



Accommodations -- Or Just Good Teaching?: Strategies for Teaching College Students with Disabilities

Bonnie M. Hodge, Jennie Preston-Sabin

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Thirty-five teaching practitioners in higher education collaborated to provide this resource about the accommodation process for students with disabilities in the college classroom. It provides the educator with concrete teaching strategies for addressing the individual needs of students and a model illustrating the components necessary for student success. Additionally, to provide pertinent information about disabilities to others in higher education, the subchapters are grouped into eight areas that disabilities can impact in the learning process: attention, concentration, and memory difficulties; chronic health problems; hearing impairments and deafness; integrative processing difficulties; mobility impairments or motor control difficulties; social behavior disorders or difficulties with consistent performance; speech and language difficulties; and visual impairments or blindness. Since the accommodation process is reinforced by federal law, the book also contains highlights of the law and how it relates directly to faculty responsibility. As a result of this, expectations of faculty are increased and teaching practices involving accommodation efforts result in more access to education by more students.

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