

#1 Student Guide to Thinking About Academic Adjustments*

The following guide is intended to help students diagnosed with idiopathic hypersomnia (IH) ask themselves **what services they think they will need** and **why they will need them**. Those questions are important to consider because many offices that provide disability services expect students to know what their needs are *before* entering college and to be able to discuss the academic adjustments they believe would benefit them when meeting with the staff of the office that assists students with disabilities.

That expectation may be very unrealistic for the student with a recent diagnosis of IH, who is just trying to understand, live, and cope with their symptoms, let alone also learn how to live away from home and succeed as a college student. So, it would be very helpful for the student with IH, as the semester begins, to become familiar with the challenges, the appropriate services for those challenges, and why the student needs those services. Absent that, a good starting point is just getting a sense of what the challenges are.

While working with this guide, it may be useful to refer to the Foundation's #3 *Guide to Requesting Academic Adjustments for College Students Diagnosed with Idiopathic Hypersomnia*. It provides a list of potential accommodations (Academic Adjustments) that may be appropriate for your needs:

<http://www.hypersomniafoundation.org/document/requesting-academic-adjustments-in-college>.

Contents

1. [Getting Help on Campus...](#) Page 2
 - [Requesting Services...](#) Page 2
 - [Working with Professors...](#) Page 3
2. [Understanding Basic Terms...](#) Page 4
3. [Comparing High School and College Services...](#) Page 6
4. [Documentation of Limitations...](#) Page 7
5. [Symptoms Impact on the Student...](#) Page 8
6. [Making Changes to Academic Adjustments...](#) Page 9
7. [Impact on Career and Course Selection...](#) Page 9
8. [Class-Based Challenges...](#) Page 10
 - [Long Classes...](#) Page 10
 - [Class Presentations...](#) Page 10
 - [Examinations...](#) Page 11
 - [Course Labs...](#) Page 11
9. [Attendance-Based Challenges...](#) Page 11
10. [Assignment-Based Challenges...](#) Page 13

- [Reading...](#) Page 13
[Deadlines...](#) Page 14
11. [Completion-Based Challenges...](#) Page 14
 12. [Personal Aide for Safety...](#) Page 15
 13. [Campus Life and Sleep Habits...](#) Page 16
 14. [Resources for Future Reference...](#) Page 16

The Questions to Think About

1. Getting Help on Campus

I never received special education services in high school, even though I experienced some symptoms of idiopathic hypersomnia (IH). Now that I am diagnosed with IH and the symptoms are interfering with my life, I am wondering:

- **What do I need to know about getting help on campus for IH?**

There is an office on campus that supports students with their classroom and testing needs that are disability related. Regardless of where you reside – on-campus, off-campus in a residence managed by the college, or off-campus in a private residence, that office will provide you services for your needs.

Requesting Services:

- **How do I learn about the services that are offered to students with IH?**

Students can learn more about the office that provides services to students with disabilities by looking for information on the college's website or asking about it on campus. General information about what the office does should be found online or in campus literature. Once the student meets with office staff, the student will have a better idea of what services are available for the symptoms of IH the student is experiencing.

- **How do I go about requesting the services I need?**

It is best to contact the office that works with students with disabilities to learn what its procedures are for requesting services. Typically, you'll need to arrange an appointment, complete an application, which usually is available online, and bring it along with documentation of the diagnosis of idiopathic hypersomnia to your appointment.

- **What are my responsibilities when requesting services?**

You need to know what assistance you believe would be beneficial to your classroom and testing needs. The office that helps students with disabilities will not disclose the nature of your disability to your professor but might provide you a letter to give to each of your professors that indicates the types of academic adjustments that have been approved for your symptoms. Be sure to ask *how* your

professor will be informed about you having a disability and what in-class and testing academic adjustments were approved for you. The office should be able to give you information about how arrangements for testing with academic adjustments are made on their campus. For example, you might need to complete test request forms within a certain time frame before the exam begins (e.g. 10 working days if possible). Also, because campuses have different policies and procedures regarding requesting services, be sure to ask how often you must request these academic adjustments, e.g., every semester, at the beginning of each academic year, or on some other schedule.

[Back to Contents](#)

Working with Professors:

- **What kind of support can I expect from the office that provides disability services when I need help working with my professors?**

That's an important question. Some offices that provide disability services may have little to do with directly assisting students with academic advising or course registration but still have quite a bit to do with helping students develop self-advocacy awareness and skills for working with professors.

If a student is having problems communicating with a professor about how symptoms affect performance in class, the student can meet with the disability office staff to discuss how to address the problem. For example, some students with IH excel in courses when grades are determined primarily by objective measures (such as multiple-choice and/or true or false test items) compared to courses that use subjective evaluations (such as projects, open-ended exam questions, essay test questions, term papers, research projects, etc.), which can be particularly challenging for staying focused. Students may feel uncomfortable raising issues like this with their professors. In most instances, students can expect some help from disability services in working with professors.

- **Are there differences in the ways the offices providing disability services support students when the students need help working with professors?**

There can be. Those differences have to do with the approach that offices take when working with students. Some offices take a more advocacy-type approach and invite communication with the professor about the student's academic adjustments and options when it comes to excused absences. With this approach, a person from the disability services offices would have a discussion with the professor if the student wants a problem addressed and feels it is too uncomfortable to discuss the problem alone with the professor.

Offices can also take a more liaison-type approach with professors, being available

to, supportive of, and working with students in many ways but not necessarily getting involved in situations between students and their professors.

- **How would I find out what approach is taken by the office providing disability services on the campus that I am (interested in) attending?**

You can ask directly how disability-related issues might be addressed if you encounter problems with a professor.

- **Where else can I get help on campus if the disability office doesn't get involved in situations between students and their professors?**

Additional support can be sought from the office of the Dean that oversees undergraduate or graduate students. For example, the professor is fully responsible for making arrangements if the student has been given approved academic adjustments, e.g., more time on exams or making arrangements for the provision of notes. If these academic adjustments have not been given or the professor has said things that are (or sound) discriminatory, then a student might have (or believe that there are) grounds for a lawsuit. The disability services office likely would try to do what it could to assist the student in getting approved academic adjustments and addressing behavior that seems discriminatory.

[Back to Contents](#)

2. Understanding Basic Terms

I am already a bit lost with the language because this is all new to me. It would be very helpful to understand some basic terms. For example:

- **What is the name of the office on campus that provides services to students with disabilities?**

There is no one name used across campuses. Some offices or programs are called Disability Services, others may be called Accessibility Offices, and others might be called something entirely different.

- **I heard and read about terms like *accommodations* and *academic adjustments*. Is there a difference between them? If so, what do I request when I talk with the office that helps students with disabilities?**

Disabilities staff on campuses often uses the terms *accommodations* and *academic adjustments* interchangeably. In high school, the term that is used is accommodations, but at the college level, the "official" language of the Department of Education Office of Civil Rights is *academic adjustments* and *auxiliary aids*. (More information can be found at the following website:

<https://www2.ed.gov/about/offices/list/ocr/docs/hq5269.html>)

Generally speaking, staff and students might find it most helpful to focus on how it might be possible to make course content and materials accessible and how it might be possible to make course mastery demonstrable. It helps for you to be able to understand your disability's possible impact on classroom learning, assignment completion, and test and term paper preparations.

Accommodations made at the postsecondary (college) level are referred to as *academic adjustments* from here on in this guide and are determined based on your disability and individual needs. They may include modifications to academic requirements, as necessary to ensure equal educational opportunity. In addition, arrangements might be made for academic adjustments such as the following: priority registration; a reduction in course load; the substitution of one course over another; provision of note takers; in-classroom recording devices; sign language interpreters; extended time for testing; a TTY in your dorm room (if telephones are provided in dorm rooms); equipping school computers with screens, screen-reading, voice recognition, and/or other adaptive software or hardware.

In providing academic adjustments, your campus is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing. Source: U.S. Department of Education, Office for Civil Rights, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011 (<https://www2.ed.gov/about/offices/list/ocr/transition.html>).

- **What is the title of the person I will meet within the office providing disability services? Advisor? Counselor? Specialist? Provider?**

You'll learn the title of that person once you have made a connection with that office. The person who determines the academic adjustments will be well informed about the law, regardless of that person's title. The size of the campus may affect the titles used in the office. For example, large offices may have coordinators, managers, and additional staff with some of the above titles, whereas a very small office may have only one specialist who does all the work and who carries a title such as director.

[Back to Contents](#)

3. Comparing High School and College Services

I had an IEP and then a 504 Plan while in high school and received services for learning disabilities and attention deficit disorder. Now I also have a diagnosis of idiopathic hypersomnia.

- **What should I know about requesting services from the office that provides disability services for my previous and now my IH diagnosis?**

Some college students have more than one disability. If more than one has an impact on your learning and testing needs, it is important to keep that in mind when you request services. You want to have a general sense of what you think your needs are for each diagnosis.

- **How does the special education office where I received services in high school differ from the office that provides disability services on a postsecondary campus?**

At the college level, academic adjustments are given to create a “level playing field,” rather than to guarantee students reach their greatest potential, as is the goal in earlier education.

Whereas the high school reaches out to identify students with disabilities, at the college level the students must reach out for assistance, whether it’s for the disability’s impact on access to learning or for housing needs (if on a residential campus). The campus will not offer assistance unless the students identify themselves as needing assistance and provide documentation of their disability.

Also, some requirements that applied through high school are different from the requirements that apply in college. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district’s jurisdiction. The high school must identify a student’s educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities. Also, you may be familiar with the Individuals with Disabilities Education Act (IDEA), which is administered by the Office of Special Education Programs; IDEA and its provisions do not apply to colleges. Source: U.S. Department of Education, Office for Civil Rights, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011 (<https://www2.ed.gov/about/offices/list/ocr/transition.html>).

The college is not required to provide FAPE. Rather, your college is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your campus provides housing to students without disabilities, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost. Source: U.S. Department of Education, Office for Civil Rights, *Students with Disabilities Preparing*

for *Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011 (<https://www2.ed.gov/about/offices/list/ocr/transition.html>).

[Back to Contents](#)

4. Documentation of Limitations

I have information from my doctor about the diagnosis of idiopathic hypersomnia. I also have a lot of information from the Hypersomnia Foundation website. I read somewhere that I am expected to present documentation and a description of my functional limitations to the office that provides disability services.

- **Specifically, what kind of paperwork and information should I bring with me to my appointment?**

It is critical to provide paperwork from your doctor regarding your diagnosis and a confirmation/description from your doctor of how the symptoms affect your ability to function on campus. That should be written on office letterhead, not on a prescription pad, with all of your doctor's identifying information on it.

It is also very important that the information you provide regarding IH to the office that helps students with disabilities is from a credible source. The Hypersomnia Foundation (HF) website, www.hypersomniafoundation.org, contains much helpful information that has been vetted by members of our Medical Advisory Board. **We suggest that you download and bring a hard copy of information about IH from this website to your appointment and provide the disability services staff with the Foundation's website address.**

Idiopathic Hypersomnia Standard Characteristics

<http://www.hypersomniafoundation.org/IHSummary>

We also urge your physician to visit the website of the Hypersomnia Foundation (<http://www.hypersomniafoundation.org/healthcare-providers>) to peruse the materials for physicians (*Idiopathic Hypersomnia Standard Characteristics* and *College Student Access: Physicians Can Make an Important Difference*), enroll in the Hypersomnia Foundation's Physician's Directory, and complete with you the *Guide to Requesting Academic Adjustments for College Students with idiopathic Hypersomnia*.

#2 College Student Access: Physicians Can Make an Important Difference

<http://www.hypersomniafoundation.org/document/physicians-guide-to-college-student-access>

#3 Guide to Requesting Academic Adjustments for College Students with Idiopathic Hypersomnia

<http://www.hypersomniafoundation.org/document/requesting-academic-adjustments-in-college>

Once the *Guide* is completed and signed, arrange to either bring a hard copy to your appointment with the office that provides disability services or arrange for an electronic copy of the signed *Guide* to be sent by the physician's office to the office helping students with disabilities, preferably a week prior to your appointment with the disabilities services staff. In addition, you may want to ask your physician to join the Hypersomnia Foundation's Health Care Provider Directory:

<http://www.hypersomniafoundation.org/join-directory>.

[Back to Contents](#)

5. Symptoms Impact on the Student

I was recently diagnosed with idiopathic hypersomnia (IH) — only a few months ago as summer began, just after graduation. My world has turned upside down. I am trying to understand the symptoms I have and the new ones that appear. What questions will help me think about the many possible ways these symptoms can have an impact on me as a student?

- **You want to consider *how* the IH symptoms will impact your classroom learning and testing, so think about these questions:**
 - *Do you feel you will be able to take good notes? If not, do you think this is due to the fatigue/sleepiness of idiopathic hypersomnia, something else, or both?*
 - *How would you be able to best absorb what you missed during a class?*
 - *Would having someone take notes for you or having a copy of the professor's notes help?*
 - *Would that give you enough information, or would it be helpful to get an audio recording of the lecture also?*
 - *Do you think that if you were asked to write something during class that you might need more time for that class-based assignment?*
- **When it comes to the locations of buildings and the layout of campus, ask yourself:**
 - *Would it help for you to have classes in closer proximity to each other?*
 - *Would having to walk relatively long distances between classes increase your fatigue?*If so, then having classes in closer proximity would be an academic adjustment to request.

[Back to Contents](#)

6. Making Changes to Academic Adjustments

Must I request the same academic adjustments each semester? What if I don't need some I previously had and need others I've not had in the past?

If you think you need a change in academic adjustments from semester to semester, start by thinking about what's changed about your IH symptoms and how those changes are affecting your life on campus, your classes, your assignments, and your testing needs. Then consider the academic adjustments you've had in the past and whether they are still helpful. Finally, consider how your needs have changed because of changes in your symptoms and what academic adjustments you now need. **Keep in mind...** some professors believe that an accommodation is not appropriate for their classes, whereas other professors find the same accommodation is appropriate for their classes. You can discuss these differences and your changing needs with the office that provides disability services.

[Back to Contents](#)

7. Impact on Career and Course Selection

I always had an idea about the kind of work I wanted to do. Now that I am in college, I am living and dealing with the unexpected and very difficult symptoms of IH. I wonder whether I can still plan on the career I want. Will I be able to get the academic adjustments in the classes I'll need to do the work I always dreamed of doing?

That will depend on a few factors: (1) the academic major you choose; (2) whether there are specific academic requirements (e.g., a speed test), which cannot be waived, for any professional regulations/certifications/licenses necessary for your career choice subsequent to that major; and (3) the flexibility of those regulations/certifications/licenses. It is important to discuss your choice of academic major with the staff in the office providing disability services, so you can be informed of such expectations.

For example, at the community college level, if a student is taking courses in Office Administration, there might be a "speed limit" that students are expected and required to meet if taking a computer keyboarding class. In this instance, exceptions to the speed limit will not be made for people with disabilities.

[Back to Contents](#)

8. Class-Based Challenges

Long Classes:

I have a hard time sitting through long classes (1 ½ – 3 hours). I lose focus and may nod off or sleep. What kinds of academic adjustments could help me with this challenge?

If your physician indicates that you sometimes cannot sit through the length of a typical course section, perhaps your professor will accept this. However, if you are expected to participate in group presentations or classroom discussions during this course, perhaps an alternative could be agreed upon beforehand. *Abbreviated course sections* might be acceptable if students are able to meet standards for course learning.

Ask yourself: *What tends to keep you awake for short periods of time — say 5-10 minutes — during the day when you need to be awake?*

For some with IH, stopping what you are doing and standing, stretching, pacing, eating, drinking a cold beverage, getting some fresh air, or listening to music (with an ear bud) may make a difference for a short period of time. You know yourself best and how you can do what you need to do in class to stay awake without disrupting other students.

[Back to Contents](#)

Class Presentations:

What if I must take a speech course, and it requires that I give speeches in class? What about other courses that require presentations in class? I may be very sleepy and not able to give presentations when scheduled. What kinds of academic adjustments could help me with this challenge?

You would need to discuss these course requirements with someone in the office that provides disability services, someone who works with students with disabilities and the professor, to determine whether it would be acceptable for you to video record the assigned presentation and provide the professor with a copy. Many professors would consider this an appropriate alternative.

[Back to Contents](#)

Examinations:

Although I haven't had a problem completing exams, it seems that lately my symptoms are changing and I am more tired than I used to be. What kinds of questions should I thinking about?

Think about these types of questions:

- *If you think that you no longer will be able to complete an essay exam in the same amount of time as your peers, how much extra time do you think you will you need?*
- *Would doubling the length of time to complete the exam be enough time?*

[Back to Contents](#)

Course Labs:

What if I am not able to attend some labs because I am very sleepy at those times? What kinds of considerations could help me with this challenge?

If you are required to take a science class as a college requirement, consider taking one that does not have a lab. If you are required to take a lab science course for graduation, talk with the office that provides disability services. There often are choices in laboratory science courses, and some may fit your needs better than others, e.g., a meteorology or astronomy course that has a lab instead of a biology or chemistry course that has a lab. Ask about the possibilities of taking make-up laboratory classes or taking your course's labs with other sections of the same course that semester. If participation in laboratories seems to be too challenging because of your disability, you might be able to request a waiver of a laboratory science course, and a course substitution might be offered to you.

[Back to Contents](#)

9. Attendance-Based Challenges

- **I am a sleepy person. I wake sleepy and stay in a brain fog for a while after waking. I sleep for a while during the day and have long sleeps at night (10-11 hours). Consequently, I don't always have control over my attendance in class. What kind of questions do I need to think about so that I can attend classes when I am awake?**

Think about these types of questions:

- *What time of day am I most likely to be awake?*

- *For how long am I awake enough to attend classes?*
 - *If night is a more awake time for me, am I able to take a night class in place of a day class?*
 - *What options do I have to create a tailored schedule to meet my awake-times? For example, will I be able to have early or priority registration for course selection to maximize my chances of getting classes that are scheduled when I am awake?*
- **Even if I am able to tailor my schedule to take the classes I need, there are times when my sleep cannot be predicted—either what time of day or for how long. What kinds of questions do I need to think about to deal with the reality of my symptoms and needing to attend classes?**

Think about these types of questions:

- *Would I be able to take some fully online courses (assuming they are highly interactive or else I will fall asleep staring at a screen!), even though I would like to take the majority of my classes as an in-person student?*
- *Would I have the option of taking classes at times in the online course that is offered during the same semester (maybe even by the same professor) so that class misses don't count against my grade?*
- *Do I have the option of attending another section of the class if taught by the same professor? If taught by another professor?*

Chances are another professor won't be following the same course materials, and exams likely will be different. If the professor is teaching two sections of a course, maybe the professor would permit you to sit in another section.

- *What arrangements can I make (and how do I make them) to have access to notes for the classes I miss?*

Under the circumstances, you might request arrangements be made for a note-taker for every meeting of each course (since you can't predict when you will miss class, your illness will limit your focus, you'll sleep during a class, or you'll have micro-sleeps, etc.

- *What can I do if a professor wants to know in advance if I am going to miss the class, when I don't necessarily know when I will be sleeping and miss the class?*

Most professors would not expect that information if they have been given some notification at your request that you are getting services from the office that works with students with disabilities. That office won't discuss your disability with the professor, so if you want the professor to know that you would be unable to provide that information because of the nature of your

disability, then you can speak with or email the professor about this matter. You can also contact the disability services office for guidance.

[Back to Contents](#)

10. Assignment-Based Challenges

Reading:

I used to be able to read as much and as fast as other students. That is changing as the symptoms of IH become more evident. Now I struggle to get through a couple of pages of reading some days. What kind of questions should I be asking myself about the effects of my current reading capacity on my ability to be a college student?

Think about these questions:

- *How long does it take you to read books? Articles? Handouts?*
- *Does reading make you sleepy?*
- *Have you found that listening to audio recordings makes you feel more or less sleepy?*
- *Have you found that looking at the printed word while hearing it read aloud helps? Or does that instead make you less focused?*
- *What keeps you awake and focused when you read?*
 - *Does sitting on the bed make you sleepy?*
 - *How about sitting in a chair—can you focus better than being on a bed or a lounge?*
 - *Some students with IH are only able to maintain focus by listening to music while they read. Is that you?*

Are there services available for this reading challenge?

If you think that something instead of or in addition to a printed book would be helpful, indicate that you would like *text (books) in alternate format* and discuss that request with the office that provides disability services. Ask as well about the other options that are available to you. **Keep in mind...** You will want to hold onto your receipt for purchased textbooks because you might be able to get the books in an alternate format through the publisher with that receipt, provided that the office providing disability services approves the option.

[Back to Contents](#)

Deadlines:

Meeting deadlines for course assignments can be very difficult for me at times. I often sleep during the day and may wake 6 hours later totally exhausted and with assignments still to do. What kind of questions should I be asking myself?

Think about these questions:

- *Do you think you will need more time to submit your assignments? Once in a while or on a regular basis?*

Many professors find the request for such an accommodation appropriate.

- *Do you think it would be beneficial to be a part-time student at this time?*
- *Is there a way to access information about the way professors instruct their classes, their types of assignments, and student ratings of how well they instruct classes?*

Sometimes the expected workload, testing frequency, and types of assignments and assessments given by a professor are known and posted online. That information may be helpful. If you prefer to take exams and write few or brief papers for a course, instead of having a professor who assigns lengthy term papers and long reading assignments, online information of this type can be useful when selecting courses.

[**Back to Contents**](#)

11. Completion-Based Challenges

My symptoms change, sometimes quickly, and my symptoms cannot necessarily be predicted. What if I struggle to complete my classes even with academic adjustments in place and working closely with my professors? What kinds of questions should I be thinking about and looking into?

Think about these questions:

Students can discuss the following questions with staff in the Registrar's Office, the office of the Dean overseeing undergraduate or graduate students, and in the office providing disability services. A flexible, institutional environment may be a very important factor to consider when deciding about the college to attend.

- *Does the college allow students to earn a grade of "incomplete"? If so, what are the policies that govern student eligibility for that option as a course grade?*
- *Does the academic program allow students to earn a grade of "incomplete" in*

courses that are required by the academic major? If so, what are the program's policies that govern student eligibility for that option of a course grade?

- *Does the college allow a student to take a reduced load of classes? If so, under what circumstances? What are the policies that govern student eligibility for that option?*
- *Does the college allow a student to change status from full-time to part-time student? If so, under circumstances? What are the policies that govern that option?*
- *Does it make sense for me to think about attending a different college for a couple of semesters, one that offers a lot of flexibility, especially if the college I attend (or want to) has a rigid institutional environment? If so, will my courses at that other institution transfer to my preferred college? How do I determine that?*
- *Does the college allow medical withdrawals? Retroactive medical withdrawals? Semesters off without penalty? Course withdrawals without penalty? Flexible attendance and course/class participation policies?*

[Back to Contents](#)

12. Personal Aide for Safety

Some of my symptoms could compromise my ability to keep myself safe. What if my doctor advises me to have a personal aide? What kinds of questions should I be thinking about?

Think about these questions:

- *If you are attending a college that has a dormitory, will you need to hire someone to wake you up in the morning or at other times of day for classes or other commitments?*
- *Do you think that a personal aide, someone hired by you, would be able to wake you up quietly in class and during exams?*

If your doctor has established that you require a personal aide for safety reasons, that person would be allowed to spend time working with you on campus and perhaps sitting alongside you in classes if that is helpful.

Keep in Mind ... The Campus Security Department might require your aide to register with it for security reasons. An authorization by that department allows your aide to be on campus during semesters when you are taking classes.

[Back to Contents](#)

13. Campus Living and Sleep Habits

I have sleeping habits that are nothing like those of my peers. I may sleep at times during the day and for 12+ hours at night. I may wake with “sleep drunkenness,” which is an IH symptom that causes extreme difficulty awakening, often including disorientation, confusion, poor coordination, etc. for a long time after awakening. These sleeping habits are different from those of my peers and may interfere with my dorm mates’ lives. What questions should I be asking myself so I can best prepare for the realities of my sleep habits in college?

Think about these questions:

- *Do you think that having a friend (e.g., a former high school classmate) as a roommate in a dormitory would be beneficial?*

If so, you would have to connect with the office on campus making room assignments to determine whether such requests are possible.

- *Do you believe that living by yourself on campus is best for your symptoms?*

If so, you could ask your physician to indicate in writing that a single room is necessary because of your sleep-related needs and/or patterns.

- *Are your sleep habits compatible with the hours in which the dining commons and food spaces on campus are open?*

If not, you will want to talk with the staff in the disability services office about how you can have access to food during your awake hours. You certainly don't want to compound your existing challenges with possible nutritional issues, such as deficiencies of iron, vitamin b12, etc...

Students with idiopathic hypersomnia share many of the same symptoms and needs to various degrees. All students with IH are limited by those degrees, some more so than others. Even though students with idiopathic hypersomnia may use different strategies to work toward achieving their academic, personal and/or career goals, sharing strategies with each other may be mutually helpful. Remember, you know yourself and your needs far better than the person who is assisting you in making courses, learning, and the college experience accessible to you, so keep that person informed!

[Back to Contents](#)

14. Resources for Future Reference

- **National Center for College Students with Disabilities (NCCSD)**

<http://www.nccsdonline.org/>

This national center in the US is unique in that it is the only federally-funded resource for college students with all types of disabilities, chronic health conditions,

or mental or emotional illnesses. It provides information for supporters, parents, faculty, and others working with college students.

- **Department of Education (DOE)**

Resources Related to Postsecondary Education for People with Disabilities

www.project10.info/DetailPage.php?MainPageID=202...Postsecondary%20Education

This site provides resources to foundational information for people with disabilities, their educators, and their families.

- **Office of Civil Rights, Department of Education**

<https://www2.ed.gov/about/offices/list/ocr/docs/hq5269.html>

"The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights...Most of OCR's activities are conducted by its 12 enforcement offices throughout the country. These enforcement offices are organized into 4 divisions carrying out OCR's core work -- preventing, identifying, ending, and remedying discrimination against America's students." The enforcement offices can be found on at the following site:

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

[Back to Contents](#)

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Kingsbury Community College in Brooklyn, New York

Approved by Hypersomnia Foundation Board of Directors and Education Legal Counsel.

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