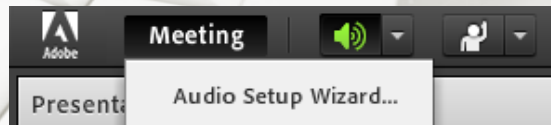


Welcome to Teaching + Learning Tuesdays

November 15, 2016 | 2:30PM

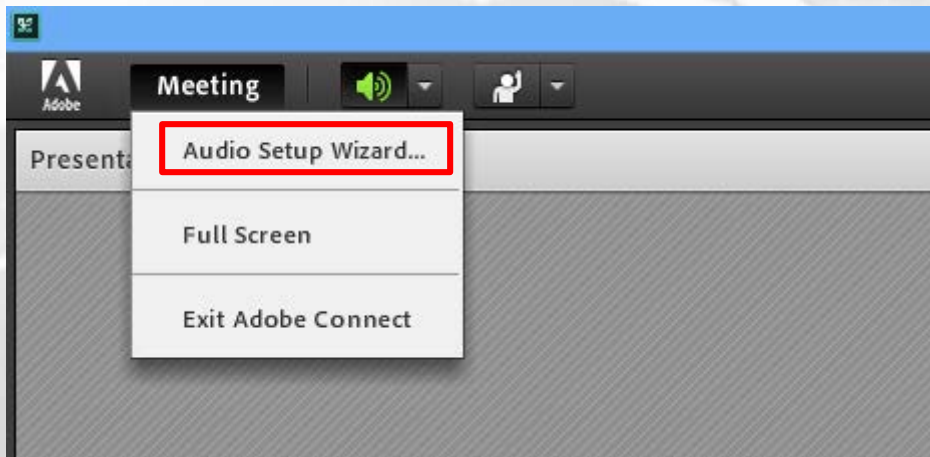
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Teaching + Learning Tuesday



Audio Setup Wizard



Services for Students with Disabilities

James Orgel, Trident Technical College



Services for Students with Disabilities --- Responsibilities

- To ensure equitable access to learning and College events
- To reduce or eliminate physical, academic and attitudinal barriers
- To arrange reasonable accommodations
- To maintain strict confidentiality of student information
- To encourage students toward self-advocacy
- To guide students to campus and community resources
- To be an advocate for the needs of, and efforts for, students and individuals with disabilities
- To be a resource for students, faculty, staff and community

History Lesson





Legislation

Rehabilitation Act of 1973

Section 504

Section 508

Americans with Disabilities Act (1990)

Individuals with Disabilities Education Act (2004)

ADA Amendment Act (2008)

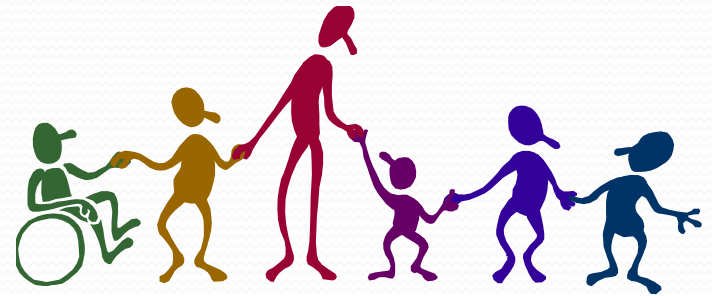
Current Events

After 40+ years of “mainstreaming,” “IEPs,” “least restrictive environment,” “inclusion,” etc.

--- 25% of youth with disabilities participate in postsecondary education after high school (2005)

--- people with disabilities in colleges and universities account for 11% of overall enrollment, though 21% of veteran students (2011-12)

---, completion of postsecondary education by SwDs has been declining from 30% (1986) to 26% (2002), (2005)



● Representation in Postsecondary Education

- Although postsecondary enrollment for students with disabilities is increasing, individuals with disabilities continue to be underrepresented in postsecondary education when compared to their non-disabled peers. For example, two years after high school, 63% of students with disabilities were enrolled in postsecondary education compared to 72% of students without disabilities. **Students with disabilities were also more likely to enroll in 2-year versus 4-year institutions.**
- Of those enrolled in higher education, 42% of students with disabilities and 62% of students without disabilities were enrolled in 4-year schools. In terms of degree attainment, students with disabilities were significantly less likely to earn bachelor's degrees than students without disabilities. Sixteen percent of students with disabilities earned a bachelor's degree, compared to 27% of students without disabilities, while both 25% of students with and without disabilities earned associate's degrees or vocational certificates

What are “our” students like?



There is NO “typical” Disabled Student at 2-Yr Colleges

Specific Learning disabilities	31%
ADD or ADHD (Attention deficit hyperactivity disorder)	18%
Mental illness/psychological or psychiatric condition	15%
Health impairment/condition	11%
Mobility Limitation/orthopedic impairment	7%
Difficulty Hearing	4%
Difficulty Seeing	3%
Cognitive difficulties or intellectual disability	3%
Traumatic brain injury	2%
Autism Spectrum Disorder	2%
Difficulty speaking or language impairment	1%
Other impairments	3%



Trends and Implications

- More Students with Disabilities have been identified in grades K-12 (increased focus and sophistication)
- Enduring incidence of ADD, Learning Disabilities
- Increases in students with psychiatric issues (anxiety, depression, thought disorders)
- Increases in TBI, PTSD, Autism, Intellectual Disability
- More likelihood of co-existing (multiple) issues
- Less than 20% have a “visible” disability
- Service animals are more widely common



Physical aspects of disability

Sensory impairments: Hearing and Vision primarily

Orthopedic (Skeletal) issues: fine and gross motor skills

Systemic conditions: muscular, cardio, pulmonary, etc.

Acquired Brain Injury (TBI, CHI, etc.)

Psychiatric (mental and emotional illnesses)

Learning disabilities (basic reading, reading comprehension, math calculation, math reasoning, written expression, oral expression, listening comprehension and information processing)

Attention Deficit (Hyperactivity) disorder

Intellectual disability (also called Borderline Intellectual Functioning)

Autism-spectrum disorder (incl. Asperger's syndrome)

Other impairments (narcolepsy, allergies, migraines, etc.)

Psychological Aspects of Disability

Self-image, self-awareness, self-esteem

Emotional management, frustration tolerance

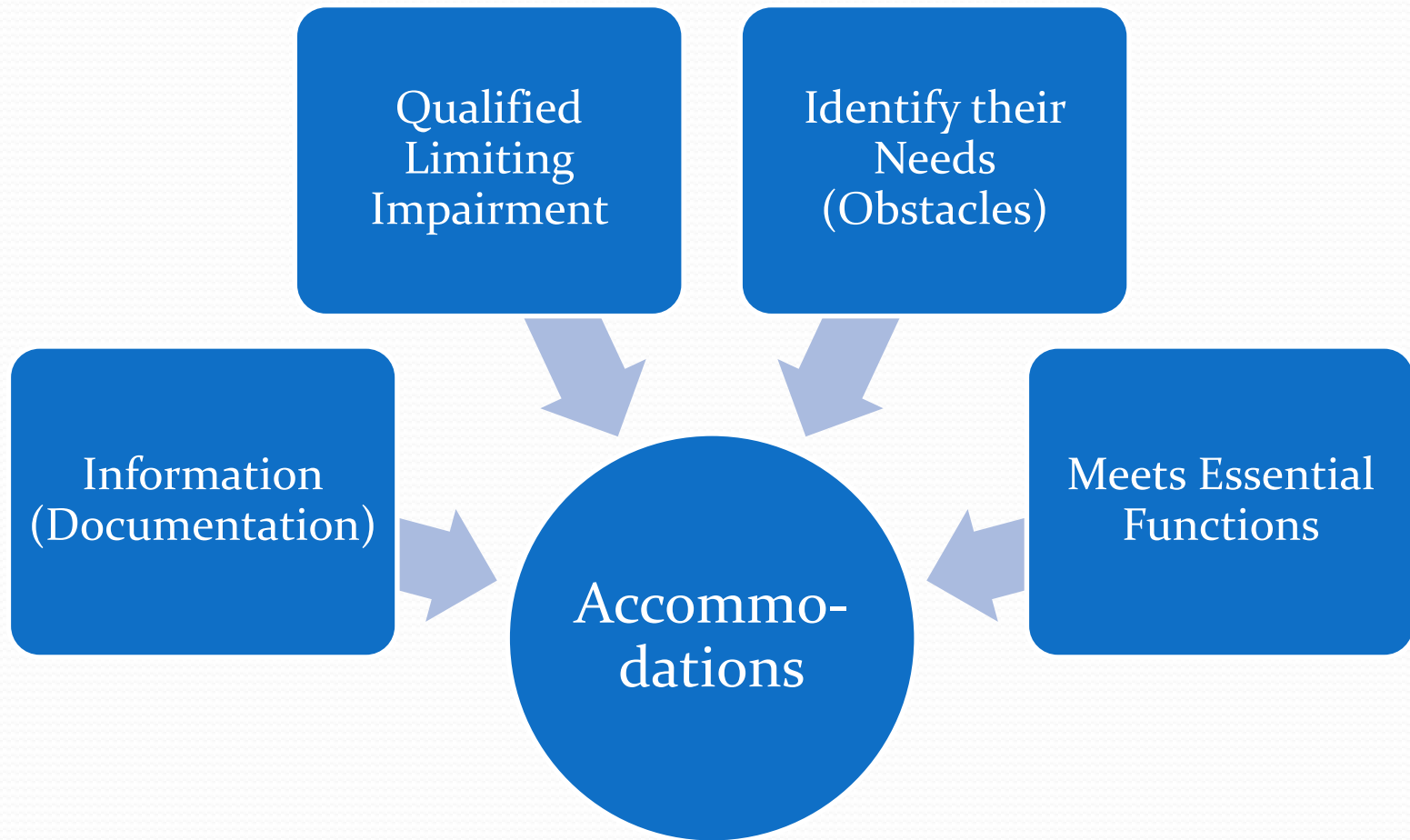
Dependency vs. independency standing

Self-management skills (problem-solving, planning, goal setting, self-monitoring)

Self-determination skills (accessing, advocacy ability, resource knowledge, willingness to change)

Engagement or involvement skills; support system

Determining Accommodations



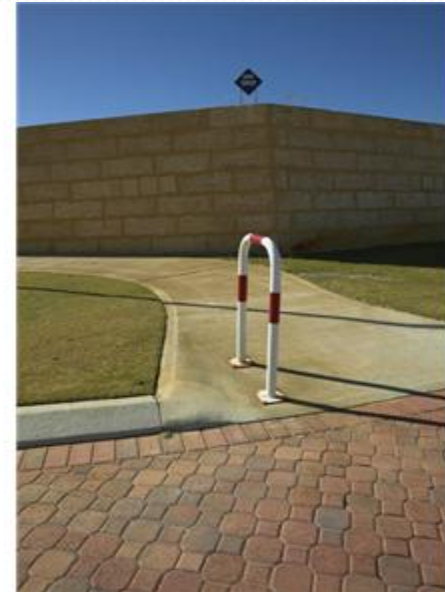
Some Student Interview Questions

- 1 What is the nature of your disability?
- 2 What obstacles to the learning process do you have?
- 3 What past accommodations have been most helpful?
- 4 How does your disability affect who you are?
- 5 Do you have a plan for why you are in college?
- 6 Will you know where to get help at college?
- 7 Can you advocate for yourself to get what you need?

Types of Accommodations

- Alternate exam formats or additional exam time
- Tutors to assist with ongoing coursework
- Readers, classroom note-takers, or scribes
- Registration assistance or priority registration
- Adaptive equipment or technology
- Captioning on videos, alternative text formats
- Textbooks on tape
- Sign language interpreters
- Course substitutions or waivers

“Accommodations” that help all



Faculty and Staff Recommendations

- Ensure student confidentiality
- Check in with students, if they don't check in with you
- When in doubt, ask!
- Your Disabilities Services office is your resource!

Sources and Resources

- Burgstahler, S. (2000). Accommodating students with disabilities: Professional development needs of faculty. *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, 21, 181-183.
- Disabilities, Opportunities, Internetworking, and Technology, University of Washington, <http://www.washington.edu/doi/>
- Horn, L. & Berktold, J. (1999). Students with disabilities in postsecondary education. A profile of preparation, participation, and outcomes. *Educational Statistics Quarterly*, 1(3), 59-64.
- Stodden, R. A. (1998). School-to-work transition: Overview of disability legislation. In F. Rusch & J. Chadsey (Eds.), *Beyond high school: Transition from school to work*. Belmont, CA: Wadsworth Publishing.
- U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2014* (NCES 2016-006).

- Questions ???

Give us your feedback

- <https://www.surveymonkey.com/r/November2016TLT>

