10) **1 in 32 students at OSU is registered with DAS**. More students have disabilities, but they manage without accommodations. Or, they are not aware that they can request accommodations. Advisors can help by spreading the word.

9) In most cases, unless students disclose a disability to their advisor, you won’t know! **The vast majority of disabilities at OSU are what we call “hidden” or “invisible” disabilities, the most prevalent being learning disabilities and ADHD.** Other disabilities include mental health conditions, chronic illnesses (i.e. seizures, chronic migraines, etc), brain injuries, autism spectrum disorders, visual, deaf/hard of hearing, and orthopedic (wheelchair/other mobility, etc).

8) **Two people with same disability can be very different**. While there are commonalities among people with a similar diagnosis, the impact on their learning varies. The best person to tell you about how their disability impacts them is the person with the disability.

7) Students disability information is confidential, and they are not required to disclose to their advisor (although it is helpful if they do!). **You sense a student needs a referral – what to do:**

 -If there is any talk of prior accommodations (in H.S. or community college) send to DAS

 -If the student mentions IEP or 504 send to DAS

 -If you aren’t sure, or the student says they are having academic difficulties but it seems they haven’t had similar experiences before – send to Academic Success Center. They will refer if necessary.

6) **If the disability impacts mobility**: it may be difficult for students to have courses scheduled back-to-back because the disability may impact the students’ ability to travel across campus quickly.

5) **If the student has a hearing loss**, their classrooms might need to have internet in order to provide their accommodations.

4) **If the disability impacts alertness or requires a student to take medication**: If a medication affects a student’s ability to be alert during certain times in the day (i.e. in the morning) it may be helpful to take this into consideration during course scheduling.

3) **If a student has a learning disability/ADD/ADHD**: The impacts of the disability may be lessened by the type of teaching style, course type, structure, and organization. If there are several different instructors teaching a course, you can help students find a good balance by sharing your knowledge of the faculty teaching styles and expectations. Example: a student with dyslexia may want to avoid taking several classes that require extensive reading and writing at the same time.

2) **Some students need a reduced course load due to a disability**. Even without the reduced course load accommodation, many DAS students find 15-16 credits way too much, and 12-ish is much more manageable.

1) **Expect students with disabilities to meet the same standards of performance as other students**; they are here because of their abilities and only need (often minor) accommodations to level the playing field, to have the same right to succeed, or not.