

Hello from the RBHS Office of Disability Services!

We invite your feedback <https://www.surveymonkey.com/r/2RH3NWV>

Would you like additional information or a presentation in our course or for your faculty/staff members?

Let us know: odsrbhs@ca.rutgers.edu

Different Types of Disabilities

Students come to us with not only a variety of disabilities—they come to us with varying levels of each disability. Just as every student is different, every disability is unique and impacts individual students in varying ways. When considering students in the classroom/online setting, it is important to note that some disabilities are not readily apparent; however, this does not mean that their disability is not affecting them in the classroom. For example, a student may have trouble processing a question, or their chronic illness may result in significant pain making class attendance impossible.

Psychological Disabilities

Another type of disability that is often invisible and sometimes begins during college are those of a psychological nature. Some examples of these disabilities are generalized anxiety disorder, depression, bipolar disorder, obsessive compulsive disorder, post-traumatic stress disorder, schizophrenia, and eating disorders. Each of these psychological disabilities has its own symptoms.

Physical Disabilities

An individual may be born with a physical disability or acquire one later in life. A physical disability is one that affects or limits a major life activity that is physical: such as walking, communicating or breathing. Some physical disabilities are due to muscular or bone impairments, diseases, or degeneration. This includes conditions such as those resulting from amputation, osteogenesis imperfecta, muscular dystrophy, and arthritis. Other physical disabilities are due to diseases, degeneration, or disorder of the nervous system. This includes impairments such as cerebral palsy, spina bifida, multiple sclerosis, paraplegia, quadriplegia, and poliomyelitis.

What is an invisible disability?

Some disabilities are considered not visible and we may not even realize someone has the disability or impairment. These may include psychological disabilities, Autism, chronic illnesses, traumatic brain injuries, memory loss, low vision, hearing loss, and even learning disabilities, which may vary for each person. Additionally, conditions such as chronic illnesses, including diabetes, lupus, cancer, fibromyalgia, and others may be apparent or “hidden” depending on the severity of the illness.

Learning Disabilities

According to the Learning Disabilities Association of America: “Generally speaking, people with learning disabilities are of average or above average intelligence”. However, there often appears to be a gap between the individual’s potential and actual achievement. Furthermore, according to the Learning Disabilities Association of America, learning disabilities are neurological-based processing differences. These processing differences can interfere with learning basic skills or executive functioning skills. Examples of learning disabilities are auditory processing disorder, dyscalculia, dysgraphia, dyslexia, language process disorder, non-verbal learning disabilities, and visual perceptual or visual motor deficit. Specific learning disabilities in math, reading, or writing are other common learning disabilities. ADHD, ADD, and dyspraxia are related to learning disabilities as well.

For more information on different types of disabilities, navigate to <https://oasa.rbhs.rutgers.edu/office-of-disability-services/faculty/>

- [Ways that faculty can support students with disabilities](#)
- [Tips for working with blind or visually impaired students](#)
- [Tips for working with students with mobility impairments](#)
- [Tips for working with deaf and hard of hearing students](#)
- [Tips for working with students with learning disabilities](#)
- [Tips for working with students with speech impairments](#)
- [Tips for working with students with mental health conditions](#)
- [Other disabilities](#)
- [Recommendations for all courses](#)

Examples of Accommodations

Accommodations vary from student to student, and may vary from course to course. Students may receive accommodations in the classroom, in labs, or in the clerkship settings. Accommodations never alter an educational program’s standards, nor academic requirements that are essential to a program of study. They are also not retroactive, so a student cannot apply them to past courses or use them until they are approved.

Examples of exam/quiz accommodations:

- Enlarged print, use of a screen reader, scribe, computer or laptop, or a text reader
- Extended time for exams or quizzes

Examples of classroom accommodations:

- American Sign Language interpreter, communication-aided real-time captioning (or CART) and note-taking assistance
- Assistive technology, such as use of a digital recorder to record lectures, screen reader, a smart pen to record and take notes, a text reader or a FM system in class
- Alternative textbook or course material formats

Examples of lab accommodations:

- Adaptive technology for the lab, use of tablets, recording devices, smart pens, or amplified stethoscope.
- Height adjustable tables or enlarged text and equipment labels

Examples of clerkship accommodations:

- Periodical breaks or time allocation for medical appointments
- Clerkship placements in areas that are accessible to the student if they qualify for a hardship accommodation

Looking for more information?

For questions about accommodations utilize the Faculty FAQ -<https://ods.rutgers.edu/faculty/FAQ-LOAS>
<https://oasa.rbhs.rutgers.edu/office-of-disability-services/>

Rutgers Biomedical and Health Sciences ODS

<https://oasa.rbhs.rutgers.edu/office-of-disability-services/>

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