

*They face obstacles,  
but their strength of spirit and resolve keeps them on course  
to achieving their college education.*

***Listening to  
Students Who Are Blind or Have Low Vision***

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## Listening to Students Who Are Blind or Have Low Vision...

*“I am very normal, happy. I’m a very happy person. Growing up, it was very difficult, mostly because I was bullied a lot. But just because I can’t see doesn’t mean I don’t have family and friends who love me and support me. I can do anything anyone sighted can do (except drive). Plus I get a great guide dog (he’s my car!), and I love him.*

*I wish the lighting was better on campus at night, that would really help. Because of my poor (partial) vision, I can make it around in the day, but it is much more difficult to get around for night classes or activities.*

*A lot of people at Sac State don’t understand the relationship that I have with my guide dog or what it means to have poor vision. People always ask if I’m training him, and when I say that he is my dog, they think because I look normal (I am not completely blind) that I’m faking to receive special treatment.*

*There is a huge range of professors. Some are very helpful and accommodating. Some are scared and uncertain. Some deny me and tell me to go find another professor, ‘you won’t pass this class.’ But I proved them wrong, I passed their class.*

*SSWD has been absolutely amazing. From my counselor to the High Tech Center, everyone has been so supportive and gone beyond what was expected. Honestly, I don’t think I would have been able to go to college at all without them.*

*Students can be mean and unhelpful, and I still get bullied here sometimes. But I am in a greek organization, and everyone is sweet—and this overcomes all of the negative.*

*Overall, I really like Sac State. I really, really do.”*

—21, female, graduating senior, legally blind—no night vision, tunnel vision, 5%

*“It’s intimidating. I waited to come back to school. I don’t feel as smart as the younger ones. I only type with one hand. Before I found the High Tech Center, I did it, but it took me twice as long.*

*(I like) The fact that I found that the Center—that changed everything for me. A friend saw me struggling in class (I was reading with my face against the book page) and referred me. The students are very friendly here, too.*

*Sometimes with professors I need to show the letter (for accommodations)—otherwise they won’t acknowledge. One professor wouldn’t facilitate me sitting in front of the class when a chair wasn’t available. I also have a professor who doesn’t hold herself to the same standards as the students (she will tell us we have a week to take an online exam, but only post it with three days to take it). Other than that, all of the professors I have had are great. They have good professors here.”*

—Cerebral Palsy on one side, macular degeneration one eye, female

*“I think the biggest thing for me is that because I don’t use a cane and I wear glasses that people think I can see when I can’t. And just because you can’t see something doesn’t mean it’s not there.*

*I went to an optometrist.... He basically told me that I probably wouldn’t get services. He had an attitude like I was lying. I can see, but I just can’t see clearly with an astigmatism, and he should know that.*

*I liked that it was easy to get connected to SSWD on campus, to get to a job on campus, and to get to know people and learn the services because of the job.”*

—female 21 straight, sight impairment

*“I would like greater awareness. I encounter a lot of comments and questions. ‘Oh, you can’t see?’ ‘How many fingers am I showing?’ That’s insulting. And questions about if it’s hereditary or did I have surgery.*

*(I like) SSWD and the way it is adapting to new technology.*

*(I don’t like) Walking across campus for information and being told to go here, there, and everywhere, all different places, it makes it hard for students with disabilities. It should all be in one building. Also, the way the campus is set up, there’s pillars when there’s no point in that and it gets in the way.”*

—Retinitis Pigmentosa

*“I see myself as any other college student. As long as I can see, then my academics won’t be affected.*

*Support is helpful from teachers. This semester, one of my professors contacted me and wanted to follow up on my letter of accommodations. It was really cool and unexpected that he put himself out there like that. I’ve had teachers who will not help me get my front row seat (at another college, not here). But that’s the only one I ever had a problem with.*

*Large print tests are awesome. Having my books online, so I can zoom in on them on the computer is helpful.*

*Lecture halls are hard, where the seats don’t start until 10 feet from the board. I’m in my first lecture hall this semester. PowerPoint is good.”*

—visual impairment, no sight in left eye, limited in right, hereditary

*“People are nice and they really help you. If you don’t know where to go, they try to walk you over there. I really value that.*

*They provide note-takers and technology like KURZWEIL so I don’t have to spend hours reading a couple of sentences. That’s important and it helps me.”*

—30 years, full-time, legally blind

*“(What’s it like to be me?) It’s like fourth of July—grand bursts of energy, life, and contrasts to the world. And then in-between time where I am unsure and undecided about where to go.*

*As a student in need of alternative approaches to teaching, I’ve become very distrusting that faculty and staff will be able to provide me with satisfactory accommodations at a minimal level or an ongoing and consistent basis.*

*(I like a staff member) in the High Tech Center. Having her ‘filling in the grey’ when things are black and white, whether it be emotional, technological, academic, etc. She has great listening skills.*

*Having all materials in Word format at the beginning of the semester or at regular intervals in the semester has been very helpful. For example, (the) website for my writing intensive class is just what I needed in terms of content. It’s just a stripped down webpage, nothing extra, and was made available in increments, which wasn’t overwhelming. Amazing and helpful. It was great. I got an A, and I felt like it was my A. It wasn’t a ‘gimme A.’ I didn’t need help. I didn’t need a notetaker or reader, or library research assistance. It was just me, I earned it.*

*(I don’t like) Irregular dispersement of material, inconsistent formats (Excel, Powerpoint, Word). There’s only so much energy I have. For example, this semester—just getting the syllabus was hard. I finally got it a week into the class, but they’re asked to get it to me five days before the start. It’s so easy for a teacher to put material in Word, post it on a simple, easy-to-use website. I don’t like that faculty is so resistant to providing these things.*

*I know that they’re trying to create a culture that is open-minded to the needs of students with disabilities. I measure the quality of my education at the point where things are the worst. And right now, it’s really bad. When things are at their best, they’re only mediocre, with an exception here.”*

—41, returning student after a 5 year gap, low-functional vision, works part-time

*“I need advance notice on projects. I know there’s a syllabus, but I need a more complete understanding of what’s coming earlier in the year. I need to ask more and earlier, and I don’t.*

*I think this campus is people-friendly. I have yet to have a bad confrontation with people on campus (my confrontation is with Administration and getting night shuttle service accommodations). We have a tendency of helping each other in here (students with disabilities in the High Tech Center).*

*I like this Center. Cooperation with instructors. Some have even given me notes, extra time. It’s not hard. When I ask, I normally get what I request.*

*(I don’t like) Assignments with research—it takes time to request a researcher.*

*It’s sometimes hard to get class materials in large print, especially for in-class reading. And if I don’t have a magnifier or reader to come on-the-spot, stuff that you need to participate. And I’m a participator, so it can be frustrating. So you voice a lot for yourself and others. I advocate.”*

—Veteran, 67, visually impaired, legally blind

*“In terms of academics and social life, the academics is pretty strong. Academically, it’s not a problem. But in terms of social life, sighted students don’t always want to be friends with a blind person, although I have some friends. It’s just because our society has low expectations or maybe because society thinks blind people don’t have much potential or a future. I don’t know.*

*Ongoing education is really the key—public awareness to learn how to treat people without sight.*

*A disabled person can compete on the basis of equality and integration, meaning that a disabled person is capable of competing side by side with no discrimination. I don’t want to feel isolated or segregated.*

*Sometimes the other students don’t treat disabled students fairly. Not myself, but others in a general sense. Sometimes students might say or ask stupid things. One called my cane a stick—pretty offensive.*

*I had an incident a few years ago on campus where a guy came up and asked me ‘Why are you on campus?’ I reported this. That’s something that we need to work on, something we need to pay close attention to. Also, I once met with a department chair who moved my cane without telling me.*

*Overall, it’s pretty good. Blind, visually impaired students have an equal access to education here, a very basic fundamental human right. In terms of services, nothing really important comes to mind. All the services I’m getting are pretty well-provided. When it comes to utilizing university food vendors, people are nice.*

*I don’t like the way vehicles on campus travel—can impede the way for blind people travel around and our safety. Or they park by the ‘shoreline’ and block a blind individual’s path, and blind people have to walk around. They need to put ‘no parking’ signs to prohibit this. It happens less frequently than it did, but it does still happen. Look into that.”*

—No student specifics given, other than what is stated above

*“My professors have been accommodating in terms of my disability and willing to help out in any way possible.*

*I like that we get a lot on hands-on learning opportunities in (my) program—in class and via internships.”*

—Female, 27, legally blind, first-generation college student, transfer student

*“It is just a normal life. I am perceived as a white male but I’m much more diverse than that. I compensate for my vision loss by sitting in the front row and listening carefully. Take a lot of notes.... My vision does not affect my grades 3.53 gpa.”*

—Blind in left eye, Over 30 yr.

*“I really don’t feel any difference from other students. I just have a slight setback.*

*I am legally blind, so there are a couple of challenges when professors go over things on slides or write things on the board. I feel uncomfortable—I’m shy, and I don’t want to advertise to the class that I can’t see. So I might just ask questions later or just avoid it altogether.*

*So far, all of the professors I’ve had are really accommodating. I’m comfortable talking about my accommodations. I don’t feel judged or that I am a burden.*

*I love coming to the High Tech Center. (Staff) are great. It’s nice having somewhere where you can go and study where others are similar to you in that they have a disability and there are resources or people to ask for assistance in finding information.*

*When I was introduced to KURZWEIL, that has been really helpful. Textbooks are in enlarged print for me to see and it reads it for me out loud. It was very new to me, I had never seen that before.”*

—female, 23, legally blind, 3<sup>rd</sup> year Junior transfer, Psychology major

*“This is a sensitive topic for me: My vision problem is near-sighted and far-sighted, and my eyes see independent of each other. This made it hard in a lab, working with a microscope. Getting a desk in the front row is really important, but if you have back-to-back classes, it’s hard to get to class in time to get one sometimes. I don’t want to sit in the handicapped chair because I’m not handicapped, I just have a situation that makes things harder for me. The hardest part for me is to remind teachers not to use colored markers on the white board (black or blue work best) because of the glare. Yellow chalk on the black or green board works best, too.*

*A lot of teachers panic when you present your accommodations letter to them. You see it in their eyes, ‘Oh, my God, what do I do?’ They want you to tell them everything you need, which puts you on the spot. The letter lays out pretty clearly that, and it would be better to e-mail the student those questions so you don’t put them on the spot.*

*Overall, the teachers and staff are really good about meeting your needs. They will vocalize if they have questions or concerns.*

*I love this campus. I don’t want to leave it. There are too many good things to list.”*

—24, female, graduating senior, have been here six years, I have ADD and low vision

## **Students Who Are Blind or Have Low Vision**

The National Center for Health Statistics, of the Centers for Disease Control (CDC), reports that 9.1% of adults in the country have vision trouble, 21.7 million people. The CDC states that 4.6% of Americans are blind or have serious difficulty seeing (even when wearing glasses).

In the realm of higher education, 3.0% of college students reported blindness or low vision in the National College Health Assessment by the American College Health Association (Spring 2020).

Visual problems can range from complete blindness to partial sight loss or low vision, and other visual disturbances (e.g., distorted or cloudy vision, light sensitivity, tunnel vision or the opposite, central field loss). Causes of visual impairments include: genetics, illness, infection, injury, diabetes, cataracts, glaucoma, and aging.

While different people will have different preferences, typically the best terms to use for students with visual disabilities include: “a person who is blind” or “a person who has low vision.”

### ***Here at Sacramento State***

Some students’ vision problems may be such that they are eligible for accommodations as they pursue their higher education. According to the California State University Policy for the Provision of Accommodations and Support Services to Students with Disabilities, one of nine categories of disabilities established for reporting purposes in the California State University system is: “Visual Limitation: Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programs.”

At Sacramento State, there are 32 students with visual limitations as a primary disability, according to the Fall 2020 Census.

Depending on the onset of the student’s blindness, they may use some or all of the following accommodations to access various visual media: (1) software programs that convert print into Braille, (2) screen-reading software which reads out loud the text found on the computer screen, (3) audio or electronic text files or complete CD textbooks, (4) tactile representations (illustrations and models) of print materials, (5) a reader (someone who reads out loud and describes print materials), and (6) audio description (narration of visual content for students, with description of such things as people, behaviors, scenery, and words that are shown but not shared orally in media). Please note that not all people who are blind know or use Braille.

Depending on the onset and severity of a student’s low vision, they may use screen-reading software and other accommodations previously stated for students who are blind. Also, they may choose different accommodations than those used by students who are blind, such as: (1) magnification software which allows them to both see enlarged text and hear the material while using a computer, (2) large and/or dual computer monitors, (3) portable magnifying lenses, and (4) closed circuit tv systems to enlarge print material.

Finally, other accommodations that may be used for students who are blind or with low vision are: priority seating near the front of the classroom, audio-recording devices, readers, note-takers, etc.

## What We Can Do

Most people with vision loss adapt to the world well and function efficiently in their different spheres of life. College, however, can pose greater obstacles.

Because we, in education, have increasingly grown to rely on the use of visual aids in the classroom and larger realm of academia, learning can be especially difficult for the student who is blind or has low vision.

In addition to providing all accommodations required for the student with visual disabilities, below you will find further suggestions for the classroom setting and beyond for students with vision limitations.

1. When the student has enrolled in your course:

Be ready to provide your textbook and syllabus, and any other course materials as soon as possible, well before the course start date for conversion of the print to alternative media, in keeping with the Higher Education Opportunity Act. Some students who are blind will need science, mathematics, and foreign language textbooks converted into Braille, which takes a minimum of 12 weeks. Sometimes textbooks are difficult to find in accessible formats, necessitating the SSWD Assistive Technology Lab having to do the production work on their own. Making print materials available in advance gives the student peace of mind and a head start on course reading and assignments.

2. When the student is coming into class:

Understand that coming into class for the first time or any new location can be a source of uncertainty for the student. Offering a verbal description or “map” of the layout of the classroom might be helpful.

Make sure that the room is easy for the student to navigate around with a cane or service animal and keep a clear path to the student’s seat.

Be sure to let the student know if the furniture has been rearranged during the semester or for a particular class session.

Be sure to announce in advance if there is a room change, and where and what that new room will be like for the student.

3. When in conversation or interaction:

Identify yourself and perhaps your role, if needed, and anyone present with you when first meeting the student.



Use explicit directives or clear vocal cues (e.g., rising intonation) to indicate when you are asking a question or would like a response, and preface comments or questions with the student's name, if other people are present.

Announce directly or indirectly when you are entering or exiting a conversation with the student in one-on-one interactions or with a group of students that includes the student with blindness or low vision.

Remember that your voice is crucial in helping the student to understand what you are saying, so be sure to speak clearly, with good vocal projection and enunciation.

Don't rely solely on the nonverbal communication we use routinely such as head nodding (say yes or no), smiling (substitute a warm tone of voice), winking (explain that you are joking), pointing in a direction (state exactly where/what you are referring to), etc.

Keep in mind that students who are blind or have low vision will focus on the auditory message being relayed (in terms of content and voice). Consequently, some may not display as many of the nonverbal behaviors that those with sight would in conversation (in terms of nodding, looking at the speaker, smiling, or other types of facial expressions), and this may be misinterpreted as boredom or disinterest in the conversation.

Guard against the use of "this," "that," and "there." These are words students say they dread the most because the use of each often is a substitute for information made known to others visually that the student with vision loss needed given orally.

Direct students uncertain of how to get somewhere with precise location words (north, south, east, west, left or right, behind or in front, etc.) or, in some cases, walking with them might be appreciated.

When walking with a student, it is appropriate to ask the student if they would like your arm for guidance, if the situation merits (but don't take the arm without doing so, because some students may use the arm for balance), and/or to let them know about approaching obstacles ahead of time. Some students may appreciate notification of steps, curbs, ramps, speed bumps, revolving doorways, or lower archways.

#### 4. With regard to assignments:

Give assignments as early in advance as possible. Most aspects of daily living take longer for someone with vision limitations, and completing coursework, to be sure. Students will need a longer time frame to do the reading, the writing, and conducting any research for papers, projects or presentations.

Announce any upcoming due dates, study groups, changes to assignments, and so forth out loud or in online messaging to the class (e.g., email, Canvas announcements), rather than relying on written notice on whiteboard corners or bulletin boards.

5. When in lecture:

Keep the seat close to the front of the room available to the student with low vision to better see material on slides or the board and so that students with any vision problem can better hear your voice discuss that material.

Try to use large enough font size on slides and legible, large lettering on the board when using visual aids so that the students with low vision can read them. Be aware that some color contrasts on slides or colored markers on the board may be more difficult for some students with vision loss or other difficulties to see well.

Display visual content longer for the student with partial vision lost to really see, rather than displaying too quickly and then moving to the next slide, erasing the board, putting away the object shown, etc.

State a term or point that you have put on the board or slides first, when teaching that material, and then provide your usual elaboration of the term or concept (don't jump straight to the latter so that the student only hears that and not the name of the term or point that you explaining). You may need to spell key terms and orally cite sources for the student who cannot see source citation displayed on the slides you are showing, if you don't provide the slides for student before or after each class.

Provide an oral description when demonstrating or modeling a term or concept, or showing a clip or pictures of what you are teaching. Avoid general words when referencing something (for example, "here on the diagram is this, and there on the diagram we find that....").

Guard against the use of such phrases as, "As you can see from the handout, board, or slides....," because you are potentially short-changing the student on the information there that they may not be able to see. You typically don't need to worry about trying to avoid natural expressions like "look" or "see," though, when these are the obvious choices ("We'll be looking today at....," "As we can see from this situation just discussed....").

Try to, when possible, teach with tangible objects and "hands-on" types of learning exercises. Most students benefit from these types of teaching strategies, and especially students who are blind or have low vision.

Don't go too fast through your slides. Most students will start writing down slide information the second it is displayed, but the student with vision limitations will take longer to take notes as they await you saying and then explaining slide content.

6. When showing a film or clip:

Ensure all essential information shown is also presented orally in the clip or that what is being shown is described to the student.

7. When facilitating a discussion:

Try to use the names of all the students in the class in order to help the student who is blind or has low vision put a name to a voice in the class. This will also help to make the student feel less conspicuous when you call on them in a class discussion because you are using other names, too, and not just theirs. You might also consider having all students say their name first before commenting, at least until the student with vision loss has gained a sense of vocal recognition with classmates.

8. When doing pair or group work in class:

Make sure that the student who is blind or has low vision finds a partner or group easily and the other students move to that student's location to work. It is also helpful if everyone is introduced to one another (so that the student with blindness or low vision knows and can remember who is in the group, based on vocal recognition, and where they are sitting) and is clear on what to do (if you provided direction on paper that the student was not able to access ahead of time, then you might need to give that student oral instructions).

9. In group projects:

Get them off to a good start by helping groups to build a foundation of support for one another and a structure where individual group member's skills, abilities, traits, and roles in the group are utilized and valued.

For in-class meetings, make sure from the start that the other students move to meet in the location of the room where the student is seated (and this becomes their regular meeting spot) so that they don't have to wait uncertainly. For outside of class meetings, ensure the students arrange to meet at a location accessible to the student.

10. When doing course reading:

Remember that this can take much longer for the student, and cause headaches and exhaustion, and eye strain for the student with low vision. The time frame to do so may be more limited if the student needs to get reading done during open hours for use of campus assistive devices and technology.

Prioritizing what to read first of a reading list and/or specifying what to focus on in a chapter, book, or article can be very helpful for the student.

11. When doing reading in class:

Make sure that the student received the material in advance for adaptation to Braille or audio, or for shorter reading pieces, has a reader in place.

Keep in mind that Braille chapters are heavier than the traditional textbook chapter, due to the thicker paper and raised Braille words (or other tactile imagery), for those instructors who want students to bring the book to class each day.

Be aware that students with low vision will need good lighting in class, and that their reading may be hindered by fatigue.

#### 12. When doing written work:

Take into account that the student will likely be using either a scribe, for short written work (often in class) and for longer written work: adaptive speech-to-text software (where the student dictates the content into print, using sound commands for punctuation, new paragraphs, and so on) or Braille translation software (where the student completes work in Braille and the program converts this into typed print for assignment submission). None of these methods is fail-safe, so grading content separately from written mechanics as much as possible is helpful in this regard.

Be aware that students with partial vision may submit homework with overly large handwriting or assignments in decidedly larger font size. Sometimes faculty may subconsciously associate the former with children and, thus, lower-level thinking and the latter with an attempt to write less but appear to meet the page length requirements of an instructor.

#### 13. When doing presentations:

Make sure that the student can navigate to the front of the room easily with a cane or service animal, can operate any equipment needed for the presentation, such as showing slides or a clip (or have a fellow classmate or yourself ready to assist), and has whatever else they need. Presentations are already nerve-wracking enough for students without the added worry of these types of logistical concerns, so try to discuss with the student ahead of time what they would like, and then make sure to give a description of what the room set up is before the presentation.

Remember that most presenters can see the reactions of their audience members as they give a speech, but students with vision limitations may not be able to benefit from these nonverbal cues. Offering concrete feedback later may be appreciated (e.g., “Students really smiled when you....” or “the whole class rose to their feet when you were finished and applauded....”)

#### 14. When tests come around:

Have any exam accommodations in place for the student:

For the on-ground exam, make tests available for the student in the Testing Center at least five business days before the scheduled exam date for conversion to accessible formats for students with print-related disabilities.

[Testing Center Website](https://www.csus.edu/student-affairs/centers-programs/testing-center/) <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

Remember that online exams might require creation of extended time for the student. Instructions for how to do so may be found on Canvas.

You might also consider allowing students to turn in exams via electronic mail or disk, which may be helpful to some.

15. When doing fieldwork or a field trip:

Make sure that the planned destination is easily accessible to the student in terms of transportation to and back from the site and easy access to the actual building, room, or outside venue for someone with a cane or service animal.

Provide the student with a detailed orientation to the fieldwork site for greater comfort level and ease of moving around in a new location.

Be sure to continue to provide oral description when giving fieldwork instruction or fieldtrip lectures, just as you would while teaching in the classroom with a student who is blind or has low vision.

Discuss in advance all aspects of performing the fieldwork or experiencing the field trip in order to anticipate where the student might encounter barriers; implement accommodations and/or make adjustments as needed.

Consider alternative sites or an alternative assignment that meets the course goals, outcomes, and requirements if clear difficulties for the student who is blind or has low vision are likely. This typically would be a last resort, because ideally you want to provide the student as much as possible with the same opportunities given to their classmates, for the student's maximum learning and sense of inclusion in the class.

With regard to student accommodations: Please note that students will give professors an official approved accommodation letter from SSWD and at that point those accommodations for the student's disabilities are required. If professors feel any of the accommodations constitute a fundamental alteration of their course, they should consult with SSWD to discuss their concerns and potential alternatives for access.

With regard to the suggestions here for any student with vision limitations: You might want to remind yourself every single time you are about to enter a classroom or meeting with the student until practices such as these become customary. While some of the suggestions may seem to be primarily common sense, sometimes the things that should be entirely evident can fall to the wayside due precisely to that fact. In the classroom or other situations, it might also be helpful to glance often at the student as a reminder to yourself and a way to double-check that you are doing what you need to make things as conducive to the student's learning needs as possible.

(With appreciation to all who work with students with disabilities on our campus, including Services to Students with Disabilities, for assistance.)

## Campus Resources

### ***Services for Students with Disabilities (SSWD)—***

Offers a wide range of support services to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Application instructions are provided on the website for students with mobility or other physical disabilities, blindness/visual impairment, psychological disorders/cognitive disabilities, learning disabilities, and ADD/ADHD, and students who are deaf/hard of hearing. Services and accommodations for students may include, but are not limited to: specialized educational materials, adaptive equipment, adaptive computer training and use, note-taker services, testing accommodations, consultation with faculty for students with special academic needs, library assistance, disability management advising/counseling, on-campus housing accommodation, and graduate and professional program assistance and information referrals. Students with questions and faculty with inquiries or wanting to make a referral are welcome to contact or come by the office for more information.

Location: Lassen Hall 1008

Phone: (916) 278-6955

[SSWD Website](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/) <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

### ***Assistive Technology Lab (ATL)—***

Provides technological services to students with disabilities referred by SSWD counselors/specialists, including: a lab with alternative access to computers for students with disabilities to work on coursework and a training room for students to receive instruction on the adaptive technology appropriate to the student's disability (such as screen magnification and reading, scan/read programs). The ATL also provides consultation and assistance to faculty to convert course textbooks, syllabi, exams, class web content, slides, and handouts into alternative formatted instructional materials for students (such as Braille).

Phone: (916) 278-7915

ATL Computer Lab: Academic Information Resource Center 2011

ATL Training Lab: Academic Information Resource Center 2010

### ***Maryjane Rees Language, Speech and Hearing Center—***

Offers speech, language, and hearing services for people with communication challenges and/or cognitive disorders, including but not limited to: hearing loss, reading disorders, speech sound disorders, stuttering, cleft palate, voice disorders, and conditions associated with stroke, brain injury, concussion, progressive disorders, and other neurological impairment. Services are free to all, and those interested may get further information on the website, call, or stop by.

Location: Folsom Hall (7667 Folsom Blvd.) Room 2203 Phone: (916) 278-6601

[Center Website](https://www.csus.edu/college/health-human-services/community-services/language-speech-hearing-center.html) <https://www.csus.edu/college/health-human-services/community-services/language-speech-hearing-center.html>

***TRiO Student Support Services Program (through SSWD)—***

Provides to students with disabilities, who meet TRiO eligibility requirements and are in need of academic support to better stay and succeed in college, services that include: supplemental instruction, tutoring, adaptive equipment, readers, note-takers, proctors and test arrangements, specialized instruction materials, individualized counseling, transition coaching, assistance with graduate school admission, and more.

Location: Lassen Hall 1008

Phone: (916) 278-6955

[TRiO Website](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/student-resources.html) <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/student-resources.html>

***Counseling (Student Health and Counseling Services)—***

Helps students to cope with such things as stress, academic difficulties, cultural adjustment, relationship issues, anxiety, depression, bereavement, post-traumatic symptoms, questioning sexuality and coming out, eating disorders, addiction and alcohol abuse. The privacy and confidentiality of all who use Counseling Services is maintained fully within the bounds of law and professional ethics.

Location of Counseling Services: The WELL, Second Floor

Phone: (916) 278-6461

Location of Urgent Care Clinic: The WELL, First Floor

[Counseling Services Website](https://www.csus.edu/student-life/health-counseling/counseling/) <https://www.csus.edu/student-life/health-counseling/counseling/>

*Students in an immediate crisis* should contact 911 or the Suicide Hotline at 1-800-273-TALK (8255).

Students with urgent concerns who would like to see someone right away may walk in to receive counseling at the Urgent Care Clinic (WELL, First Floor) any time during its hours of operation or call to speak with the After Hours Nurse at: (916) 278-6461.

Students who want to receive counseling or explore if counseling is right for them may schedule an appointment by calling or coming in Counseling Services, or going online through the Patient Portal. This typically begins with a consultation appointment, where the student can talk about their concerns and receive support and feedback. Many students find that they feel better and their needs are met in just one session. Students who want to continue counseling may choose individual counseling in follow-up single session appointments (to meet their needs in the moment) or short-term individual therapy (more than one session with the same mental health clinician). Students may also join group therapy (with five to ten other students).