)
The objective of this position was to recruit, screen and match volunteers with a student with a disability, and monitor the activities of such matches to ensure the objectives of the students and the Centre were being achieved. With the assistance of volunteers, the goal was for students with disabilities to be better able to meet their academic and social interaction needs.

Accommodations Procedures (New Initiative)
A new procedure was implemented as a result of the revised McMaster University Policy for Academic Accommodation for Undergraduate Students with Disabilities. Students receiving accommodations were required to request that their instructors sign their letters outlining their recommended accommodations, and return the letters to the Centre. The purpose of having students consult with their instructors was to provide them with the opportunity to work towards establishing a positive working relationship with their instructors, and to give them the necessary information about providing and implementing their accommodations.

Centre for Student Development/Career Planning and Employment Centre (CPEC) Referendum (New initiative)
In light of the impending double cohort, CSD was concerned about the ability to continue providing quality services with the increased student demand. In November 2001, CSD and CPEC joined together to hold a referendum to ask the students to support the services that they defined as important to them. The referendum was a success and the overwhelming majority of students who voted (81%), voted in favour of increasing their ancillary fees to support these two services. With the increase in base funding, CSD will be able to better deal with the increasing demand on services with the double cohort. Most of this funding will be increasing staff, particularly with increasing the number of personal counselors available to students.

Needs Survey (New Initiative)
In an attempt to understand what services students felt were important to them and felt should be provided, CSD conducted a Needs Survey of a random sampling of students over the summer of 2001. McMaster Students Union special project monies funded this survey. The results of this survey helped CSD to plan where the referendum support should be primarily targeted.
Computer Database (New Initiative)
A new computer database was designed in order to improve the coordination of tests and exams systems, and to enhance the communication process between the CSD and the university's exams office.

Learning Opportunities Task Force (New Initiative)
Applications for the Enhanced Services Fund by Ontario's Ministry of Training, Colleges and Universities were made in order to receive funding to create two new positions (Learning Strategist and half-time Assistive Technologist) to further support students with learning disabilities. The CSD was successful in receiving funding to offset the costs for these positions for the 2002-2003 academic year. The application process was an intensive and time consuming process.

Peer Helpers (Ongoing)
The Centre recruited and hired a number of students to work in the peer program assisting students with disabilities. As previously mentioned, the position of the peer volunteer coordinator for students with disabilities was introduced. In addition, one peer helper provided individual support and assistance to students with Learning Disabilities and/or Attention Deficit Hyperactive Disorders in organizational skill development, study skills development, writing skills development, improvement of reading comprehension, time management and stress management.

Three peer helpers were again on board to co-ordinate the Centre's notetaking program. The purpose of this program was to assist students with disabilities to meet their academic objectives and course requirements. The peer helpers recruited volunteers and notetakers, promoted the programs on campus, and performed administrative duties.

One resource peer provided individual support and assistance to students with disabilities with library and research needs. Students with disabilities occasionally needed assistance with finding resources for essays, accessing material from the library stacks and developing outlines for assignments. This position aided in assisting students with these tasks and in helping students to learn how to better access these resources independently.

The peer helper program also consisted of a transcription services coordinator. The goal of the transcription services was to enhance opportunities for students with their post-secondary studies through the provision of text materials in electronic format. This position was created to address the challenge of course material not being available in a format accessible to all students. The objective of this position was to coordinate the activities needed to ensure that material was transcribed in an alternate format in a timely manner.
**Day Planner (Ongoing)**

The day planner was revised and given to students with disabilities this year. Feedback on the planner indicated that it was very well received. Day planners without specific disability related information in them were also sold in the university bookstore. The goal of selling these planners was two fold: raise money for the Jamie Grelich Bursary for students with disabilities and to preserve confidentiality for students with disabilities. The day planner initially was only given to students with disabilities. Thus, it had the potential to single out students as a person with disability. Since the distribution was more widespread this year, students with the day planner could not be immediately recognized as students with a disability. The general student version has become quite popular and is now in high demand.

**Workshops (Ongoing)**

A series of workshops on wellness and alternative therapy was offered to students with disabilities and non-disabled students on campus. The aim of the series was to provide students with the information tools they needed to reduce stress and anxiety in order to help them be more successful in their academic pursuits. The specific themes changed from the previous years sessions to better meet student feedback. The series was centred on how to manage the impact of tests and exams before, during and after the test/exam process. The series included sessions on reflexology and therapeutic touch and massage.

**Wellness Therapy (Ongoing)**

Continued in 2001 - 2002 was a program of providing complimentary therapy to students with physical disabilities. This program funded by the McMaster Students' Union was again most successful. Students have indicated a marked difference in their ability to manage their course work because of this program. Massage therapy and reflexology/therapeutic touch were offered.

**Promotional Campaign (Ongoing)**

CSD continued its promotional campaign to enhance awareness of services via a series of eye-catching posters, advertisements in the university newspaper and the CSD website.

**Equipment and Technology**

New computer equipment and office furniture was purchased for the contract position - Programme Coordinator (Disability Specialist) as the previous coordinator was seconded to develop a new leadership certificate program as previously mentioned.
Professional Development and Awareness Activities

Presentations
A number of workshops/presentations and consultations on disability awareness were presented in the 2001-2002 year. Presentations on disability issues were made to a first year social work course, university student groups, students in the Shad Valley Program, representatives from the Ontario Disability Support Program, and the Canadian National Institute for the Blind. Consultations with university departments were also held to provide education regarding disability issues. Accordingly, consultations were held with Physical Plant on accessible washroom designs, and with the Political Science Program on accessibility issues for a graduate student using a wheelchair.

Conferences
Disability coordinators attended a range of disability related conferences and workshops throughout the year including the Inter-University Disability Issues Association annual meeting in Toronto, the Canadian Association of Colleges and Universities Student Services 2001 conference in Montreal, a conference on technology at the California State University Northridge, a workshop on the Integration of Psychodynamic and Cognitive Behavioural Therapies in London, a conference on Learning Disabilities: Research into Practice in Toronto, and an Ontario Psychological Association Conference in Toronto.

Community Involvement/Committee Representation
Disability coordinators continue to be active in the Hamilton community representing McMaster and the Centre for Student Development including representation on the local CNIB Client Services Committee, the Canadian Hearing Society Local Community Council, as well as representation on the Inter-University Disability Issues Association executive, and the MTCU Transcription Services Steering Committee. Staff find that this close relationship with local agencies supporting people with disabilities is an important connection, one that results in an overall better delivery of services to students with disabilities on campus.

Personal/Professional Development
Disability coordinators continue to pursue additional post-secondary courses. Tim Nolan continued with courses toward a second degree in Social Work. He received credit for his work as a Programme Coordinator (Disability Specialist) in the CSD as his third year social work component of his course requirements. Caroline Cayuga is working towards her Registration with the College of Psychologists as a Psychological Associate.

Organizational Charts

See Appendix I for a Flow Chart of Centre for Student Development staff and reporting
structure through to Student Affairs.

**Outreach to Prospective Students**

The Centre worked with numerous other departments on campus to bring about awareness of the existence of services to students with disabilities. Notification about the Centre was included in the undergraduate, graduate, and continuing education calendars. The McMaster Association of Part-Time Students also included information in their handbook about CSD, as did the McMaster Students Union. The registration package/booklet that was sent to all returning students, either full or part-time, included a large notice on the front of the registration package about services to students with disabilities. The Centre placed advertisements in the student newspaper promoting services during both the first and second terms.

The Centre provided McMaster's Liaison Office with information about our services just prior to their national recruitment campaign. This was important information when making presentations to prospective students. More in-depth enquiries for information were passed on to the Centre for response. In addition to the active recruiting campaign with the Liaison Office, the Centre also participated in all Liaison information days held on campus. At this time, students and their families had an opportunity to visit the campus to obtain information about academic and student service programs which may have influenced decisions about which university to attend.

The Centre was involved in information sessions for first year students from all Faculties. These sessions provided information to students about the services and programs offered at the Centre. These sessions also provided support and advice on how to be successful at university.

The Centre also sent out an electronic newsletter to registered students on two occasions throughout the year. The newsletter included updates, reminders, information about old and new initiatives and financial assistance. We found this newsletter to be a very helpful tool for students.

**Section 2 - Client Statistics**

Please see Appendix II(a) for graphs and charts of 2001 - 2002 statistics, and Appendix II(b) for three year comparisons.

The Centre for Student Development in 2001 - 2002 provided assistance to a total of 313 students with disabilities. Student services included assistance to 80 students with mental health diagnoses, 54 students with physical/mobility disabilities, 43 students with chronic medical disabilities, 13 students who were blind or visually impaired, 14 students who were deaf, deafened or hard of hearing, 7 students with acquired brain
injuries, 73 students with learning disabilities, 23 students with learning disabilities and attention deficit disorder, 22 students diagnosed with attention deficit disorder, 20 students with multiple disabilities, and 4 students with other disabilities (students not fitting into the other specified categories). In addition, the Learning Specialist also screened 31 students who were later not identified with a disability.

**Note taking program**
As mentioned above, the Centre again provided students with note-taking services. The demand for this service was significant and a new group of peer helper coordinators worked diligently to keep up with the need for notes. Plans were implemented to refine the database system in order to facilitate a shorter start-up time for the program and thus make notes available more quickly for students in need.

Below is a chart comparing our numbers of users of this service between this year and the last two:

<table>
<thead>
<tr>
<th>Students</th>
<th>Note takers</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-00</td>
<td>00-01</td>
<td>01-02</td>
</tr>
<tr>
<td>Term 1</td>
<td>74 75 112</td>
<td>86 80 88</td>
</tr>
<tr>
<td>Term 2</td>
<td>99 62 84</td>
<td>78 67 80</td>
</tr>
<tr>
<td>Total</td>
<td>143 137 196</td>
<td>164 147 168</td>
</tr>
</tbody>
</table>

**Psycho-educational assessments**
The Learning Specialist met with 48 students (approximately 25% of all the students seen by this staff member) who wondered if they might have a learning disability (LD) or attention deficit hyperactive disorder (ADHD). From this group, 37 completed further screening, and 18 from this latter group were referred for a complete psycho-educational assessment. 17 of these students were identified with either an LD, ADHD, or a mental health related disability. In addition, 11 other students with documented disabilities were referred for a complete assessment to gather updated information regarding their disability. 7 assessments were administered through CSD and the remaining 21 were referred to external agencies.

**Tests and Exams**
From May 2001 to April 30, 2002, approximately 614 classroom tests and instructor-set exams were administered in CSD, including approximately 60 individual invigilations (requiring scribes or readers). While volunteers were used where possible, invigilation costs for these tests totalled approximately $775. The number of tests and exams administered at CSD reflect a continuation of the 33% increase experienced last year, posing a challenge to our capacity in terms of both space and staff time. Even greater numbers in the coming year are anticipated with increased enrollment.
Section 3 - Funds for Interpreter, Intervenor, Computerized Note-Taking, Real Time Captioning

The Centre for Student Development provided assistance to two students who are Deaf – one graduate student, one undergraduate student, and two students who are deafblind in 2001 – 2002. American sign language interpreters were arranged for the two students who are deaf.

For the first time in this time period, the CSD provided assistance to a student who is blind and is registered in the Faculty of Science. This student, whose goal is to acquire a computer science degree, had to take first year math and science courses that were, for the most part, very visual in nature. Accommodating the needs of this student posed many challenges, particularly with regard to textbooks provided in Braille format. All went well, with tremendous support from the faculty and all instructors. The student completed a full-time course load with honours.

The CSD also assisted a student who is deafblind, taking her second course at McMaster. Again, the CSD encountered many challenges in arranging appropriate accommodations. Class location and the provision of furniture to facilitate the learning process was challenging, but with the assistance of Physical Plant, the instructors and TA's, the needs of the student were met. Like the previously mentioned student enrolled in Science, this student passed her course with honours.

The Centre provided interpreter, intervenor and computerized notetaking services to meet the needs of students who are deaf and deafblind. Submissions regarding associated costs can be found in Appendix III.

Section 4 - Financial Statement

*Please see Appendix IV for the year end financial statement.

2001 – 2002 Year End Notes

a. Other income generated by CSD included sales and advertising from the Day Planner, fees charged for complimentary therapy workshops (reflexology and massage), recoveries from assessments conducted by CSD, fees for administration of exams on behalf of other institutions, and the sale of obsolete equipment or furniture.

b. Included in this item are furniture and computer equipment for new staff, upgrades to computer equipment and software for staff and students.

c. Disabled Services include cost of administration of complimentary therapy workshops, modern pool access for staff when offsite, charges for required
documentation from students, costs associated with peer helper services (e.g. library resource, volunteer), and copies of tactile images for specific course (e.g. psychology).

2002 - 2003 PROJECTIONS AND PLANS

Section 1 - Planned Activities

The Centre has a number of new initiatives planned for the 2002 - 2003 year.

New Initiatives and Continued Support Programs and Services

Awareness Presentations (New Initiative)
With funds acquired through the previously mentioned referendum, the CSD will be able to employ a student with the objective of raising awareness of disability issues on campus and within the broader community. Appendix V outlines the range of planned events and initiatives designed in order to raise disability awareness.

Full-Time Accommodations Assistant (New Initiative)
Funds raised through the referendum will also allow our center to make our Accommodations Assistant position full-time. As a result, more continuity and assistance will be available in scheduling and administering tests/exams, supervising the notetaking program and assisting with the implementation of accommodations for students with disabilities.

Computer Database Revisions (New Initiative)
The CSD's computer database will be revised to a new system that will be capable of tracking the notetaking service, providing exam related information to assist with the facilitation of exam accommodations and consultation with the university's exams office, and tracking a range of statistics to gather information on services for students with disabilities. The goal of this system will be to make information more accessible and streamlined.

Group Testing Room (New Initiative)
CSD will dedicate office space to establish a group testing room that is available for students with disabilities. The office will have 5-6 work stations to accommodate several students at one time. This room will be utilized in addition to single testing rooms for students who are required to write tests and exams in a separate room due to the nature of their disabilities.

Enhanced Services Funding (New Initiative)
Funding acquired through the Enhanced Service Funding will be used to hire two additional staff to support students with learning disabilities. One full-time Learning Strategist position and one half-time Assistive Technologist position will be
implemented to enhance the level of support and resources available to students with learning disabilities. In support of this program, the university has agreed to provide dedicated library space for students with learning disabilities and will find a permanent lab space by the end of the academic school year.

**Educational Assistant (New Initiative)**
An Educational Assistant will be hired to provide academic and behavioural support for a student with Asperger’s Syndrome. The Science Faculty has agreed to cover the costs associated with this position. The objective of this partnership is to decrease disruptions in the classroom environment that are related to the nature of this student’s disability, and to facilitate a contract between the student, course instructors, Faculty, Learning Specialist and Educational Assistant that will assist him in meeting his academic requirements.

**Equipment Purchase/Staff Change (New Initiative)**
The university has agreed to purchase a Tiger Braille Printer and hire a half-time position in the library to coordinate transcription services. The aim of these new resources is to enhance the provision of text material in alternate formats for students who are blind or visually impaired in a timely manner.

**Day Planner (Continued)**
We will be handing out a revised and improved day planner to all students with disabilities, and will continue to sell a modified version of the day planner to the general student population. Revenue from the sale will go towards the Jamie Grelich Bursary for students with disabilities.

**Staff (Revisions)**
There will be further changes to the staff this year. The following list outlines CSD’s new 2002-2003 staff positions (previous staff positions are available in the 2000-2001 annual report):

Caroline Cayuga: Programme Coordinator (Learning Specialist)
Tim Nolan: Programme Coordinator (Disability Specialist)
Kerri-Ann Fitzgerald: Programme Coordinator (Disability Specialist), (Holly Adams Oct.17/02-Oct.16/03)
Julia Shelley: Accommodations Assistant
Kim Shaw: Assistive Technologist
Nancy McQuigge: Learning Strategist
Patrick Burek: Academic Skills Coordinator/Personal Counsellor
David Palmer: Academic Skills Coordinator
Kate Henry: Psychologist (Pam Dillon to December 31st, 2002)
Bill Wilkinson: Psychologist
Debbie Nifakis: Psychologist
Igor Sukonnik: Personal Counsellor
Marge Marriott: Personal Counsellor/Leadership Coordinator
Psycho-educational Assessments (Continued)
The Centre will continue to administer psycho-educational assessments. The Programme Co-ordinator (Learning Specialist) will continue to screen students for suspected LD or ADHD and refer for assessment as necessary. Where possible, assessments will be referred outside of the center. In-house assessments will be administered to the students at no personal cost. The assessments will be performed on a priority need basis. Emergency cases will be referred outside of the CSD and will be paid for by the Center.

Tutoring Services (Discontinued)
Due to costs associated with the Enhanced Service Fund, the Centre no longer has funding to cover the cost of tutoring for students with disabilities. Students who are eligible for the Bursary for Students with Disabilities are encouraged to use the bursary to assist with tutoring costs where applicable. Otherwise students will be responsible for covering their own costs.

Section 2 - Budget for 2002 - 2003

*Please see Appendix IV for the 2002 – 2003 budget.

Plans for 2002 – 2003

The budget was prepared prior to final approval of the Enhanced Services Funding (ESF). The budget does not reflect any costs associated with additional staff in the proposed positions. Costs for salaries, furniture, telephone, travel, professional memberships, and so forth are not designated in this budget.

Carry forward funds of $16,000 have been dispersed throughout the budget to assist with the overall operation of the department, including student services, test and exam administration, peer helper programs, among others.

It is also anticipated that costs for student services (e.g. administration of specific LD assessments, new computer equipment, computer software, tests and exams, etc.) associated with the ESF funding will be significantly increased. These costs are not reflected in the budget, which presented here, but they are anticipated to exceed those that are presented at this time.

1. Recoveries of $10,000 will be allocated to the cost of operating disability awareness activities for the coming year. This funding stems from additional income arising from the successful student referendum held in the fall of 2001.
2. There will be some staffing changes in the new fiscal year. Marge Marriott will be leaving the disability area to work in the leadership and counseling area. This will require a replacement prior to the September. Additionally, income from the ESF will result in 1.5 additional staff to work specifically with students with specific learning disabilities. Final approval of the ESF was unavailable when the budget was produced; therefore any associated income and expenses are not reflected in the budget.

Section 3 - Fund for Interpreters, Intervenors, Computerized Note-taking and Real Time Captioning


The Centre will be providing assistance to one deafblind student (undergraduate) in 2002 – 2003. At this point, no deaf students have registered with our office for the 2002-2003 school year.
APPENDIX I
APPENDIX IIa)
## Student by Disability and Faculty 2001 - 2002

<table>
<thead>
<tr>
<th></th>
<th>Acquired Brain Injury</th>
<th>Blind/ Visually Impaired</th>
<th>Chronic Medical/ Psychological</th>
<th>Deaf/ Deafened/ Heard of Hearing</th>
<th>Learning Disability/ ADD</th>
<th>Mobility</th>
<th>Multiple</th>
<th>Others</th>
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<td>Business</td>
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<td>0</td>
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<td>2</td>
<td>16</td>
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<td>Others</td>
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</table>

### Bar Chart

- **Acquired Brain Injury**
- **Blind/ Visually Impaired**
- **Chronic Medical/ Psychological**
- **Deaf/ Deafened/ Heard of Hearing**
- **Learning Disability/ ADD**
- **Mobility**
- **Multiple**
- **Others**
Students by Disability category (2001-2002)

- Others
- Multiple
- Mobility
- Learning Disability / ADD
- Deaf/Deafened/Hard of Hearing
- Chronic
- Medical/Psychological
- Blind/Vision Impaired
- Acquired Brain Injury (cognitive disability)

Number of Students

- Multiple: 7%
- Mobility: 16%
- Learning Disability/ADD: 29%
- Deaf/Deafened/Hard of Hearing: 4%
- Others: 1%
- Acquired Brain Injury (cognitive disability): 4%
- Blind/Vision Impaired: 4%
- Chronic Medical/Psychological: 32%
**BREAKDOWN OF DISABILITIES AND ACCOMODATIONS 2001-2002**

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<tr>
<th>Service</th>
<th>ABI</th>
<th>Blind</th>
<th>Mental</th>
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<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

| **Bar Graph**                           | | | | | | | | |
|-----------------------------------------| | | | | | | | |
| Note-taking                             | | | | | | | | |
| Extra Tests/Exams time                 | | | | | | | | |
| Separate room for Tests/Exams          | | | | | | | | |
| Use of computer for Tests/Exams        | | | | | | | | |
| Leniency for spelling/spell check      | | | | | | | | |
| Scribe for Tests/Exams                 | | | | | | | | |
| Reader for Tests/Exams                 | | | | | | | | |
| Taped Tests/Exams answers               | | | | | | | | |
| Copies of classroom overheads          | | | | | | | | |
| FM system                               | | | | | | | | |
| Extra time for assignments              | | | | | | | | |
| Taped textbooks                         | | | | | | | | |
| Special Parking                         | | | | | | | | |
| Special Timetable                       | | | | | | | | |
| Other                                   | | | | | | | | |

- **Brain Injured**
- **Blind/Visually Impaired**
- **Chronic Medical/Psychological**
- **Deaf/Heard of Hearing**
- **Learning Disability/ADD**
- **Mobility**
- **Multiple**
- **Others**
APPENDIX IIb)
Three year Comparison by Disability Group and Total Students

[Bar chart showing comparison by disability group over different years]

<table>
<thead>
<tr>
<th>Year</th>
<th>Acquired Brain Injury</th>
<th>Blind/Visually Impaired</th>
<th>Chronic Medical/Psychological</th>
<th>Deaf/Deafened/Heard of Hearing</th>
<th>Learning Disability/ADD</th>
<th>Mobility</th>
<th>Multiple</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>N/A</td>
<td>13</td>
<td>83</td>
<td>5</td>
<td>95</td>
<td>62</td>
<td>12</td>
<td>N/A</td>
<td>270</td>
</tr>
<tr>
<td>1999-2000</td>
<td>N/A</td>
<td>15</td>
<td>84</td>
<td>7</td>
<td>100</td>
<td>64</td>
<td>11</td>
<td>N/A</td>
<td>281</td>
</tr>
<tr>
<td>2000-2001</td>
<td>14</td>
<td>12</td>
<td>109</td>
<td>12</td>
<td>106</td>
<td>65</td>
<td>5</td>
<td>18</td>
<td>341</td>
</tr>
<tr>
<td>2001-2002</td>
<td>7</td>
<td>13</td>
<td>123</td>
<td>14</td>
<td>96</td>
<td>54</td>
<td>22</td>
<td>4</td>
<td>333</td>
</tr>
</tbody>
</table>
Three years comparison of Note Taking Program

Statistics for Tests and Exams: (Three years comparison)

Tests and Exams at CSD

Registrar Administered Tests and Exams for CSD Student in other locations