ADA-Audio Conference Series:

Best Practices in Accommodating Students with Autism Spectrum Disorders, Intellectual Disability and other Emerging Groups within Postsecondary Education

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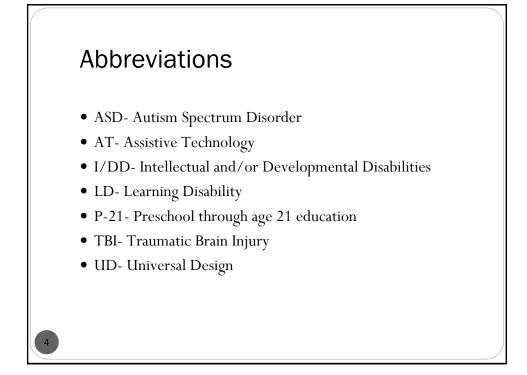
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Welcome

- Presenter background:
 - Adjunct Professor with the Elmhurst Life Skills Academy at Elmhurst College
 - Faculty Access Consultant with the Disability Resource Center at the University of Illinois at Chicago
 - Holds a master's in Adult & Higher Education
 - Ph.D. candidate in Disability Studies and master's candidate in Special Education at UIC
 - Research focuses on serving college students with disabilities

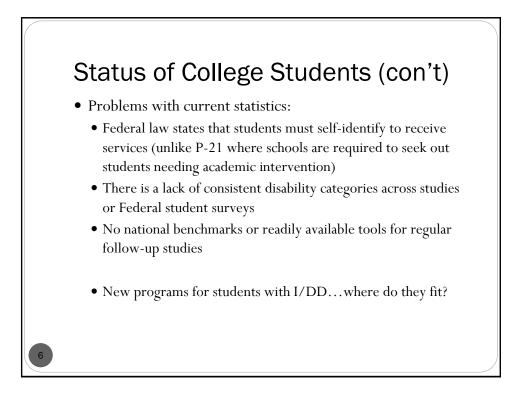
Presentation Overview

- Current status of college students with disabilities
- Models for serving students with disabilities
- The Law and "the law" in serving students
- Emerging groups
 - Autism Spectrum Disorder/Asperger's Syndrome
 - Traumatic Brain Injury
 - Intellectual and Developmental Disabilities
 - Injured Veterans
- Utilizing Universal Design to reduce barriers
- Future best practices for serving students



Status of College Students with Disabilities

- U.S. Census Bureau (2008) reports that 19% of Americans have a disability
- 1995-1996 academic year, about 6% of college students identify as having a disability (Horn, Berktold, and Bobbitt, 1999)
- 2003-2004 academic year, nearly 11% identify as having a disability (Snyder, Dillow, and Hoffman, 2007)
- Notice any trends here???

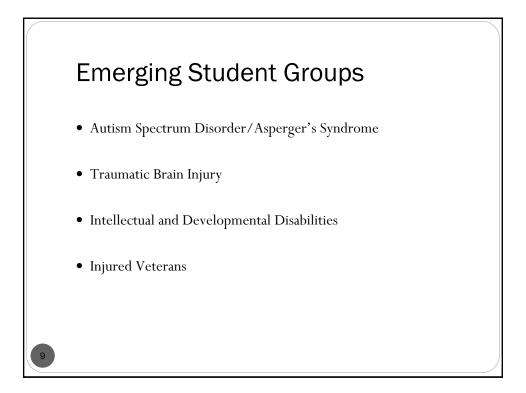


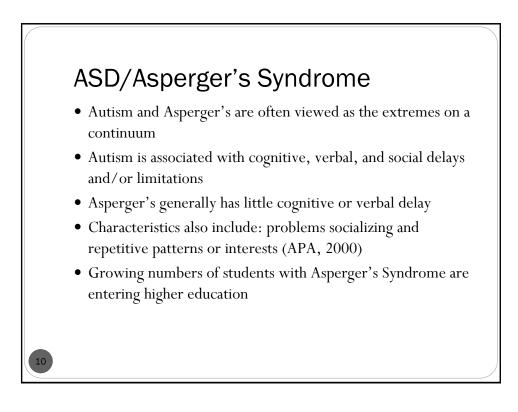
Models of Disability

- Individualistic- provide accommodations that work to mediate limitations by equaling the academic playing field
- Universal- work to make physical and technological aspects readily accessible to all, therefore reducing the need for individual accommodations
- Social- work to reframe culture by removing sociocultural barriers that prevent people with disabilities from fully participating



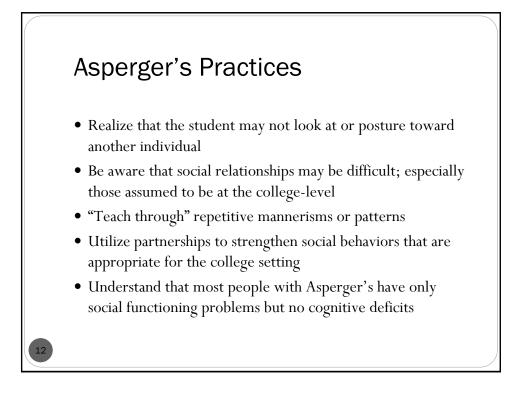
- Like all legislation, there is a discrepancy between what was intended and how the law actually works
- Both the ADA and Rehabilitation Act sections relating to students are good examples
- With limited budgets, underprepared service providers, inaccessible university spaces, and rising costs for serving students with disabilities...sometimes the reasonable accommodation is not always the *best* accommodation
- Students have a severe lack of understanding about their rights to services under the Law





Asperger's Accommodations

- Generally, no accommodations are necessary because Asperger's is a <u>social functioning</u> disorder
- When comorbidity exists with LD, accommodations include:
 - Extended time for assignments or exams
 - Assistive technology
 - Alternative formats
 - Breaks (especially sensory)
 - Assistance for required out-of-class activities





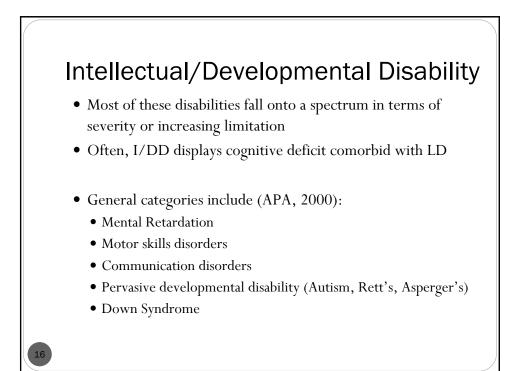
- An acquired, sudden injury in which an individual's head hits another object or an object pierces the brain
- TBI also occurs along a spectrum
- TBI can affect any or all of the following functions:
 - Cognitive
 - Sensory
 - Communication
 - Behavioral



- Extended time for assignments and/or testing
- Use of notes, book, dictionary, calculator for exams
- Note taking or voice recording for lectures
- Assistive technology
- Alternate formats
- Breaks during class or exams
- Assistance during orientation or out-of-class activities
- Adapted athletics

TBI Best Practices

- Utilize documentation when collaborating with the student to determine classroom accommodations
- Realize that TBI spans a number of functional areas, and not all may be affected
- Work with the student to determine if previous accommodations have been successful
- Frequent contact with instructors is beneficial in ensuring that the accommodations are effective
- Disability Services staff should keep in mind that students with TBI may have exacerbation of symptoms at any time



I/DD Accommodations

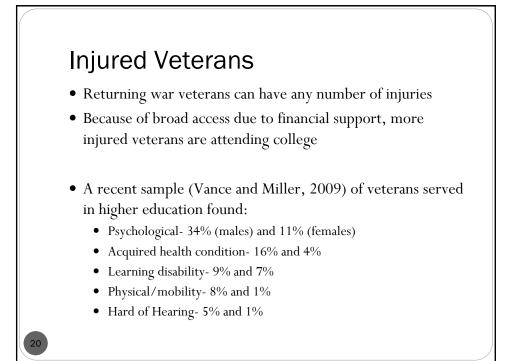
- Extended time for assignments and/or testing
- Use of notes, book, dictionary, or calculator on exams
- Answer directly on exam copies; no answer sheet
- Note taking or voice recording
- Assistive technology
- Orientation assistance
- Verbal description or physical manipulation
- Adapted athletics

I/DD Best Practices

- I/DD ranges from significant impairment to only a slight level of cognitive difficulty
- Many of the accommodations and AT options that serve students with LD also benefit students with I/DD (for example: tracking and text-to-voice software)
- Frequent contact with instructors is helpful in ensuring that accommodations are effective
- Students are enrolling in specialized college programs designed to meet the needs of students with I/DD

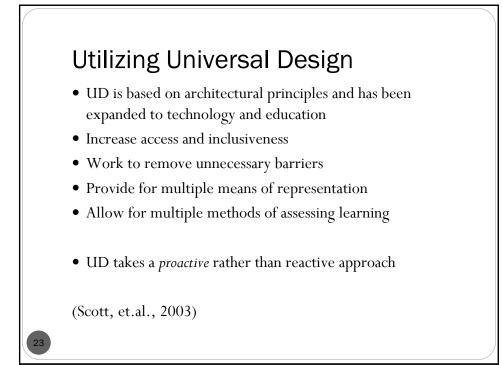
I/DD Programs

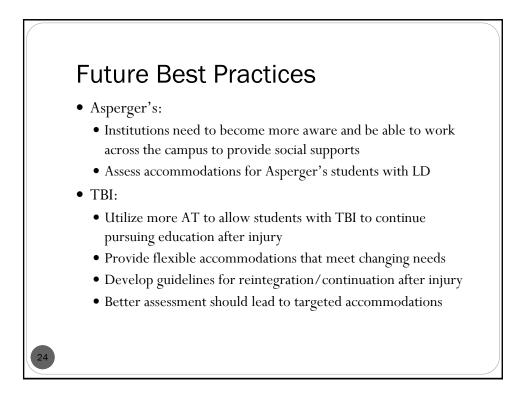
- Colleges are adding both separate programs and support initiatives for students with I/DD
- One example is the Elmhurst Life Skills Academy (ELSA):
 - Students completed high school and read at a third-grade level
 - Classes are tailored to meet individual needs
 - ELSA students are involved in many student activities
 - Students take academic (Geography), life skills (cooking), career, social issues, and fine arts courses
 - The students are integrated into many aspects of college life
 - The end goals are providing skills and collegiate experiences that will benefit the individual throughout their life



Accommodations for Veterans

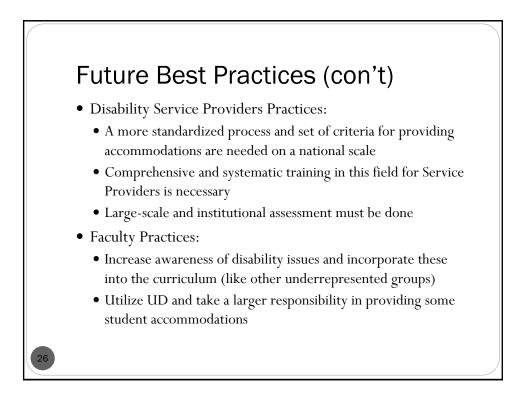
- Extended time for assignments and/or testing
- Note taking or voice recording for lectures
- Assistive technology
- Possibly alternate formats
- Classroom relocation or accessible furniture
- Breaks during class or exams
- Assistance during orientation or out-of-class activities
- Adapted athletics
- Housing or parking accommodations





Future Best Practices (con't)

- I/DD:
 - Utilize more AT to ensure access to materials
 - Allow for flexibility in assessment of learning
 - Incorporate more UD into lectures and assignments
- Veterans:
 - May have physical injuries and psychological needs
 - Disability Services should maintain on-going contact with the student to determine if the VA can provide supports
 - Staff across campus should prepare to work together to meet veterans': accommodation, financial, and personal needs



Questions and Discussion

- The next approximately 30 minutes will available for questions and discussion
- Please jump-in and share your experiences in providing exceptional services to these groups
- I can discuss generally how the institutions within which I work have served these emerging students



- Curriculum Transformation and Disability
 - http://www.cehd.umn.edu/CRDEUL/books-ctad.html
- DO-IT Center, University of Washington
 - <u>http://www.washington.edu/doit/</u>
- Think College (students with I/DD)
 - <u>http://www.thinkcollege.net/</u>
- Veterans Best Practices (from AHEAD)
 - http://www.ahead.org/publications/jped_veterans

THANK YOU FOR PARTICIPATING!!!

Please feel welcome to contact me with additional questions at:

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References American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders, Fourth revision, Text revision. Arlington, VA. Horn, L, Berktold, J, & Bobbitt, L. (1999). Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes. (National Center for Educational Statistics Publication No. 1999-187). Retrieved June 5, 2009, from: http://nces.ed.gov/pubs99/1999187.pdf National Institute of Neurological Disorders and Stroke. (2009). NINDS traumatic brain injury information page. Bethesda, MA: National Institutes of Health. Retrieved September 9, 2009, from: http://www.ninds.nih.gov/disorders/tbi/tbi.htm Scott, S. S., Loewen, G., Funckes, C., & Kroeger, S. (2003). Implementing universal design in higher education: Moving beyond the built environment. Journal of Postsecondary Education and Disability, 16(2), 78-89. Snyder, T. D., Dillow, S. A., & Hoffman, C. M. (2007). Digest of education statistics, 2006. (National Center for Educational Statistics Publication No. 2007-017). Retrieved June 5, 2009, from: http://nces.ed.gov/pubs2007/2007017.pdf U.S. Census Bureau News. (2008, December 18). "Number of Americans with a disability reaches 54.4 million". Retrieved June 5, 2009, from: http://www.census.gov/Press-Release/www/releases/archives/income_wealth/013041.html Vance, M. L., & Miller, W. K. (2009). Serving wounded warriors: Current practices in postsecondary education. Journal of Postsecondary Education and Disability, 22(1), 18-28.