Foreword

We are proud to present this first edition of the *Resource Guide for Psychology Graduate Students With Disabilities*. Containing articles written by members of APA's Committee on Disability Issues in Psychology (CDIP), American Psychological Association of Graduate Students (APAGS), and staff of the Disability Issues in Psychology Office and APAGS, this *Resource Guide* puts forth insider perspectives on critical issues and concerns that today's students with disabilities face. The guide offers suggestions on issues related to educational training and professional development, presents an overview of the major federal disability laws, and offers practical advice on successfully navigating the classroom and campus.

We hope that you will find these recommendations valuable throughout your graduate school experience, whether you are a first-year graduate student, an advanced student working on your dissertation, or applying for internships. Although many of the suggestions we offer are not exclusive to disabled graduate students, there are some unique concerns specific to this population of students that we have tried to address in greater detail.

Conceptualized and developed as an evolving document, sections of the *Resource Guide* will be expanded and new sections and topics added as issues are identified. The editors welcome your feedback and suggestions for future editions of the *Resource Guide*. To receive a copy of this document in alternative format, please contact APA's Disability Issues in Psychology Office at 202-336-6038 (V), 202-336-5662 (TTY), or via e-mail at akhubchandani@apa.org.

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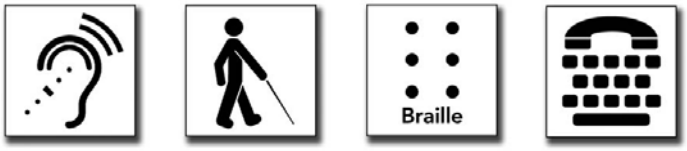


By Anju Khubchandani, MA

Please note: The information contained herein is intended to educate readers on various legal aspects of the Americans With Disabilities Act and is not meant to be definitive in all circumstances or relied upon without prior consultation with legal counsel.

Two major pieces of legislation have an impact on the provision of services and accommodations to students with disabilities in the university setting. They are the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) of 1990. The ADA, which prohibits discrimination on the basis of disability, combined with Section 504 of the Rehabilitation Act help to ensure that buildings, classes, and academic course work are accessible.

Disability law is largely regulated by the ADA, a comprehensive civil rights law for persons with disabilities. The principal objective of the ADA has been to remove the barriers preventing qualified individuals from enjoying the same educational and employment opportunities and public services that are available to persons without disabilities. Although it does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities, the ADA does mandate that when an individual's disability creates a participatory barrier, it must be determined whether reasonable accommodation(s) could remove the barrier, thereby permitting equal opportunity and access to mainstream American life.

The ADA and Postsecondary Education

Title II of the ADA addresses the right of access to public services by individuals with disabilities. According to the *Americans With Disabilities Act Handbook* (U.S. Department of Justice, 1991), the purpose of Title II is to "prohibit discrimination on the basis of handicap in all services, programs, and activities provided or made available by local or state governments and their affiliate agencies," regardless of whether they receive federal funding. Although many public services are covered under ADA Title II, so, too, is the right of equal access to postsecondary education settings. Here, we highlight several of the key points mentioned in Title II of the ADA that relate specifically to the rights of students with disabilities in college and university settings.

Individuals With Disabilities Must Be Qualified

Title II of the ADA protects individuals with disabilities from being denied the opportunity of participating in postsecondary educational training and activities. However, it does not require universities to accept or accommodate everyone who has disabilities. Under the ADA, applicants with disabilities must first:

- Satisfy the standards required by the university or college for all students.
- Be able to perform the "essential academic and technical standards of the program" with or without "reasonable accommodations" (see below).

"Essential Academic Standards" Explained

The term "essential" serves to ensure that colleges and universities need not fundamentally alter their programs of instruction to accommodate students with disabilities. Essential academic activities are those tasks that are fundamental and necessary to meet critical program or course requirements, licensing requirements, or certification requirements. Federal courts have readily upheld insistence that such students meet academic standards (for example, a requirement for all students to maintain a certain GPA) and technical standards. By instructing colleges and universities to distinguish carefully between what is essential and what is tangential, the courts have used Section 504 and the ADA to create equal educational opportunity for the disability community without lowering academic standards.

"Reasonable Accommodations" Explained

The ADA also stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student declares a disability. An accommodation does not compromise the essential elements of a course or curriculum, nor does it weaken the academic standards or integrity of a course. Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers. They provide a level playing field, not an unfair advantage.

The Americans With Disabilities Act Handbook defines an accommodation as "any change in the work environment [or instructional setting] or in the way things are customarily done that enables an individual with a disability to enjoy equal opportunities." This may include:

- Providing or modifying equipment (e.g., allowing the student to tape-record lectures instead of taking notes)
- Making facilities accessible—removing barriers (e.g., holding class on the ground floor) so people with disabilities can participate
- Providing auxiliary aids and services (e.g., sign language interpreters)

An important element of the "reasonable accommodations" section of the ADA is that the student has the right to decide whether or not to declare a disability. Under the law, only if the student has disclosed a disability to the appropriate individual (e.g., the university disability office, etc.—this varies across settings) is the instructor responsible for providing accommodations. No declaration, no accommodation. It is up to the student to decide in which class(es) to declare a disability. It is

"An accommodation does not compromise the essential elements of a course or curriculum, nor does it weaken the academic standards or integrity of a course."

important to note that all of the student's work and grades up until the time he/she declared the disability ARE VALID, and do count toward the final grade. The declaration of a disability does not erase any past failing grades, etc. Also, university staff do have the right to ask for and/or require appropriate documentary verification of the disabling condition, such as a doctor's letter (for physical disabilities) or a psychological assessment report (for learning disabilities or mental illness).

"Undue Burden" Explained

This section of ADA addresses the common-sense notion that not all accommodations can be provided in all settings. Here, the law stipulates that universities are not required to provide an accommodation that would change the fundamental nature of the program and/or pose an undue burden (significant difficulty or expense in, or resulting from, the provision of the accommodation). The following is typically used to help make this determination:

- Size of the program/class
- Financial resources
- Cost of accommodation
- Alteration or change in the course requirements (e.g., a course instructor is not required to transcribe his lectures into overheads to accommodate a student with a hearing impairment, although this could be a possible accommodation if acceptable to both student and instructor)
- Disruption of other students (Note: Instructors should only invoke this "undue hardship" clause after having attempted reasonable accommodations in the classroom, or in cases of extreme student behavior. For example, a student with epilepsy cannot be automatically excluded from a class because the instructor fears that a disruption (e.g., a grand mal seizure) may occur during class. However, if this student is enrolled in a class and does experience grand mal seizures in class on a regular basis, the instructor may have a case for claiming "undue hardship" on the basis of disruption.)

Selected Resources Related to this Article

ADA Information Center

The ADA Information Center (for the Mid-Atlantic Region) is one of 10 regional centers established to provide training, information, and technical assistance on the Americans With Disabilities Act (ADA) to businesses, consumers, and state and local governments. Funded by the National Institute on Disability and Rehabilitation Research (NIDRR), under the U.S. Department of Education, each center has a toll-free hotline staffed by specialists who can answer specific questions on the ADA. For more information, you can visit the center's Web site at www.adata.org, or, for ADA technical assistance, contact your local center at 800-949-4232.

Association on Higher Education and Disability (AHEAD)

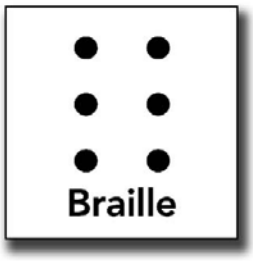
The Association on Higher Education and Disability (AHEAD) is an international, multi-cultural organization of professionals committed to full participation in higher education for persons with disabilities. The association is a vital resource, promoting excellence through education, communication, and training. General information about accommodation issues is available online at www.ahead.org, or you may contact them at 781-788-0003 (V/TTY).

Disability Issues Office, American Psychological Association (APA)

The Disability Issues in Psychology Office coordinates APA's public interest, human welfare, and social responsibility activities in the area of disability issues. The office works toward the elimination of bias against and the promotion of equal opportunity of persons with disabilities in education and training, research, and professional practice. It monitors the welfare of these groups as consumers of psychological services, analyzes the impact of governmental initiatives on them, and promotes development and application of psychological knowledge to address public policy issues affecting them. The office serves as an information and referral source for APA members and the general public and disseminates materials on professional and consumer issues. The office also provides staff support to the Committee on Disability Issues in Psychology. The office can be contacted at 202-336-6038 or e-mail, akhubchandani@apa.org. You can also access the office's Web site at http://www.apa.org/pi/cdip.

Heath Resource Center

The Heath Resource Center of the American Council on Education is the national clearinghouse on postsecondary education for individuals with disabilities. Support from the U.S. Department of Education enables the Center to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, and other postsecondary training entities. Heath provides information on a broad range of disability-related topics such as accessibility, career development, functional limitations (including vision, hearing, mobility, and learning disabilities among others), and training materials designed to enhance the training of faculty and administrators who work with students with disabilities. You can contact Heath at 202-994-8770 or 800-544-3284 or access its Web site at www.heath.gwu.edu



2 Strategies for Program Orientation and Preparing for a Successful Experience

By Rhoda Olkin, PhD, and Carol Williams-Nickelson, PsyD

Many programs seek to comply with the Rehabilitation Act of 1973, the Americans With Disabilities Act, and all other applicable federal and state laws. Programs and universities accredited by the American Psychological Association (APA) are also bound by APA ethics. Of particular relevance is Principle E: Respect for People's Rights and Dignity, Section 3.01 Unfair Discrimination, and Section 3.04 Avoiding Harm (*The Ethical Principles of Psychologists and Code of Conduct,* 2003). All aspects of programs should be accessible to students with disabilities. In making accommodations for students with disabilities, it is the policy of many programs to make alterations as appropriate to evaluation methods and to the process of evaluation—but not to standards—for program completion.

Programs are usually very committed to nondiscrimination regarding students with disabilities in recruitment, admission, retention, and graduation for those who have already been admitted to the school through the regular admission process and have thus been deemed qualified to undertake the academic program. In addition to nondiscrimination policies, most campuses make reasonable adjustments to permit students with disabilities to fulfill academic requirements. If you believe that the school may not be meeting its responsibilities in this regard, or feel that you have been otherwise discriminated against because of a disability, you should contact your faculty advisor, the director of student relations, or the dean(s) of the program. Of course, these positions and titles vary from program to program. The point is that students should contact someone within the program to ensure that the appropriate person has the information necessary to make reasonable accommodations.

"The goal of most programs regarding students with disabilities is to maximize the student's opportunity for success in, and graduation from, the program."

The goal of most programs regarding students with disabilities is to maximize the student's opportunity for success in, and graduation from, the program. Equity of treatment, equal access to facilities and programs, and reasonable accommodations will often help empower students with disabilities and increase representation of people with disabilities in the profession. All information provided to programs concerning a student's disability should be kept confidential and shared only on a need-to-know basis. Programs should use this information only for the purposes of overcoming past performance difficulties that students may have experienced because of the disability or to provide assistance or accommodations in the admissions process. No limitations should be placed on the number or proportion of persons with disabilities who may be admitted or enrolled.

Preparing for Application and Enrollment

Applicants and new students with disabilities are encouraged to ask as many questions as possible about a program, to sit in on classes, and to meet other students within the program and with disabilities. It is also advisable to contact a program directly to discuss any disability-related concerns.

Under the law, programs may not discriminate on the basis of disability in the admissions process. Any information concerning an applicant's disability provided during the admissions process should be on a voluntary basis and must be kept confidential in accordance with state and federal laws. These records will usually pertain only to academic adjustments and accommodations based upon the student's disability and will often include references to the documentation submitted to verify the disability. Check with your program about its policies and practices in regard to maintaining your confidential records.

Gathering Appropriate Documentation

It is standard practice for a university or college to require documentation of disabilities when an individual identifies his or her disability as an issue. Programs have the right to request documentation of any disability or the nature of functional limitations caused by the disability, but may choose not to exercise this right in some instances when a disability is readily visible and the student is able to describe his or her functional limitations. Documentation must be provided by a professional who is qualified to diagnose the disability. Many programs may adhere to the *Guidelines for Documentation of a Specific Learning Disability* (Association of Higher Education and Disabilities, 1996).

The following may be required:

- The qualifications of the evaluator, the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results that includes a diagnosis of a specific learning disability. Such documentation should reflect the individual's present achievement level, be as comprehensive as possible, and adequately measure cognitive abilities and academic achievement skills. The achievement test should represent reading, math, and writing. It must include test results for at least the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, spelling, mathematical comprehension, memory, and processing skills. The diagnosis should conform to federal and state guidelines.

- It is always preferable to have recent documentation. According to court precedence, programs can require documentation of learning disabilities that is not older than 3 years old. However, in practice, many students were tested in elementary and high school, received services throughout their education, and can reasonably be assumed to continue to have the disability. Nonetheless, the program has the right to request more recent documentation.

If there is no documented record of, for example, a learning disability, but the student feels there is one, the student may pursue an evaluation at his or her own expense. Talk to your advisor or program administrator about locating an appropriate professional to perform the evaluation.

- In some cases, documentation from the primary or secondary school and of receiving services in college, may be sufficient.

Registration, Academic Advising, and Financial Assistance

Students with disabilities may be eligible for priority enrollment. Students should check with their individual schools and programs to determine if this is an option. Those who have special requirements for class participation, such as needing books on tape or an ASL interpreter, are encouraged to use priority enrollment. This allows early registration and, thus, better planning for support services. Sometimes, a student affairs office will also process registration materials for students with disabilities upon request.

Responsibility for selecting the proper courses and completing the degree requirements lies with the student. Therefore, all students should read and understand the information in the schedule of classes for their program, the program catalog, and the student handbook. Working with an advisor early and as often as needed is encouraged to ensure smoother progress in the program. In addition, students whose disabilities affect their learning styles should keep the following tips in mind:

- Do not wait until difficulties arise (i.e., falling behind or failing a test) before seeking advice and assistance.
- If there are multiple sections of a class, students with disabilities might want to select sections and instructors that fit individual learning styles and needs. During the semester prior to registering, students with disabilities may sit in on one to two classes they are interested in. This can be done informally by approaching the instructor outside of class and asking permission.
- Review the required readings (when available from previous semesters) for classes or sections that are being considered. Old syllabi are often available in the program's office.
- Visit with instructors during their office hours, before registering. Instructors are usually willing to discuss their course plans. Ask any questions about such concerns as writing assignments, testing style, and accommodations.
- Students with disabilities may begin planning a schedule of classes with the assistance of an academic advisor well before registration.
- If taped texts are to be ordered (which may be provided by the state in which the student is going to school or by Recordings for the Blind and Dyslexic), advance notice is needed.

For financial aid, students with disabilities should check into financial assistance programs from individual state Departments of Rehabilitation. If this is an option, it is imperative that the application process be completed early. For example, in California, applications for financial aid (particularly the Pell Grant) must be made before the Department of Rehabilitation can determine the amount of aid it will provide. In some instances, the Department of Rehabilitation has agreed to pay only for the master's degree portion of graduate school or for all years of the doctoral program, but only up to the amount of an equivalent public school. Both of these decisions may be contested on various grounds, including the following: (a) in psychology, the doctorate is the terminal degree to become a licensed psychologist or to function as an organizational psychologist; (b) there may not be an equivalent program in the area; or (c) the student may have applied to but not have been accepted at the public university. Students may have to appeal an initial denial before the full tuition is paid by the Department of Rehabilitation.

Students who are 18 years of age and older and who have a permanent and severe disability can apply for Supplemental Security Income (SSI) at

their local Social Security Office. If eligible, the amount of money received depends upon the family's financial status. SSI has a PASS plan by which monies can be used for education.

Students with disabilities should not assume that the Department of Rehabilitation, any outside funding source, and/or the program will organize, oversee, or otherwise manage the process. The student has the major responsibility to meet deadlines and be aware of the policies and procedures governing financial assistance.

Orientation to Program Staff, Campus, and Specialized Services

Meet Key Personnel

For assistance with matters related to a disability, many people are key to helping ensure success. It is essential to get to know your faculty advisor well in the first year. The program administrators and deans are often good resources for helping students with disabilities find and secure accommodations, as well as directing them to appropriate offices and resources on campus. The director of student relations, or someone in a similar position on campus, may serve as a liaison between students, faculty, and administration with regard to academic concerns.

Instructors are usually willing to work individually with students on needed accommodations. Faculty may modify, but cannot waive, course or other requirements to accommodate students with disabilities. It is important for students to understand that programs do not lower academic standards for students with disabilities. Requests for curriculum modifications should be brought to the attention of an advisor who will work with a student with a disability and appropriate program administrators and faculty.

Some examples of modifications might include extra time for exams, proctors to read the questions and/or write the student's dictated answers, and the use of word processors to record test answers. Academic adjustments may also include special seating arrangements, modified testing procedures, special materials, and the provision of lecture notes or different teaching techniques. It is up to the student to request accommodations from the instructors well in advance. Students who are blind may need to educate instructors about the importance of receiving all handouts in alternate formats. Similarly, deaf students may need to teach instructors how to work with sign language interpreters appropriately. Students should be sure to speak with the instructor at least a week before the class is scheduled to start or at the first meeting of the class about needs. Once class starts, it is helpful to remind the instructor of the agreed-upon accommodations. Students who have questions about reasonable accommodations after talking to their instructor(s) should contact their advisor or other appropriate allies on campus, such as a director of student relations.

When talking with instructors, the following strategies might be useful:

- Clearly state the nature of the disability and explain any functional limitations as they relate to the specific class.
- Make specific suggestions as to what can be done to help facilitate success in the class.
- If applicable, talk about accommodations that have been previously successful.
- Discuss specific details about how examinations will be handled.
- If applicable, discuss specific functional limitations and the testing or course accommodations that will be needed.

- If necessary, engage the instructor in a problem-solving process when there is not an obvious solution to the problem.

Physical Needs and Campus Layout

Phone Equipment. Most universities will have a TTY available for student use. Ask where it is located, what the TTY number is, and if both placing and receiving calls are allowed on the phone. Oftentimes, programs will also have payphones located in private areas for students' use. Learn the location of these phones and if they are wheelchair accessible. Newer pay phones are usually equipped with volume controls.

Parking. Most campuses have reserved handicapped parking. Ask where these spaces are located and if they are wide enough for vans with side lifts. Cars parked in handicapped spaces must have the appropriate placard displayed in the windshield or license plate with the disability logo. If not, a car may be subject to ticketing. Students who incur a temporary disability can usually obtain a temporary placard from the Department of Motor Vehicles.

Lockers. Many students with disabilities have difficulty carrying a load of books and supplies needed for the day. As a result, some programs provide lockers or other storage facilities for student use. Ask the program administrator if this accommodation is available.

Bathrooms. Students with disabilities should tour their campus to locate the nearest accessible bathroom to the classroom. Check for floor lips into the bathrooms that may make it hard to maneuver when entering or exiting. Students who have difficulty negotiating the bathrooms might want to ask for the use of a bathroom that is not slippery, is well lighted, has grab bars, and has an accessible sink. Let the program know if there are ways that they can make the bathrooms more accessible. Oftentimes, they simply do not understand the specific needs of students with disabilities, but are more than willing to help.

Mobility. Campuses vary considerably in size and layout. Depending on the individual and the specific disability, it may be desirable for some students to receive orientation and mobility training. Check with the office administrator about options for orientation.

Most programs will not provide transportation to or from school, practica, or internship sites. For offsite functions (e.g., picnics, graduation ceremonies, social functions), other students, staff, faculty, or administration may be kind enough to give rides to students with disabilities. Paratransit systems may also be available. The advisor, dean, or director of student relations can often assist in locating these resources.

If there are particular obstacles preventing people from traveling safely around campus, students with disabilities should bring these issues to the attention of the student relations staff so the appropriate campus personnel can be notified.

Fire and Emergency Evacuations. Knowing how to safely evacuate in the event of a fire, earthquake, or other emergency is important. Inquire into whether or not the campus is equipped with visual and auditory fire alarms. Students using wheelchairs or scooters should remember which entrances are and are not equipped with ramps in order to reach a safe location as quickly as possible in the event of an emergency. Be aware that elevators may not function during emergencies. Therefore, in an emergency, students with disabilities should attempt to situate themselves in and around

stairways in order for fire department personnel or the campus emergency team members to locate them quickly.

Some programs require that students with disabilities provide a particular person with a copy of each semester's schedule to provide assistance during the evacuation of the building or other emergency. Students with disabilities may want to determine if the campus has an emergency team that can also be informed of a student's needs and schedule.

Specialized Services for Students With Disabilities

What follows is a listing and descriptions of the typical services that most programs offer their students with disabilities.

Taped Textbooks. Textbooks recorded on cassette tapes may be ordered from Recording for the Blind and Dyslexic (RFB&D), 20 Roszel Rd., Princeton, NJ 08540 (800-221-4792). Students who have not already registered with this service should do so if they anticipate that they will need taped books. Sometimes the office of student services, or equivalent office, will maintain one copy of the RFB&D catalog, which may be helpful when ordering tapes. If the tape is not already available, two copies of the book must be sent to RFB&D to tape; the program should send the two copies at the student's request. However, be aware that this process takes several months; thus, begin this process well in advance. For example, almost every student will need a copy of the *Diagnostic and Statistical Manual* (DSM-IV) and the *Publication Manual of the American Psychological Association*. Most libraries will have these two common resources available on disk, and perhaps on tape, so check directly with the library.

Readers. The office of student services, or equivalent office, will usually provide readers for some unrecorded materials (e.g., student newsletter, campus mail, and collections of articles and exams). Most programs do not record books; these should be professionally done by RFB&D. Most likely, the office of student services will hire student readers to tape course materials such as midterms, preliminary exams, etc. Students with disabilities should contact the appropriate campus office to request a reader or tape-recorded version of these materials. It is important that the student services personnel know well in advance if there is a need for reader services or taped material.

General suggestions for securing a reader include:

- Use priority registration to register for classes to have as much lead time as possible.
- Find out from the bookstore or the instructor what materials are going to be used. List the books, including author, copyright date, and edition number. The bookstore may also be able to help with arranging for a reader.
- Using the RFB&D catalog, determine if the books that are needed have been prerecorded. If so, call RFB&D and order them.
- Give the advisor and appropriate office personnel as much notice as possible of materials that are needed for recording. Programs will often supply the tape recorder and one copy of the tapes, which will remain in the program's possession. Student services will often retain a copy of each recording; for protected materials such as exams, that office may elect for students to review the materials in a secured area. Tapes are owned by the program, and the instructor retains rights to any taped course materials or exams.

- When working with readers, it is important for students with disabilities to be as organized as possible to ensure that time is spent efficiently. Begin as far in advance as possible on reading assignments for classes, because they may require more time than is anticipated. Stress to each reader the need for dependability and sustained commitment; however, maintain reasonable expectations. This may be the reader's first experience in such a situation. Clear communication between the student and the reader is very important.

Note Takers. Students should contact the student services office, or equivalent office, if a note taker is needed for a particular class.

Note takers will:

- Write down all relevant information, including lecture notes, test and quiz dates, assignments, and important vocabulary.
- Attend all classes, be on time, and be prepared to take notes. If a note taker is unable to attend class, he or she should notify the office arranging the accommodation as soon as possible.
- Arrange with the student how and when the copies of notes will be delivered.

Note takers will not:

- Be responsible for ensuring that students complete assignments properly or on time.
- Participate in classroom discussions (unless the note taker is also a student in the class).
- Function as a tutor.

Students using a note taker should:

- Attend class in accordance with program policy (see the student handbook).
- Supply paper for the note taker.
- Make arrangements to supply any materials the note takers might need.
- Read the notes over to check for assignments and deadlines.
- Ask the note taker about anything in the notes that is not clearly written.
- Arrange with the note taker how and when the copies will be delivered.

Scribes. Scribes (writers) are provided to students who need help to produce written material. A scribe writes down material dictated by the student. The scribe will insert basic punctuation according to the phrasing in the material being dictated. If there is a question about punctuation or spelling, the scribe will ask the student. The student is also expected to know the spelling of specialized vocabulary. As a good general rule, allow 1 hour of dictation time for each typed page produced. The student should show up at the appointed time, organized, prepared, and ready to dictate in an expedient manner. If a student is late or unprepared, the time lost will not be replaced, and the student may have to supplement the service with his or her own resources.

Most programs like students with disabilities to provide the student services office, or equivalent office, with at least 5 working days' notice to provide a scribe. Some offices do not provide a typing service, but external typing services are usually available (these must be paid for by the student).

Subject Area Tutoring. Tutors are usually provided through the student services office for all students on campus, including graduate students. Names of potential tutors are often kept on file, and it is the responsibility of the

student to contact the appropriate office and request the phone number of a tutor for any subject in which a tutor is needed. Remember that the tutors are not specialists in working with students with specific disabilities, so they will need assistance to understand the disability and the best ways by which to provide assistance. Any difficulty that is evident in the tutorial relationship should be reported to the office that arranges the tutoring.

Tutors are often upper division students. They will have a command of the subject matter, but may not have actually taken the specific course for which assistance is sought. When working with a tutor, it is crucial to be as organized as possible. Explain the material to be covered and specific needs before the session. Keep the lines of communication open to discuss all problems that arise. Tutors' availability may fluctuate with their own semester schedules. They have agreed to be available for a set period of time. It is important to be respectful of tutors' time constraints.

Tutors will:

- Guide students through a specific problem within a course of study, perhaps setting intermediate objectives.
- Provide more immediate feedback than an instructor may be able to provide.
- Try to keep students from repeating mistakes.
- Stress concepts and relationships rather than pure memorization of facts.
- Pose questions so that students can learn to think independently, drawing conclusions and making inferences.
- Help the student become more aware of how he/she best learns.
- Alert the appropriate student services office staff about situations in which tutoring is not accomplishing the desired results.

Tutors will not:

- Complete assignments.
- Ask favors of instructors on behalf of the student.
- Substitute for academic advisors.
- Mediate conflicts between the student and the instructor(s).
- Run errands or provide transportation.
- Be available as a continuous general resource for the student in nonspecific ways throughout an entire course.

Sign Language Interpretation. Programs may provide professional sign language interpreters for all classes, meetings, advising, and program activities. Students should inform the appropriate people within the program (a) when interpretation services are needed, and (b) what type of interpretation is required (e.g., American Sign Language; S.E.E. Sign).

Most programs pay interpreters even when the student does not show up for a scheduled event or class. Therefore, if a student must miss a scheduled event, it is important to notify the appropriate individuals as soon as possible, preferably 24 hours in advance.

Interpreters will:

- Inform the student services office if they are unable to attend a class.
- Conduct their services in compliance with the codes and ethics of their professional organization.
- Help with class or test vocabulary that is difficult or has no direct interpretable counterpart (e.g., Beck Depression Inventory item #6—"I feel I am being punished"). If there is difficulty interpreting test items,

the student should discuss this with the instructor directly.

Interpreters will not:

- Be responsible for taking notes, remembering assignments, or writing down dates.
- Be responsible for asking questions or explaining course material.
- Provide answers on tests.

Students using interpreters should:

- Arrive on time for classes.
- Ask their own questions during and after class.
- Select seating where the interpreter, as well as the instructor, blackboard, and other teaching aids, are easily visible. If a visibility problem arises because of assigned seating, a short explanation to the instructor will usually solve the problem.

Braille. Some programs may have a Braille labeler that can be used to mark student mailboxes, label materials, or mark the backs of assessment tests (with permission), etc. The labeler is usually maintained in a particular office. Check with the school to determine its availability on campus.



3 Understanding and Meeting Program Requirements

By Rhoda Olkin, PhD, and Carol Williams-Nickelson, PsyD

Preliminary Examinations

Preliminary exams are given in some programs after the first and/or second (full-time) years. Generally, students must pass these exams in order to continue in the program or advance to candidacy. Students with disabilities should check with their respective programs about preliminary examination requirements so that preparation can begin early. Consider the timing of exams (i.e., how many in one week), accommodations needed, and pace in the program in relation to disability needs.

Qualifying Examinations

Programs vary in the type and duration of qualifying examinations, however, almost all programs that prepare practitioners to practice have some type of oral and written qualifying examination. The oral exam may cover a variety of applied topics. Students may be presented with a case and asked to discuss its conceptualization, diagnosis, treatment planning, diversity issues, referral procedures, ethical implications, and assessment strategies, just to name a few. Frequently, the oral examination may model what may be experienced during the oral portion of the state licensure exam. State licensure requirements and examinations vary, so it is best to check a specific state for its requirements.

The written portion of qualifying exams usually covers the breadth of psychology and serves as a mechanism for faculty to assess each student's baseline level of psychological knowledge and

proficiency required for entry-level admission into the field. Some programs create a specialized written exam that can be taken in a few hours. Other programs administer written exams over the course of 2 days and are given to the student topic by topic. Still other programs use the GRE Psychology Subject test or the Examination for Professional Practice in Psychology (EPPP) as their written qualifying exam, with minimum cutoff scores to pass each. The EPPP is a nationwide proficiency examination that state licensing boards use as part of the criteria to grant licensure to practice psychology in a particular state. States use different cutoff scores for passing, so be sure to check with each state to determine the minimum score that must be obtained to pass the written portion of the licensing exam in that state. Finally, some programs allow students to present a case write-up as the written portion of the qualifying exam.

Qualifying exams are usually administered at the end of the third or fourth years of training. Almost always, students must pass the oral and written portions of the qualifying exams before they can hold a dissertation proposal meeting, and before they can apply for internship. Students should review the requirements, expectations, and timing sequence for qualifying exams in the program handbook. It may also be beneficial to talk to some of the advanced students about their experiences in taking the qualifying exams. In some cases, the program may provide a reading list or set of resources that will help students prepare for the qualifying exams. Should you require accommodations for the oral or written portion of the qualifying exam, be sure to discuss this with the advisor or examination committee.

What follows are some suggestions that students with learning disabilities have found useful in preparing for and taking an oral qualifying exam:

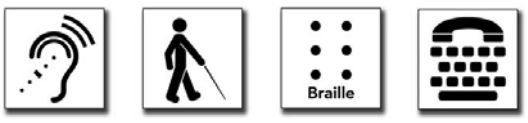
- Tell the committee in advance that accommodation(s) will be used and describe the nature of the accommodation(s).
- Write down the questions that the examination committee asks.
- Repeat the question back to ensure that it is correct.
- If needed, write a few quick notes to help provide an organized response.

Dissertation Assistance

Students with disabilities should consider the nature and scope of the dissertation early in their training so that they can gather the necessary materials and obtain the necessary accommodations to develop a sound dissertation. Faculty members expect the same quality work from a student with a disability as they do from a nondisabled student. For those who fatigue easily, planning is particularly important because the dissertation must be high quality scholarly work. Because the dissertation requires synthesis of scholarly sources, and, therefore, a lot of reading, students with print impairments may need extra time to collect materials in accessible formats.

The following suggestions may be helpful during the dissertation process:

- Schedule at least 1 hour per week for writing assistance if needed.
- Schedule at least 1 hour per week for proofreading if needed.
- Avoid "running around" as much as possible. Materials that may be needed for the dissertation might be available at nearby libraries, but not available through interlibrary loan programs. Students with vision or mobility impairments may consider securing an assistant who can travel to collect and photocopy materials.



4 Training and Professional Development

Applying to Doctoral and Postdoctoral Internships

By Anju Khubchandani, MA

The selection of an internship site is a key factor in providing an optimal environment for academic and professional development. It is important to choose an internship site that maximizes strengths as well as accommodates individual learning and working styles. Students with disabilities should identify the most critical factor(s) in determining an optimal placement and evaluate the site based on what they need on personal and professional levels. For example, one student with a traumatic brain injury selected a small internship setting that had a basic daily routine.

Prohibited Inquiries During the Internship Application Process

Prior to acceptance by an internship site, applicants with disabilities are not required to declare, nor may institutions inquire about, the presence of a disability. They are not required to inform the internship director or other staff about their disability at any time before, during, or after the application process. However, should an accommodation be needed during an interview (a sign language interpreter, for example), this accommodation request should be made well in advance of the meeting.

Questions are prohibited that would likely elicit information about a disability, or whether an applicant has a particular disability. In general, questions are prohibited regarding the nature or severity of disability, the condition causing the disability, prognosis, or treatment. Inquiries should also not be made about possible leave time for treatment, and certainly not about prior worker's compensation claims. These types of questions are now prohibited to ensure that persons with disabilities are given an equal opportunity to apply for a position without regard to their disability.

During the interview process, doctoral and postdoctoral candidates with disabilities should also never be counseled toward more restrictive career options. Students can expect to be informed of the requirements of a given career and the difficulties that might be encountered, but they cannot be counseled away from an area of interest simply because of a disability.

Permissible Inquiries

During the interview, questions can be asked to determine whether or not a candidate is qualified to perform essential functions of the position, as well as to demonstrate how his or her would perform the essential functions with or without a reasonable accommodation. The following scenario serves to illustrate this point.

A candidate arrives for the interview accompanied by a guide dog and is interviewing for a position involving the opportunity to career counsel clients as part of the regular caseload. Such counseling would be integrated with personal-social psychotherapy and would include vocational testing. The applicant could be asked how she/he would administer such tests as the Strong Interest Inventory and the Myers-Briggs Type Indicator with an accommodation. It would not be appropriate to ask how the applicant might handle a hypothetical situation in which a patient tries to attack the intern, and the intern does not see him coming (not essential to the intern role), or how long the person has been blind (question will elicit information about a disability).

Information that may be requested on application forms or in interviews includes the following:

- Determining whether the student can perform specific job functions. These types of questions will usually focus on the applicant's ability to perform in the position, technical and professional knowledge, skills, and experiences, but not on a disability itself.
- Asking the candidate to describe or demonstrate how specific job functions would be performed with or without an accommodation.

accepted, but otherwise as early as possible, either orally or in writing, to the appropriate person. Internship programs must make reasonable accommodations or adjustments for qualified individuals with known disabilities. An institution is not liable for failing to make accommodations or adjustments for a student's disability if the student has not disclosed the disability or requested assistance. It is imperative that, at this stage of the educational process, students become effective self-advocates, responsible for planning all aspects of their education and ensuring that the proper administrators and staff know of any special needs. The process of providing reasonable accommodations should proceed in an individualized, rational, and systematic fashion. If a qualified intern with a disability identifies the need for an accommodation, the training site should make every attempt to provide an accommodation that will give the individual an opportunity to be equally effective in performing the position's essential functions and in enjoying benefits and privileges equal to those enjoyed by other individuals.

"It is imperative that, at this stage of the educational process, students become effective self-advocates, responsible for planning all aspects of their education and ensuring that the proper administrators and staff know of any special needs."

- Inquiring about nonmedical qualifications and skills, such as education, work history, and required certifications and licenses.
- Asking if the candidate can meet attendance requirements.

Requests for Accommodations

If the candidate knows that accommodations will be required at the internship site, it is best to disclose after an offer has been made and

Tips for Students

- Do NOT allow or encourage others to do things for you that you can do for yourself. Instead, learn to use adaptive tools and technologies and alternative techniques.
- Meet with the internship director, or another identified staff person, as soon as possible to advise him/her of your unique needs as a student with a disability and provide suggestions regarding how you can use alternative means to accomplish tasks and activities.
- Offer to demonstrate for staff any adaptive tools you use.
- Stay in close communication with the internship director and staff. If the internship site refuses to make a requested accommodation, speak to the internship director directly and follow up your conversation with a written note summarizing the discussion. If there is no change, work your way through the chain of command until you have resolved the issue.
- When requesting desired services and accommodations, be polite but firm, and make your needs known.
- Establish connections with community resources. Contact with local vocational rehabilitation service directors can provide a solid link to potential community resources.

References

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Association of American Medical Colleges. (June 1993). *The disabled student in medical school: An overview of legal requirements.* Washington, DC: Author.

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Selected Resources Related to This Article

Association of Psychology Postdoctoral and Internship Centers (APPIC)

The Association of Psychology Postdoctoral and Internship Centers (APPIC) provides information for use by psychology intern applicants, psychology interns, postdoctoral psychologists, trainers of psychology, and psychology faculty members. APPIC's training resources include materials for students with disabilities. This and other information can be found on APPIC's Web site at www.appic.org/training/index.html You may contact APPIC at 202-589-0600.

APA—Program Consultation and Accreditation—Education Directorate

The Office of Program Consultation and Accreditation at the American Psychological Association is able to provide information on legal and ethical obligations regarding accommodating applicants and interns with disabilities in accredited internship sites. For information, you may visit the Web site at www.apa.org, or call 202-336-5979.

APA—Disabilities Issues Office—Public Interest Directorate

The office provides information and referrals, offers technical assistance, and develops and disseminates reports, pamphlets, and other written materials on student, professional, and consumer issues. The office also provides support to APA's Committee on Disability Issues in Psychology. For more information, you can visit the Web site at www.apa.org/pi/cdip or call 202-336-6038(V)/202-336-5662(TTY).

Writing for Publication: An Essential Skill for Graduate Students With Disabilities

By Kathleen Kendall-Tackett, PhD

Do you have something you want to say? A point you want to make? A perspective you want to share? Then you must write. Writing is one of the most important skills for you to acquire, whether you are in academics or clinical practice. Yet this skill is often overlooked in graduate training. Let's face it. Graduate school is demanding even for the able-bodied. Free time is scarce. As a graduate student with a disability, you may have even less free time because the activities of daily living just take longer.

So why should you bother? Because in the academic world, publications are the coin of the realm. And people with disabilities are not well represented among people who publish. If you want to advance in your field, you must publish. Remember, science moves forward via communication among scientists—and articles are the way by which you do this. Writing also helps establish you as an expert in your field of study. By writing articles, you have the opportunity to review for journals, giving you yet another opportunity to influence your field. Publications are also the vehicle that leads to job opportunities and promotions. This can give psychologists with disabilities, especially those who are not employed full-time, a chance at a level playing field. I work part time because of my disability, but I have almost 100 articles published, 6 books, and more that are due next year. Having a good publication track record has opened up many opportunities for me that are generally not available to part-timers.

So How Do We Write for Publication?

In this article, I concentrate on taking articles through the publication process, because this is the most difficult part for many people. I focus primarily on journal articles, as they can be the hardest kind of publication to get. But you will find that the advice I offer below also applies to other types of publications as well.

I often characterize publication as half skill, half attitude. Approach this process with confidence and persistence. Here are some tips that will get you started.

Pick your journal before you write. Before you write a single sentence, know where your article is going. So many professionals write the article, and then start shopping for a journal. Each journal has its own style, requirements, and type of article it likes to publish. Always remember that you are writing for an audience of a particular journal, and the needs of readers should be foremost in your mind.

To pick an appropriate journal, think about the main journals in your field of study (and don't limit your search only to APA journals). Which journals do you tend to cite most frequently? Which are read most often? Which ones publish the type of data that you have (e.g., don't send an article that describes a survey to a journal that mainly favors experimental studies)? Don't fall into the trap of always trying to write for the "most prestigious" journal in your field. Your work may not be appropriate for it. Send it to a journal that will be read by your colleagues. As you write, you may change your mind. But thinking about the journal ahead of time will help you focus.

Learn to handle "revise & resubmits." One of the most difficult aspects of writing is negative feedback. Whenever you get a rejection, or even a "revise and resubmit," you can feel like the only one who has ever had someone say something mean about your work. Our peers and colleagues are often reluctant to share their

negative reviews with others. The good news is that everyone—even "stars"—gets occasional negative comments. Revise and resubmits may be your most common response. Often, authors don't know how to handle these and may do nothing for months (or even years). Here are a couple of ways that you need to deal effectively with them.

- *Limit your period of mourning.* Unfortunately, comments from reviewers can be quite hurtful and sometimes inappropriate or rude. Go ahead and be mad, but limit your mourning period to a week. Then get to work on making the revisions.

- *Know that reviewers are human.* Just because a reviewer doesn't like a particular paper doesn't mean that it is bad. Your paper may be outside his/her area of expertise. Your paper may not express your ideas as clearly as it could. Or the reviewer may be having a bad day. Be open to constructive criticism, but also know that reviewers can be wrong.

- *Realize that you don't have to make every suggested change.* A comment from a reviewer usually indicates that something in your paper is not clear. However, you do not need to make every change. Acknowledge the reviewers' concerns, and politely explain in your letter that accompanies your revised manuscript why you decided not to make the change.

- *Be polite.* And speaking of letters, always assume that reviewers will receive a copy of yours. Pointing out the reviewer's obviously flawed thinking is ultimately not in your best interest. If a reviewer asks for a change that is wrong, politely point out the problem, and perhaps indicate a related change that you did make.

- *Get emotional support.* It can be very discouraging to spend time and effort on a masterpiece, only to have some thoughtless reviewer rip it up. Have someone in your social or professional circle that you can commiserate with. But then get back to work!

Consider alternate vehicles for publication. So many of the reward systems of academics focus on journal articles. We often forget (or maybe never knew) that other types of publications will get our work known, and even be helpful. Articles I have written for newsletters and magazines have had more readers than many of my journal articles. And when it comes to having our say, this is an important consideration.

Write brief reports. Brief reports are mini journal articles. These are great for when you have a little bit of interesting data that doesn't warrant a full-length journal article. Many journal editors like these too, thereby increasing the likelihood that they will accept your article. The instructions to authors will list length requirements.

Publish in newsletters. Newsletters can be another great place to publish your work. These articles can be especially helpful to clinicians because the articles synthesize research and suggest clinical applications. Newsletters from professional organizations and APA divisions are often good places to start. Contact the editor to see if he/she is interested in an article, and what the requirements are.

Use electronic media. Publishing on the Web is just in its infancy. Over the next few years, we will see an explosion of information available via the Internet. This is yet another opportunity for you. Find out what types of publications are available and if they would be interested in receiving an article from you.

Act Like a Professional

I am always amazed at the number of people in our field who make commitments to do work and casually miss or blow off deadlines. Editors often tell me that I am the only one who met the deadline for a chapter or article. I strongly advise you to keep your commitments. Just because "everyone" misses deadlines doesn't mean it is a good idea for you. Take your deadlines seriously and do your best to meet them. If you must miss a deadline, contact the person who is requesting the article and let them know when you will be able to get it to them. Your behavior will be so unusual that soon others will want to work with you, too.

In closing, I suggest that you write with boldness and give yourself permission to learn. That includes making plenty of mistakes. If writing were easy, everyone would do it. Your work is important, and so is your perspective as a person with a disability. See you in print!

How To Be Involved in Peer Reviews

By Kathleen Kendall-Tackett, PhD

Students (and psychologists) with disabilities are encouraged to participate in the "editorial pipeline." This includes reviewing for APA journals and being on editorial boards. To help demystify this process, I contacted Gary VandenBos, PhD,
executive director of APA's Office of Databases and Publications. The following is excerpted from our correspondence.

How does someone become a peer reviewer for an APA journal?

In terms of "becoming a reviewer," the facts are that very few editors invite potential reviewers who are NOT active researchers/authors. It is a "peer review" process, so one needs to be appropriately qualified as a "peer," even if at the very low level. In their first, second, or third year out of graduate school, graduates are unlikely to be regularly used as ad hoc reviewers unless they somehow got quite involved in publishing while still in graduate school and had five, six, or seven publications by the time they got their PhD.

Realistically, in the more typical case, one needs to be 4 years or more out of graduate school. One should probably have at least two data-based empirical articles per year for each year out. The best bet is to let the editor of a journal in which you have published at least two articles know that you are interested in reviewing for the journal. Editors are always looking for reviewers, and the places you are publishing already are the places most likely to view you as qualified and a peer.

After someone has been a reviewer for a while, how does she/he become a member of an editorial board?

The usual pattern is that if you have regularly done four or five reviews as an ad hoc reviewer for a given editor/journal (and the editor/journal has found them useful), they invite you. Sometimes, an editor does not notice the pattern and overlooks someone. I have done it myself.

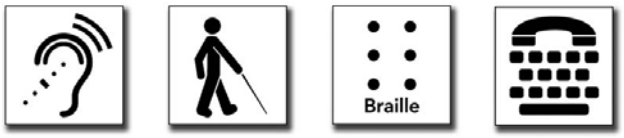
If they do not ask you, then, after doing three or four reviews per year for the same journal/editor for 3 to 4 years, I think it is reasonable to write the editor, point out what you have been doing (and he/she has asked you to do), and ask to be appointed to the editorial board (or for information on what more is needed from you in order for you to be invited to be on the editorial board. This can be done in a friendly, colleague-to-colleague manner that is frank and direct without being a big-deal conflict. Someone who wanted to fight for the sake of fighting would have written their note quite differently.

When contacting an editor, would it be appropriate to identify yourself as a person with a disability?

Editors want qualified and relevant reviewers. Reviewers are volunteers, so editors are always looking for good volunteers.

The major qualifications are "currently publishing empirical work on this topic," "being current in one's own reading of the literature," and "able to write critical, thoughtful, and helpful reviews."

Editors are not generally very interested in gender, ethnicity, or disability status. Editors have often never met more than half of the ad-hoc reviewers they use. When we asked editors to identify the ethnic minorities among their ad hoc reviewers, they told us that 2.5% were EMs. When we checked their ad-hoc reviewer list against the APA list of known EMs, the rate of participation was actually 4.5%. The editors had selected the reviewers based on their reputation and publishing record, not their ethnicity.



5 Self-Care and Support

Accommodating a Fatigue-Based Disability in Graduate Training

By Kathleen Kendall-Tackett, PhD and Hendrika Vande Kemp, PhD

Fatigue-based disabilities are common and stem from a wide range of conditions. Unfortunately, many of these conditions are invisible, and the needs of people with fatigue-based disabilities are often overlooked. The good news is that there are some steps that can be taken to offset the many barriers that those with fatigue-based disabilities encounter.

What Some Graduate Students Face

Life can be difficult when fatigue is not accommodated. Below are some examples of what students with fatigue-based disabilities face in their training programs. In the first story, a psychology intern describes how a full day would make her tired and sore. When she accommodated her disability, her relationship with her supervisor became strained.

"One difficulty came when I would sit for long periods in class or at work. For example, in doing assessments with kids. The full day of bending, sitting in little chairs, etc., made me sore. When possible, I would plan to spend the next morning working from my bed, using my laptop. However, my last rotation required seminars the morning after testing. I explained the difficulty to my supervisor and told her that I would likely miss some of these didactics when I had administered and scored extensive batteries, but that I would get notes and tapes from other students. At first she was very agreeable. However, when I actually missed

some seminars, it strained our relationship and, I believe, colored her opinion of my overall abilities (e.g., she greatly overestimated the number of absences I had throughout the year and greatly underestimated the number of absences of the student who would get the notes for me. Apparently, she associated any absences with my leg pain, regardless of who they truly belonged to)."

Here are three additional examples gathered by one of the authors of this section from psychology students and interns living near in Southern California.

▼ A student currently undergoing chemotherapy treatments for cancer requests an accommodation in the assignment of her practicum site. The accommodation request is that she be assigned to a site in which services are delivered on site. The director of clinical training either ignores or overlooks this request and assigns the student to a program that delivers its services (to a geriatric population) primarily by means of home visits. The student grows increasingly frustrated by the stress of extra travel and the fact that no changes were made in the assignment even after she discussed it with her supervisor. Ultimately, this affects her evaluation in the area of "personal characteristics." The student is, of course, devastated. Eventually, the student was reassigned, midyear, to a practicum site closer to her home. The director of training acceded to this recommendation reluctantly, and it was up to the student to find a new site.

▼ A student with a chronic disability (childhood rheumatoid arthritis) has been granted the general accommodation of half-time status, as she suffers from considerable fatigue and has the usual difficulties with ordinary tasks of life (dressing herself, mobility, etc.). As the internship application process begins, it is clear that the options do not meet the criteria of the Americans With Disabilities Act, which dictates that she have as wide a range of opportunities as would a nondisabled student. There are, in fact, only two half-time slots available to her. Neither of them is APA-approved, and she sought out these sites herself. When another disabled student also wanted to try for a half-time slot, the two were in competition for the same two sites (the second student chose not to pursue the applications, as she did not want to compete with her friend).

▼ A student suffers from various effects of damaged disks in her neck. She is in constant pain. The nerve damage in her neck has led to weakness in her hands, and she has an authorized disabled parking sticker because she cannot carry books or other heavy objects. She is completing a pre-internship at a Los Angeles county site. She requests accommodations related to her inability to carry testing materials around the wards and her difficulty writing. She is, in fact, not even assigned her own desk or place to keep her materials. Her supervisor asks her to do extensive amounts of photocopying and asks her to copy by hand lengthy tables of figures related to psychometric qualities of a test they are using. When she consulted the office of student services about a need for accommodation, the staff felt that it was outside their range of responsibility.

What Types of Accommodations Help?

Carling (1994) describes some accommodations that are relevant for persons with fatigue-based disabilities. He recommends flexibility in scheduling, liberal leave policies, back-up coverage during leaves, working at home, flexible hours, self-paced work, and part-time options. The option for a part-time schedule is important, but fairly rare. Other scheduling

accommodations include rest periods during the day and the freedom to make scheduling adjustments (e.g., not having an early appointment following a late night, or not having too many clients in a row). Some other types of accommodations include having a parking space near the work site, not having to walk too far between appointments, and not having to carry heavy or bulky objects. Storage space in the work area is a must, as is a place to rest during the work day.

This student describes how her training program made the most of the accommodations that she required so that she could complete her training.

▼ "I'm a grad student with a disability (severe chronic pain, seizure disorder, neurological problems). I know I will be unable to work a full 8-hour day or even more than 3 hours consecutively in a single day, and I am not sure how likely it will be that internships will accommodate me. As far as my practicum (3rd year in clinical PhD track), they were quite accommodating in terms of allowing me to take a leave of absence when I needed neurosurgery, allowing me to determine when I would return and to schedule the hours and activities I would be doing. It turns out that I was unable to sit and look at someone and nod my head for an hour at a time, so they let me do more child therapy for a while, where I was able to move around and shift my position often, and the child did not notice as much. I also was allowed to schedule my appointments so that I never saw two clients back-to-back, which was fortunate because after a session, I almost always was in so much pain I needed to lie down. The bad part is they did not buy me an ergonomic chair as my neurosurgeon said they should (and I couldn't afford for myself). But that's my only complaint. They said my program at school should foot the bill for that. My program said my practicum should pay, or the state department of rehabilitation. It still has never been resolved."

Negotiating for Accommodations

There is much work to be done in terms of making accommodations for fatigue-based disabilities in graduate training, internships, and jobs. Students with fatigue-based disabilities may indeed be the first ones in their department to ask for accommodations. While these accommodations may not always be easy to get, it is possible to arrange for them. Below are some suggestions to help students get started.

Develop a plan. Students with disabilities should assume that they will have to take the initiative in developing a plan that will accommodate their disability. Research all the options, and know the advantages and disadvantages of each approach. Students should try to anticipate the concerns of prospective supervisors or employers, and tell them how those concerns will be addressed.

Be positive. Confidence is contagious. Students with disabilities should project this to prospective programs and employers, even if it has to be faked at first. They should not have to apologize for wanting "special" arrangements. Students with disabilities should be confident in the unique skills that they can offer, and experience with disability can be an asset to clients, fellow students/interns, and supervisors. It is best to be honest about needs and limitations and present a positive plan for how they will be dealt with. Realize, too, that not everyone will be willing to make these types of accommodations. If they aren't, go elsewhere, especially if there is concern about endangering your health.

Don't justify your arrangements. One of the difficulties of having an unusual working arrangement is that students with disabilities can be perceived as less serious about their work, or even lazy. The average work week is increasing, and those who want, or need, to work less than full time are often perceived as not pulling their weight. This will be particularly true of those with invisible disabilities who are often perceived as not having a disability. These types of misunderstandings can be hurtful. When appropriate, students with disabilities should educate others about their disability. It is advantageous to develop some nondefensive responses to people's questions and comments, such as "that's what works best for me." But bottom line: Avoid feeling the need to explain arrangements to others.

In conclusion, people with fatigue-based disabilities have something to offer to people in their respective programs, to clients, and to the research that they conduct. Although you may be pioneers in your departments, you should know that others have been able to arrange for appropriate accommodations. We are confident that you can, too.

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Vande Kemp, H., Shiomi Chen, J., Erickson, G. N., & Friesen, N. L. (2002). ADA accommodation of therapists with disabilities in clinical training. *Women and Therapy* (special issue: visible and invisible disabilities), *26,* numbers 1, 2.

Further Reading Related to Accommodating Fatigue

Friedberg, F. (1995). *Coping with chronic fatigue syndrome.* Oakland, CA: New Harbinger.

Goldberg, B. (1998). *Chronic fatigue, fibromyalgia, & environmental illness: 26 doctors show you how they reverse these conditions with clinically proven alternative therapies.* Tiburon, CA: Future Medicine Press.

Kendall-Tackett, K. A. (2001). *The hidden feelings of motherhood: Coping with mothering stress, depression, and burnout.* Oakland, CA: New Harbinger. (Especially Chapter 7: So Tired!)

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Appendix: National Resource Listing

General Resources

People With Disabilities Foundation (PWDF)
Web site: www.pwdf.org/
Contact: 507 Polk St., Mezzanine,
San Francisco, CA 94102
Phone: 415-931-3070; fax: 415-931-2828;
e-mail: dministrator@pwdf.org
PWDF provides education and advocacy for persons with physical or mental impairments so that they can achieve equal opportunities in all aspects of life.

National Organization for Rare Disorders, Inc. (NORD)
Web site: www.rarediseases.org
Contact: 55 Kenosia Ave., PO Box 1968,
Danbury, CT 06813-1968
Phone: 203-744-0100; TTY: 203-797-9590;
fax: 203-798-2291; e-mail: orphan@rarediseases.org
NORD is the only organization of its kind—a unique federation of more than 140 not-for-profit voluntary health organizations serving people with rare disorders and disabilities. They are dedicated to helping people with rare "orphan" diseases and assisting the organizations that serve them, and are committed to the identification, treatment, and cure of rare disorders through programs of education, advocacy, research, and service.

Equip for Equality, Inc. (EFE)
Web site: www.equipforequality.org
Contact: 20 N. Michigan, Suite 300,
Chicago, IL 60602
Phone: 800-537-2632; TTY: 800-610-2779;
fax: 312- 341-0295;
e-mail: contact@equidforequality.org
EFE is a private, nonprofit organization that operates the federally mandated protection and advocacy system for Illinois, which safeguards the rights of persons with physical and mental disabilities.

Association on Higher Education and Disability (AHEAD)
Web site: www.ahead.org
Contact: PO Box 540666,
Waltham, MA 02454
Phone (Voice/TTY): 781-788-0003;
fax: 781-788-0033; e-mail: ahead@ahead.org
AHEAD addresses the needs and concerns for upgrading the quality of services and support available to persons with disabilities in higher education. This includes information about membership, conferences, publications, legal information, job information, and related services.

Disability Information for Students and Professionals (DISP)
Web site: www.abilityinfo.com
Contact: webmaster1@abilityinfo.com
DISP provides news, links, and communications opportunities for students interested in disability-related careers.

Heath Resource Center
Web site: http://www.heath.gwu.edu/
Contact: The George Washington University,
Heath Resource Center, 2121 K St., NW, Suite 220, Washington, DC 20037
Phone: 202-973-0904 or 800-544-3284;
fax: 202-973-0908; e-mail:
askheath@heath.gwu.edu
This federally funded program serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational technical schools, and other postsecondary training entities.

National Disabled Students Union (NDSU)
Web site: www.disabledstudents.org
Contact: 430 North East 16th Ave.,
Portland, OR 97343
Phone: 803-524-6029
NDSU is a national, cross-disability, student organization. They recognize all disabled people—those with traditionally recognized disabilities and those who have often been left out of the movement—as their brothers and sisters, and they recognize all students—those who work to learn, whether or not they are at recognized schools—as their colleagues.

National Center for the Dissemination of Disability Research (NCDDR)
Web site: www.ncddr.org
Contact: 211 East Seventh St., Room 400,
Austin, TX 78701-3281
Phone (Voice/text): 800-266-1832 or
512-476-6861; fax: 512-476-2286;
e-mail: NCDDR@sedl.org
NCDDR lists different Web sites related to statistics on disabilities and links to major areas of research focused upon by NIDRR projects, which include employment outcomes; health and function; technology for access and function; independent living and community integration; and associated disability research areas such as disability statistics, disability studies, disability policy development, and rehabilitation science/outcome measures.

Online Disability Information System Database (ODIS)
Web site: www.umaine.edu/cci/
Contact: Center for Community Inclusion,
Maine's University Affiliated Program, The
University Of Maine, 5717 Corbett Hall,
University of Maine,
Orono, ME 04469-5717
Phone: 207-581-1084; TTY: 207-581-3328;
fax: 207-581-1231.
ODIS is designed to help users find the best Web sites about postsecondary education for students with disabilities.

Disability Information for Students (DIS)
Web site: www.abilityinfo.com
DIS provides resources and discussion for students studying in the field of disability and those working in it. It contains news, jobs, and resources to support individuals with disabilities and over 200 disability and student Web links.

Libraries Without Walls (Equal Access to Software and Information [EASI])
Web site: www.rit.edu/~easi/lib/csun96bc.htm
Contact: PO Box 818, Lake Forest, CA 92609
Phone: 949-916-2837; e-mail: info@easi.cc
EASI is the premiere provider of online training on accessible information technology for persons with disabilities.

Access E-Bility
Web site: www.ebility.com/index.php
Contact: 204/15 Warayama Pl.,
Rozelle NSW 2039, Australia
E-mail: S.Vassallo@e-bility.com
This online community for people with disabilities features news, chat, and resources.

National Center for Education Statistics—An Institutional Perspective on Students With Disabilities in Postsecondary Education
Web site: nces.ed.gov/pubs99/1999046.pdf
Contact: National Center for Education Statistics, Office of Education Resources & Improvement, U.S. Department of Education,
555 New Jersey Ave., NW,
Washington, DC 20208-5574
Phone: 887-433-7827
This 76-page report (PDF format) outlines research findings into issues related to students who have disabilities.

EmployAbilities
Web site: www.employAbilities.ab.ca/
Contact: #402, 10909 Jasper Ave.; Edmonton,
AB Canada T5J 3L9
Phone: 780-423-4106; fax: 780-426-0029;
e-mail: employ@employabilities.ab.ca

EmployAbilities is dedicated to promoting and enhancing employment and learning opportunities for persons with disabilities in Alberta, Canada.

ADHD/ADD

College and ADD
Web site: www.add.org/content/legal/college.htm
This provides organization information as well as a survival guide for college students with ADD or ADHD.

Children and Adults With Attention Deficit Disorders (CHADD)
Web site: www.chadd.org
Contact: 8181 Professional Pl., Suite 201, Landover, MD 20785
Phone: 800-233-4050; fax: 301-306-7090
This parent-based organization was formed to better the lives of individuals with attention deficit disorders and their families.

SAALD (Student Alliance on ADD)
Web site: www.adult-add.org
This site helps students, parents, and teachers cope with learning disabilities as well as provides information for anyone interested in learning disabilities.

Amputees

Amputee Coalition of America
Web site: www.amputee-coalition.org
Contact: 900 East Hill Ave., Suite 285, Knoxville, TN 37915-2568
Phone: 888-AMP-KNOW or 888-267-5669; Knoxville: 865-524-8772; fax: 865-525-7917
This national limb loss information center provides resources for people with limb loss, their families, friends, and health care professionals.

Arthritis

Road Back Foundation (Arthritis)
Web site: www.roadback.org
Contact: PO Box 447, Orleans, MA 02653
Voice mail: 614-227-1556
Road Back offers help for those with rheumatoid arthritis, scleroderma, lupus, polymyositis, Reiter's syndrome, psoriatic arthritis, and ankylosing spondylitis.

Asperger's Syndrome

Asperger's Syndrome Coalition of the U.S. (ASC-U.S.)
Web site: www.asperger.org
Contact: PO Box 351268, Jacksonville, FL 32235
Phone: 866-4ASPRGR
The Asperger Syndrome Coalition of the U.S. is a national nonprofit organization committed to providing the most up-to-date and comprehensive information on Asperger syndrome and related conditions.

Asthma/Severe Allergies

Asthma and Allergy Foundation of America
Web site: www.aafa.org
Contact: 1233 20th St., NW, Suite 402, Washington, DC 20036
Phone: 202-466-7643; fax: 202-466-8940
This not-for-profit organization is dedicated to finding a cure for and controlling asthma and allergic diseases, as well as improving peoples' quality of life through education, advocacy, and research.

AllAllergy
Web site: www.allallergy.net
This provides access to asthma, allergy, and intolerance information on the Web. It includes articles, organizations, books and journals, events, and a products and allergen database.

Autism

Autism National Committee
Web site: www.autcom.org
Phone: 800-424-8666
This is the only autism advocacy organization dedicated to "Social Justice for All Citizens With Autism" through a shared vision and a commitment to positive approaches. This organization was founded in 1990 to protect and advance the human rights and civil rights of all persons with autism, pervasive developmental disorder, and related differences of communication and behavior. In the face of social policies of devaluation, which are expressed in the practices of segregation, medicalization, and aversive conditioning, they assert that all individuals are created equal and endowed with certain inalienable rights.

Blind/Visually Impaired

American Council of the Blind
Web site: www.acb.org
Contact: 1155 15th St., NW, Suite 720, Washington, DC 20005
Phone: 800-424-8666
This Web site provides general information about the Council of the Blind, including recent issues of their monthly publication, *The Braille Forum*. It also has job listings, helpful resources, and information on conventions.

Recording for the Blind & Dyslexic
Web site: www.rfbd.org
Contact: 20 Roszel Rd., Princeton, NJ 08540
Phone: 609-452-0606
This organization offers books on tape for students who are members, throughout their schooling.

National Federation of the Blind
Web site: www.nfb.org
Contact: 805 Fifth Ave., Grinnell, IA 50112
Phone: 515-236-3366
The purpose of the National Federation of the Blind is two-fold—to help blind persons achieve self-confidence and self-respect and to act as a vehicle for collective self-expression by the blind. By providing public education about blindness, information and referral services, scholarships, literature and publications about blindness, aids and appliances and other adaptive equipment for the blind, advocacy services and protection of civil rights, Job Opportunities for the Blind, development and evaluation of technology, and support for blind persons and their families, members of the NFB strive to educate the public that the blind are normal individuals who can compete on terms of equality.

Guide Dogs for the Blind, Inc.
Web site: www.guidedogs.com
Contact: National Office, PO Box 151200, San Rafael, CA 94915-1200
Phone: 800-295-4050
This nonprofit organization supports guide dog breeding and training and offers information on handling guide dogs, becoming a trainer, and interacting with the blind.

Cancer

American Cancer Society, Inc.
Web site: www.cancer.org
Contact: 1599 Clifton Rd., NE, Atlanta, GA 30329
Phone: 800-ACS-2345
The American Cancer Society is a community-based voluntary health organization dedicated to eliminating cancer as a major health problem by preventing cancer, saving lives, and diminishing suffering from cancer, through research, education, advocacy, and service.

Women's Cancer Resource Center (WCRC)
Web site: www.givingvoice.org
Contact: 4604 Chicago Ave., S.,

Minneapolis, MN 55407
Phone: 612-822-4846 (locally) or
877-892-6742 (nationally)
WCRC provides information, services, and support for women with cancer and their loved ones.

Cerebral Palsy

United Cerebral Palsy
Web site: www.ucpnyc.org
Contact: Marketing Dept., 80 Maiden Lane, 8th Fl., New York, NY 10038
Phone: 800 GIVE-UCP or
212-683-6700, ext. 212
The mission of United Cerebral Palsy is to provide the highest quality services in health care, education, employment, housing, and technology resources that support people with cerebral palsy and related disabilities in leading independent and productive lives.

Inter-American Conductive Education Association (IACEA)
Web site: www.iacea.org
Contact: PO Box 4048,
Roselle Park, NJ 07204 USA
Phone: 908-298-0819 or 800-824-ACEA
IACEA provides information about education, motor skill training, and assistance for people with cerebral palsy and other neurological disabilities.

Cerebral Palsy Information Central
Web site:
geocities.com/aneecp/index2.html
Contact: CPIC C/o Anee Stanford, West Campus #104 ISU, Pocatello ID 83209
e-mail: anee@aol.com
The goal of CPIC is to educate people about cerebral palsy, provide a central place on the Internet for people to find information about cerebral palsy, and provide support to those who have cerebral palsy and their families and health care providers.

Deaf & Hard of Hearing

Alexander Graham Bell Association for the Deaf and Hard of Hearing
Web site: www.agbell.org
Contact: 3417 Volta Pl., NW, Washington, DC 20007
Phone (Voice and TTY): 202-337-5220
The Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell) is the world's oldest and largest membership organization promoting the use of spoken language by children and adults with hearing loss. Members include parents of children with hearing loss, adults who are deaf or hard of hearing, educators, audiologists, speech-language pathologists, physicians, and other professionals in fields related to hearing loss and deafness. The association promotes its mission through advocacy, publications, financial aid and scholarships, and numerous programs and services.

The National Association of the Deaf
Web site: www.nad.org
Contact: 814 Thayer Ave.,
Silver Spring, MD 20910-4500
Phone: 301-587-1788; TTY: 301-587-1791
NAD was established in 1880 and is the oldest and largest constituency organization safeguarding the accessibility and civil rights of 28 million deaf and hard of hearing Americans in education, employment, health care, and telecommunications.

The Midwest Center for Postsecondary Outreach
Web site: www.mcpo.org
Phone: 651-846-1432; TTY: 651-846-1532
MCPO promotes increased access and availability of postsecondary education for deaf and hard-of-hearing persons in the Midwest.

Deaf Women Against Violence
Web site: www.dwav.org
Contact: Attn.: Julie Rems-Smario, Executive Director, 24802 Mission Blvd.,

Hayward, CA 94544
Phone: 510-538-0107; TTY: 510-538-0153
The key focus of Deaf Women Against Violence is to provide support and empowerment through a wide range of services to deaf women and children who are victims of sexual assault and domestic violence. We are committed to changing attitudes that foster and perpetuate violence. Our purpose is to communicate to deaf women and children that they can make choices to take control of their lives, and to make available to them the support they need to proceed on the path towards healing.

Deaf Resource Library (DRF)
Web site: www.deaflibrary.org/
Contact: comments@deaflibrary.org
DRF provides various research, lists of resources, and information concerning deaf communities in the United States and internationally. The Deaf Resource Library is a winner of the Deaf Watch Gold Award.

Deaf Queer Resource Center (DQRC)
Web site: www.deafqueer.org/
DQRC is an online national nonprofit resource and information center founded and directed by Deaf Queer Activist Dragonsani Renteria. Considered "the place" to find the most comprehensive and accurate information about the deaf lesbian, gay, bisexual and transgendered community, this multi-award-winning Web site averages more than 10,000 unique visits per month.

Deafblind Online
Web site:
www.ssco.esu.k12.oh.us/ocdbe/index.html
This online organization provides resources and discussions surrounding the area of persons with dual sensory impairments, by Great Lakes Area Regional Center for Deaf Blind Education.

Midwest Center on Law and the Deaf
Web site: www.mcld.org
Contact: 36 South Wabash, Suite 1101,
Chicago, IL 60603
Phone: 800-894-3653; TTY: 800-894-3654;
fax: 312-726-7182
MCLD helps deaf and hard-of-hearing people find attorneys willing to provide accessible legal services. It also assists attorneys in providing sign language interpreters, real-time captioning, and any other modes of communication necessary for them to communicate with deaf and hard-of-hearing clients. MCLD acts as a resource and clearinghouse on deafness-related issues and legal issues affecting deaf and hard-of-hearing people. If you or a deaf or hard-of-hearing person you know has difficulty getting a lawyer, court, doctor, hospital, employer, or other public entity or accommodation to provide an interpreter or other communication assistance, please contact MCLD to assist you.

Diabetes

American Diabetes Association
Web site: www.diabetes.org/home.jsp

Contact: Attn.: Customer Service,
1701 North Beauregard St.,
Alexandria, VA 22311
Phone: 800-DIABETES or 800-342-2383
The American Diabetes Association is the nation's leading nonprofit health organization providing diabetes research, information, and advocacy. The mission of the organization is to prevent and cure diabetes and to improve the lives of all people affected by diabetes.

International Diabetes Foundation
Web site: www.idf.org
The International Diabetes Federation is the only global advocate for people with diabetes and their health care providers.

Epilepsy

The Epilepsy Foundation of America
Web site: www.efa.org
Contact: 4351 Garden City Dr.,
Landover, MD 20785-7223
Phone: 800-332-1000
The Epilepsy Foundation tries to ensure that people with seizures are able to participate in all life experiences and to prevent, control, and cure epilepsy through research, education, advocacy, and services.

American Epilepsy Society (AES)
Web site: www.aesnet.org
Contact: 342 North Main St.,
West Hartford, CT 06117-2507
Phone: 860-586-7505 or 860-586-7550
AES promotes research and education for professionals dedicated to the prevention, treatment, and cure of epilepsy.

Fibromyalgia & Chronic Fatigue Syndrome

American Fibromyalgia Syndrome Association, Inc.
Web site: www.afsafund.org
Contact: 6380 E. Tanque Verde, Suite D,
Tucson, AZ 85715
Phone: 520-733-1570
This is a nonprofit organization dedicated to funding research on fibromyalgia syndrome and chronic fatigue syndrome.

Shasta CFIDS
Web site: www.shasta.com/cybermom
This nonprofit online support group provides information, education, and support for people affected by chronic fatigue syndrome, fibromyalgia, and mycoplasma infections.

The Unify Coalition
Web site: www.cssa-inc.org/_unify/rebuilding.htm
Contact: CSSA, Inc., 801 Riverside Dr.,
Lumberton, NC 28358-4625
E-mail: Nancysoloatnnsolo@cssa-inc.org
The Unify Coalition is an international advocacy list for those who suffer from the overlapping "invisible" conditions of fibromyalgia syndrome (FMS), Gulf War syndrome (GWS), multiple chemical sensitivity syndrome (MCS), chronic fatigue syndrome (ME/CFS), and related conditions.

Guillain-Barre
Web site: www.gbs.org/
Phone: 323-860-5200; fax: 323-962-8513
This is a virtual Web site dedicated to archiving, collecting, and disseminating information concerning Guillain-Barre and related syndromes.

Headache Sufferers

Migraine Awareness Group (MAGNUM)
Web site: www.migraines.org/disability
Contact: 113 South St., ASAPH, Suite 300,
Alexandria, VA 22314
Phone: 703-739-9384; fax: 703-739-2432
This organization aims to bring public awareness to the fact the migraine is a true biologic neurological disease, using the electronic, print, and artistic mediums of expression. They assist migraine sufferers, their families, and coworkers and help them improve the quality of life and lessen the burden of migraine disease and head-pain disorder worldwide.

National Headache Foundation (NHF)
Web site: www.headaches.org
Contact: 425 West St., James Place, 2nd Fl.,
Chicago, IL 60614-2750
Phone: 888-843-2256
The mission of NHF is to serve as an information resource to headache sufferers, their families, and to the health care providers who treat them; to promote research into potential headache causes and treatments; and to educate the public to the fact that headaches are a

legitimate biological disease, and sufferers should receive understanding and continuity of care.

HIV/AIDS and Immune Disorders

Health Info
Web site: www.uhfpres.org/health.htm
This provides valuable information, issues, and organizations for students.

AIDS Healthcare Foundation
Web site:
www.aidshealth.org
Contact: 6255 W. Sunset Blvd., 21st Fl.,
Los Angeles, CA 90028-7403
Phone: 323-860-5200; fax: 323-962-8513
AIDS Healthcare Foundation is the largest provider of specialized HIV/AIDS medical care in the United States. Its mission is to provide cutting-edge medicine and advocacy, regardless of a recipient's ability to pay. They work to end the AIDS epidemic through prevention and research and advocate for the rights of all persons living with HIV/AIDS, with particular emphasis on the most underserved, including women, gay men, people of color, incarcerated individuals, and drug users.

Immune Deficiency Foundation
Web site: www.primaryimmune.org
Contact: 40 W. Chesapeake Ave., Suite 308,
Towson, MD 21204
Phone: 800-296-4433; fax: 410-321-9165
Immune Deficiency Foundation is dedicated to improving the diagnosis and treatment of patients with primary immunodeficiency diseases through research and education.

Learning Disabilities

About Dyslexia
Web site: www.interdys.org/index.jsp
Contact: Chester Bldg., Suite 382, 8600 LaSalle Rd., Baltimore, MD 21286-2044
Phone: 410-296-0232
About Dyslexia offers support and resources to improve the lives of students with learning differences. Its main goal has been to provide the most comprehensive forum for parents, educators, and researchers to share their experiences, methods, and knowledge with each other.

Recording for the Blind & Dyslexic
Web site: www.rfbd.org
Contact: 20 Roszel Rd.,
Princeton, NJ 08540
Phone: 609-452-0606
This organization offers books on tape for students who are members throughout their schooling. Anyone with a documented disability that limits or prevents his or her ability to read standard print effectively is eligible to become a registered member with RFB&D. This includes people with visual impairments, learning disabilities, or other physical disabilities. RFB&D's library offers more than 93,000 titles.

Learning Disabilities Association of American (LDA)
Web site: www.ldanatl.org
Contact: 4156 Library Rd.,
Pittsburgh, PA 15234-1349
Phone: 412-341-1515
This is a national volunteer organization that provides help to parents, professionals, and individuals with learning disabilities. LDA is dedicated to identifying causes and promoting prevention of learning disabilities and to enhancing the quality of life for all individuals with learning disabilities and their families by encouraging effective identification and intervention, fostering research, and protecting their rights under the law.

The International Dyslexia Association
Web site: www.interdys.org
Contact: Chester Bldg., Suite 382, 8600 LaSalle Rd., Baltimore, MD 21286-2044
Phone: 800-ABCD123 or 800-222-3123;
fax: 410-321-5069

This association serves individuals with dyslexia, their families, and professionals in the field. Has more than 40 branches throughout the United States and Canada.

Mental Illness

National Alliance for the Mentally Ill (NAMI)
Web site: www.nami.org
Contact: PO Box 79972,
Baltimore, MD 21279-0972
Phone: 703-524-7600
NAMI is a nonprofit, grassroots, self-help, support, and advocacy organization of consumers, families, and friends of people with severe mental illnesses, such as schizophrenia, major depression, bipolar disorder, obsessive-compulsive disorder, and anxiety disorders. Founded in 1979, NAMI has more than 210,000 members who seek equitable services for people with severe mental illnesses, which are known to be physical brain disorders. Working on the national, state, and local levels, NAMI provides education about severe brain disorders; supports increased funding for research; and advocates for adequate health insurance, housing, rehabilitation, and jobs for people with serious psychiatric illnesses.

National Mental Health Association
Web site: www.nmha.org
Contact: 1021 Prince St.,
Alexandria, VA 22314-2971
Phone: 703-684-7722; TTY: 800-433-5959;
fax: 703-684-5968
This association is dedicated to improving the mental health of all individuals and achieving victory over mental illnesses.

World Fellowship for Schizophrenia and Allied Disorders (WFSAD)
Web site: www.world-schizophrenia.org
Contact: 869 Yonge St., Suite 104,
Toronto, Ontario, M4W 2H2, Canada
Phone: +1 416 961-2855; fax: +1 416 961-1948
The WFSAD is the only international organization dedicated to lightening the burden of schizophrenia (and allied disorders) for sufferers and their families. Members and associates provide direct services, run self-help groups, conduct workshops, produce educational materials, arrange conferences, advocate for better treatment and appropriate services, manage research funds, and, thus, influence government policies.

Anxiety Disorders Association of America (ADAA)
Web site: www.adaa.org
Contact: 11900 Parklawn Dr., Suite 100,
Rockville, MD 20852
Phone: 301-231-9350
The ADAA brings together professionals from many different disciplines, including psychiatrists, psychologists, social workers, physicians, nurses, and other health professionals. Through its networks, the ADAA increases awareness about anxiety disorders, provides education resources, offers access to care, and supports research.

National Foundation for Depressive Illness, Inc. (NAFDI)
Web site: www.depression.org/index.html
Contact: PO Box 2257,
New York, NY 10116
Phone: 800-239-1265
NAFDI was established in 1983 to provide public and professional information about affective disorders, the availability of treatment, and the urgent need for further research. The Foundation is committed to an extensive, ongoing public information campaign addressed to this pervasive, costly, and hidden national emergency.

National Association for Anorexia Nervosa and Associated Disorders (ANAD)
Web site: www.anad.org
Contact: PO Box 7,
Highland Park, IL 60035
Phone: 847-831-3438

This is an association of lay and professional people dedicated to alleviating the problems of eating disorders. ANAD serves the nation, and increasingly the world, as an association concerned with and providing programs for the entire eating disorders field.

NY Society for the Study of Multiple Personality and Dissociation (NYSSMP&D)
Web site: www.nyssmpd.org
Contact: Columbia University Teachers College, 525 West 120th St., New York, NY 10027
Phone: 516-623-3989
The NYSSMP&D is an educational organization whose purpose is to further the understanding of Multiple Personality (DID) and other dissociative states. It is composed of both professionals and lay members, and is open to any interested individual.

Multiple Sclerosis

Multiple Sclerosis Association of America
Web site: www.msaa.com
Contact: 706 Haddonfield Rd., Cherry Hill, NJ 08002
Phone: 800-532-7667; fax: 856-661-9797
This is a national and international nonprofit charitable organization serving those, and the families of those, with multiple sclerosis and other neurological diseases.

National Multiple Sclerosis Society
Web site: www.nmss.org
Contact: 733 Third Ave., New York, NY 10017
Phone: 800-Fight MS; 800-344-4867
The society and its network of chapters nationwide promote research, educate, advocate on critical issues, and organize a wide range of programs--including support for the newly diagnosed and those living with MS.

Paralysis/Spinal Cord Injuries

National Spinal Cord Injury Association
Web site: www.spinalcord.org
Contact: 6701 Democracy Blvd., Suite 300-9, Bethesda, MD 20817 or
545 Concord Ave., Suite 29, Cambridge, MA 02138
Phone: 301-588-6959 or 617-441-8500; fax: 301-588-9414
This interactive online community provides information, referral, and support for people living with spinal cord injury, their families, and professionals.

Spinal Cord Injury Resource Guide at MGH
Web site: neurosurgery.mgh.harvard.edu/spine/inkspine.htm
This is Massachusetts General Hospital Neurosurgery's online guide to organizations providing support and education about spinal cord injuries.

Spinal Cord Injury Network International
Web site: www.sonic.net/~spinal
Contact: 3911 Princeton Dr., Santa Rosa, CA 95405-7013
Phone: 800-548-CORD or 800-548-2673 or 707-577-8796; fax: 707-577-0605; e-mail: spinal@sonic.net
This is a nonprofit organization providing information and referral services to spinal-cord-injured individuals and their families.

Reflex Sympathetic Dystrophy/Complex Regional Pain Syndrome

The American RSDHope Group
Web site: www.rsdhope.org
Contact: PO Box 875, Harrison, ME 04040
Reflex sympathetic dystrophy syndrome (RSDS) is a disease that affects millions across the United States. Early diagnosis and proper

treatment after diagnosis is the key toward helping those afflicted with RSDS. Education of health professionals and patients is a major tool toward helping patients to avoid living a life of pain caused by this progressive disease of the autonomic nervous system. Because the lack of information contributes to the hopelessness of RSDS patients, our organization, and in fact our name, RSDHope, is dedicated to filling that gap.

RSDS Association
Web site: www.rsds.org
Contact: RSDS Association, 116 Haddon Ave., Suite D, Haddonfield, NJ 08033
Phone: 609-795-8845
This is a Web site/organization that provides a lot of varied information about this syndrome and links to other Web sites.

Restless Leg Syndrome

Restless Leg Syndrome (RLS) Foundation, Inc.
Web site: www.rls.org
Contact: PO Box 7050 Dept. WWW; Rochester, MN 55902-2985
This describes features, causes, diagnosis, treatments, and drug therapies; provides resource listings.

Spina Bifida

Spina Bifida Association of America
Web site: www.sbaa.org
Contact: 4590 MacArthur Blvd., NW, Suite 250, Washington, DC 20007-4226
Phone: 800-621-3141; fax: 202-944-3295
The association's goal is to promote the prevention of spina bifida and to enhance the lives of all affected. The association was founded in 1973 to address the specific needs of the spina bifida community and serves as the national representative of almost 60 chapters.

Education Resources for People With Disabilities, Carnegie
Web site: www.carnegielibrary.org/subject/disabled/edu.html
Contact: Carnegie Library of Pittsburgh—Main, 4400 Forbes Ave.,
Pittsburgh, PA 15213
Phone: 412-622-3114 or 412-622-3118;
e-mail: trru@carnegielibrary.org
This provides information for individuals with spina bifida and their families. Includes information about individual groups and organizations.

Stroke

The Stroke Network, Inc.
Web site: www.strokenetwork.org
Contact: PO Box 492, Abingdon, MD 21009
This is an online stroke support organization that is available to everybody, worldwide. It serves as the homepage for a network of several other smaller Web sites owned by The Stroke Network Inc. Provided is online support to stroke survivors, stroke caregivers, stroke survivors who must deal with the problems that the survivor must face daily.

Stuttering

The National Center for Stuttering
Web site: www.stuttering.com
Phone: 800-221-2483
The center's mission is to provide up-to-date factual information about stuttering, to treat small groups of selected individuals who stutter, to provide continuing education for speech pathologists, and to conduct research into the causes and treatment of stuttering.

Tourette Syndrome

T*ourette Syndrome Association, Inc. (TSA)*
Web site: www.tsa-usa.org
Contact: 42-40 Bell Blvd.,
Bayside, NY 11361
Phone: 718-224-2999
TSA's mission is to identify the cause of, find the cure for, and control the effects of this disorder. It develops and disseminates educational material to individuals, professionals, and agencies in the fields of health care, education, and government; coordinates support services to help people and their families cope with the problems that occur with Tourette syndrome (TS); funds research that will ultimately find the cause of and cure for TS and lead to improved medications and treatments.

Traumatic Brain Injury/Tumors

Perspectives Network On-Line
Web site: hope.abta.org/site/PageServe
Contact: PO Box 1859,
Cumming, GA 30028-1859
The primary focus is positive communication between persons with brain injury, family members/caregivers/friends of persons with brain injury, professionals who treat persons with brain injury, and community members in order to create positive changes and enhance public awareness and knowledge of acquired/traumatic brain injury.

American Brain Tumor Association
Web site: www.abta.org/
Contact: 2720 River Rd., Suite 146,
Des Plaines, IL 60018-4110
Phone: 800-886-2282; e-mail: abta@aol.com
Brain tumor information, treatment explanations, support resources, and research updates are available at this site. The American Brain Tumor Association exists to eliminate brain tumors and to meet the needs of brain tumor patients and their families.