

Health-Related Impairments

Health-related impairments are conditions affecting one or more of the body's systems. These include the respiratory, immunological, neurological, and circulatory systems. These conditions may interfere with stamina and mobility and affect academic functioning. 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 medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. Functional limitations and abilities will vary widely, even within the same type of disability.

Accommodations may include:

- Extended time for exams
- Alternative formats
- Audio recorded course materials
- Readers/ Scribes
- Note Taker
- Computers or other adaptive equipment
- Flexibility in attendance requirements in case of health-related absences

Partial list of health-related impairments:

• Aids	• Hemophilia
• Arthritis	• Lupus
• Asthma	• Motor Neuron Diseases
• Burns	• Multiple Chemical Sensitivity
• Cancer	• Multiple Sclerosis
• Cardio Vascular Disorder	• Muscular Dystrophy
• Carpal Tunnel Syndrome	• Renal-Kidney Disease
• Cerebral Palsy	• Respiratory Disorder
• Chronic Pain	• Sickle Cell Anemia
• Diabetes Mellitus	• Stroke/Seizures
• Epilepsy	• Tourette's Syndrome

Working with Students with Health-Related Impairments/Medical Conditions

- Occasional absence or tardiness may be unavoidable.
- Scheduling may be an issue. Special projects, testing may need to be flexible to allow students to work during optimal time periods of the day.
- Progression of illness is unpredictable. Periodic remissions may allow for added energy and euphoria, while exacerbations may require hospitalization.

Things to Know about Student's Seizures

- Student identified he may experience seizures in the classroom every 6-8 weeks.
- His seizures generally last 2-3 minutes and are "violent" in nature.
- Student reported during a seizure, he will fall to the floor and begin shaking violently.
- After the seizure, he experiences fatigue and muscled stiffness and soreness.
- According to the student, prior to and shortly after a seizure, he will appear mentally confused and "lost."
- The student communicated that calling medical authorities or security is not necessary; however, for safety purposes, this information will go to the Testing Center, Security, and all of the student's Instructors.
- The student also shared the "after effects" sometimes last between 2-3 days and testing during that time may be difficult.

Plan of Action during a Seizure

- Faculty should pre-prepare students by announcing the possibility of "a" student having a medical condition that may cause him/her to experience a seizure during class time. Faculty should include the information listed under the "Things to Know" section of this document.
- Pre-discuss the plan of action should a seizure occur including:
 - Clearing a space so the student will not hurt himself during the seizure
 - Allowing the student to move without obstruction/Do not attempt to hold him down
 - Providing support to ground the student to the location once the seizure is over
 - Talk to the student using facts so he can understand date, time, and location.
 - Allow the student time to collect himself (possibly leaving physical space)