

How to Help Students with Asperger's, ADHD & LD Succeed in a University Setting

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Why is There Such a Big Change?

Changes	K-12	Postsecondary
Laws	IDEA & No Child Left Behind, local school district mandates	American with Disabilities Act & Sections 504 & 508 of Rehabilitation Act
Availability	Right to free and appropriate Education/IEP	Must be otherwise qualified & pay for it
Expectations of Students	Must meet same standard for all students (usually set at state level)	Must meet institutional and academic program standards
Advocate	Parents & school personnel, including the provision of assessment documentation	Student must identify themselves, provide documentation and request accommodations
Parent Involvement	Advocate & decision maker	Coach to student – not directly involved

Student Perspective High School to Higher Education



Self Advocacy

Students are **their own advocates** in postsecondary education

- Secure disability assessment/updates
- Provide disability documentation – know the institution’s standards
- Be able to properly disclose disability information
- Be able to engage in an **interactive** accommodation discussion

General Disability Documentation Guidelines*

- Completed and signed by an appropriate professional
- Contain the professional’s credentials and contact information
- Be current (generally 3-5 years)
- Contains a diagnosis and diagnostic method(s)
- Contain disability related functional limitations
- Describe stability or progression of condition
- Describe recommended accommodations/supports

*Always check the disability documentation guidelines of the specific institution

Documentation Considerations

- All documentation is considered on a case-by-case basis
- Documentation submitted is confidential under FERPA not HIPPA
- Documentation accepted at one institution may not be sufficient at another or for standardized high stakes exams (GRE, LSAT, CBEST, etc.)

Different Types of Institutions

Different Missions, Philosophies, Requirements

- Community Colleges (CC)
- California State Universities (CSU)
- University of California (UC)
- Private Institutions (USC, Pepperdine, Loyola Marymount, Azusa Pacific, University of La Verne, Cal Arts, Caltech, etc.)

Know Options to Desired Destination

- CC = AA Degree
- CC (Certification) → CSU (BA/BS) → CSU/UC (graduate)
- CC (IGETC) → UC (BA/BS) → CSU/New UC (graduate)
- CSU (BA/BS) → CSU/UC (graduate)
- UC (BA/BS) → CSU/New UC (graduate)

<http://www.assist.org>

UC = University of California System
CSU = California State University System
CC = California Community College System

Accommodations vs. Support Services

- **Accommodations** are those services that are required by law for students to have equal access to the university's programs.
- **Support Services** are those services that are NOT required by law, but are provided by a particular institution to enhance student success.

Examples

Accommodations

- Extra time on exams
- Early registration
- Notetaking
- Alternative Media (electronic text)
- Computer access

Support Services

- Peer Mentoring
- Academic Coaching - Tutoring
- LD Assessment
- Transportation
- Career Services

* Receiving these at one institution does not automatically qualify a student for these at another institution or program of study (case-by-case basis).

Disability Services and Programs Kortschak Center for Learning and Creativity



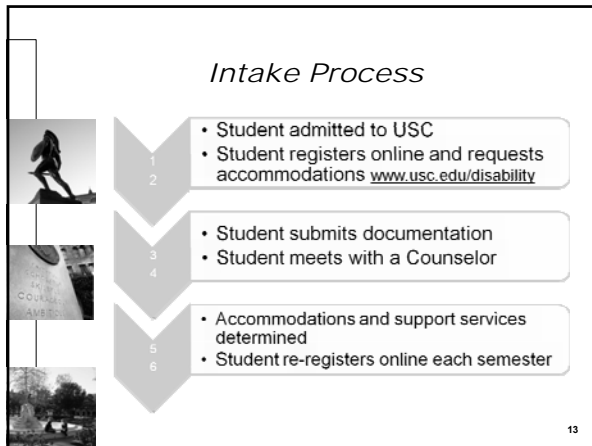
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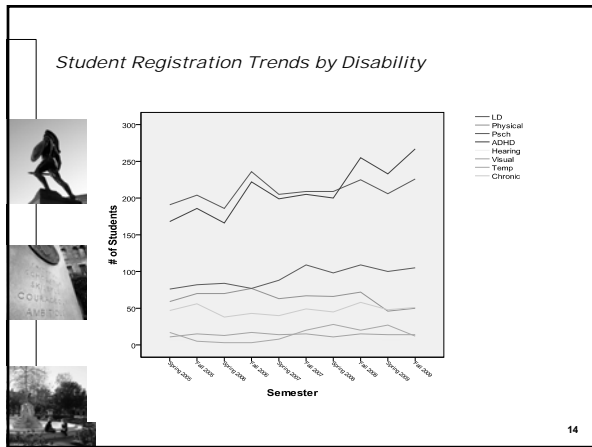
Disability Documentation



- ◆ Documentation guidelines for each category of disability can be found at: www.usc.edu/disability
- ◆ A referral list of practitioners in the area for assessment is available by calling 213-740-0776 or through e-mail ability@usc.edu (USC does not provide disability assessment)
- ◆ IEPs are typically not accepted

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- ### Examples of Reasonable Accommodations
- ◆ Extra time on exams
 - ◆ Note-taking
 - ◆ Scribes
 - ◆ Interpreters
 - ◆ Assistive technology
 - ◆ Special housing
 - ◆ Reduced course load
 - ◆ CCTV magnifier
 - ◆ No consecutive exams
- Unreasonable requests would include those that might fundamentally alter the academic program or lower standards (e.g., waiver of essential course requirements, attendance, etc.)
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How We Support Students



- ◆ **Psycho-educational counseling** – self-advocacy, career planning, adjustment issues, self-understanding
- ◆ **Learning assistance/tutoring through the Kortschak Center for Learning and Creativity**
- ◆ **Assistive technology**
- ◆ **Occupational therapy**
- ◆ **Workshops**
- ◆ **Assistance with faculty**
- ◆ **Career assistance**
- ◆ **Student groups**

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Success factors



1. Register early with Disability Services and Programs (DSP), and take advantage of support services
2. Meet with Professors, TAs and DSP Counselors often – establish good relationships
3. Always try to attend class and get to know your fellow students
4. Evaluate your lifestyle – living environment, sleep, stress level, nutrition, exercise, relationships, extra-curricular activities, etc.
5. Take initiative and build confidence
6. Have fun and experience all USC has to offer☺

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Contact Information



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UCLA's Office for Students with Disabilities



Learning Disabilities Program

Julie Mosk-Morris, Ph.D., Coordinator

310-794-5732

jmorris@saonet.ucla.edu

How Students Register with OSD

- Submit disability documentation to OSD for review by specialist
- Meet with specialist to discuss academic history, including history of accommodations
- Discuss appropriate accommodations based on documented functional limitations
- Complete intake and review process for requesting accommodations

Documentation Guidelines

- Visit our website at www.osd.ucla.edu/UCGuide.htm for documentation requirements for students with learning disabilities, AD/HD, and psychological disabilities.

Verification of Diagnosis

- Unlike many universities and testing boards, UCLA does not require comprehensive testing for documentation of AD/HD.
- Verification form is the same for AD/HD, psychological disabilities, and Asperger's.
- Importance of functional limitations, reported both by student and diagnosing professional

The LD Program: Services

- LD Screenings
- AD/HD Screenings
- Academic Accommodations
- Learning Support/Counseling
- Social Skills Training Workshop
- Support Groups

Academic Accommodations

Upon receipt of verification of diagnosis and determination of functional limitations, a student may be approved for any number of the following:

- Note-taker Service
- Priority Enrollment
- Reader Services (e.g., RFB&D, Kurzweil)
- Disabilities and Computing Referral
- Reduced Course Load
- Exam Proctoring
 - Additional Test Time
 - 50%
 - LD Formula
 - 100%
 - Private/Separate Testing Environment
 - Computer Facilitation

Challenging Cases

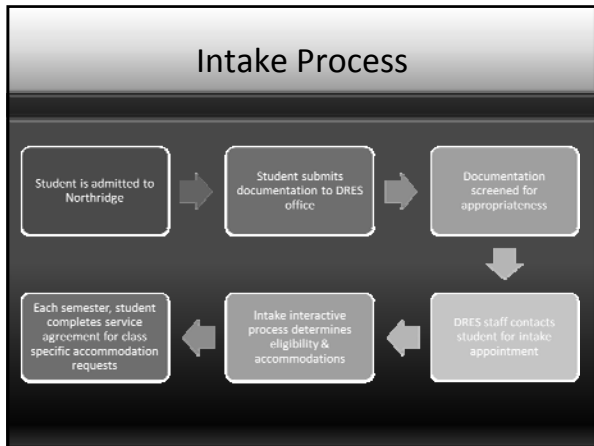
- Asperger's student having trouble communicating with and/or understanding professor/TA
- AD/HD student who misses course deadlines, does not request academic support services in a timely manner, and expects accommodations to be made

California State University Northridge

Disability Resources and
Educational Services
(DRES)

Disability Documentation

- Forms are available on website
(<http://www.csun.edu/dres/student-services/formsandprocedures.php>)
- IEPs may be accepted if they include the essential elements
(see General Disability Documentation Guidelines)
- "Guidelines for the Assessment and Verification of Students with Learning Disabilities"
(www.calstate.edu/AcadAff/codedmemos/AA-2009-27.pdf)



Accommodations – Case-by-Case

Accommodations are determined by the student's functional limitations and academic program requirements.

- Extra time for exams
- A reader and/or scribe for exams
- Notetaking
- Alternative media (Braille, e-text, audio)
- Assistive technology
- Early registration
- Audio recording of classes/use of laptop
- Adjustable classroom furniture

Support Services – Case-by-Case

Services are available to students that meet program requirements.

- **Thriving and Achieving Program (TAP)** - Peer academic coaching, tutoring & strengths counseling
- **Workability IV (WAIV)** - Career preparation and employment services
- **Campus Paratransit** – door to door 5 mile radius

3 Success Factors

1. Contact DRES office early
 - Informed decision in institution selection
 - Accommodations may start as soon as admitted (early registration, placement exam accommodations, transition programming, etc.)
2. Develop a transition support plan (relationships)
3. Gain as many skills as early as possible
 - Self advocacy
 - Learning how to learn
 - Compensatory strategies
 - TAP, Early Start, Orientation, Univ 100, etc.

Contact Information

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How to Help Students with Learning Disabilities Succeed in a University Setting

Bina Varughese
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Summit View School



By Graduation

- What should Summit View students know?
- What should Summit View students be able to do?
- What should Summit View students understand?



Expected School-Wide Learning Outcomes

- **Self-reliant learners who:**
 - Understand and articulate their unique profile of affinities, strengths and deficits
 - Recognize their learning styles
 - Successfully utilize accommodations and compensations available in the community, workplace, and educational institutions.
 - Apply personal advocacy skills



Expected School-Wide Learning Outcomes

- **Literate learners who:**
 - Develop proficiency in reading
 - Apply a range of mathematical strategies, tools and principles to develop solutions to problems
 - Write effectively for self-expression, persuasion, and for demonstration of understanding of information and research
 - Acquire a body of knowledge based on the California Framework and National Standards



Expected School-Wide Learning Outcomes

- **Productive citizens of society who:**

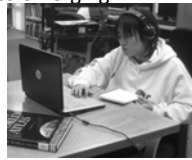
- Appreciate cultural and individual diversity and adapt to change
- Employ collaborative, problem solving, and conflict resolution skills
- Have actively served in community and/or school service organizations and projects
- Assume responsibility for actions
- Show respect for others, for community, and for environment



Expected School-Wide Learning Outcomes

- **Technologically proficient individuals who:**

- Use a variety of existing technologies competently
- Learn and adapt successfully to emerging technologies
- Access information from a variety of sources



Expected School-Wide Learning Outcomes

- **Effective planners who:**

- Demonstrate knowledge of work exploration and application processes
- Are aware of post-secondary education and training opportunities, including colleges and technical schools
- Have developed an education and training pathway plan



How Do We Achieve These Outcomes?

- Curriculum
- Counseling
- Communication



Curriculum



- Rigorous curriculum
 - Pre-Calculus, Statistics, Astronomy, Physics/Chemistry
- UC/CSU approved a – g courses
- School-wide reading instruction
- Research-based intervention programs
- Correlating outcomes with daily lessons
- Explicit study skills instruction
- Transition-oriented courses and curriculum
 - All Kinds of Minds – 5th grade
 - Human Development – 8th grade
 - Senior Seminar – 12th grade
- Athletic Program, Outdoor Education, Community Service

Counseling



- College advisors working individually with students
- Visits to colleges and college fairs
- Senior Retreat
- Career Inventories
- Transition activities for 6th grade students
- Brown-bag lunch meetings with seniors and counseling team to develop strategies for coping with the challenges of their final high-school year

Communication



- Grade-level college nights
- Individual meetings with families
- Individual meetings with students to explain strengths, areas of need, goals and accommodations
- Debriefing after exams
- Self-advocacy
 - Asking for accommodations
 - E-mailing teachers
 - Checking website for homework and assignments
- Alumni panel discussions

Accommodations

- **TESTING ACCOMMODATIONS**
 - Extended time
 - Tests administered individually
 - Directions and questions read to student
 - Answers dictated orally by student
 - Number of questions reduced
 - Student graded more on daily work than on tests

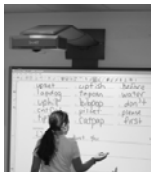
Accommodations

- **CURRICULUM ACCOMMODATIONS**
 - Partial outlines of chapters, study guides, and testing outlines provided
 - Books on tape/computer/Kindle/iPad/iPhone
 - Use of step cards
 - Notes provided
 - Alternative assignments



Accommodations

- **PRESENTATION ACCOMMODATIONS**
 - Use of overhead projector/SmartBoard
 - Concepts explained individually to student
 - Visual and verbal cues to reduce need for rote memory
 - Tasks broken down into small steps
 - Graphic organizers
 - Check for understanding
 - Visual aids



Alumni Data – Summit View Valley

	Graduates	4 year colleges	2 year colleges	Vocational Schools	Employment	Military
2001-2002	10	2	7		1	
2002-2003	14	7	5		2	
2003-2004	13		10	1	2	
2004-2005	25	10	13	1	1	
2005-2006	21	5	13	1	2	
2006-2007	21	6	10		4	1
2007-2008	27	12	12		3	
2008-2009	27	12	13		2	
2009-2010	20	9	9		2	

Alumni Data – Summit View West

	Graduates	4 year colleges	2 year colleges	Vocational Schools	Employment	Military
2001-2002	4	1	3			
2002-2003	15	2	12		1	
2003-2004	6	2	4			
2004-2005	7	4	2		1	
2005-2006	12	6	5		1	
2006-2007	20	8	10		2	
2007-2008	27	14	11	1		1
2008-2009	28	13	11	1		3
2009-2010	19	9	10			

College Acceptance Class of 2007 – Class of



- UC Berkeley
- UC Davis
- UC Fullerton
- UC Irvine
- UC Merced
- UC Riverside
- UC Santa Barbara
- UC Santa Cruz
- University of Arizona
- University of Colorado (Boulder)
- University of Denver
- University of Oregon
- University of Portland
- University of Vermont
- Cal State Channel Islands
- Cal State Chico
- Cal State Dominguez Hills
- Cal State Long Beach
- Cal State Los Angeles
- Cal State Monterey Bay
- Cal State Northridge (Honors Program)
- Cal State San Marcos
- American Jewish University
- American University
- Bennett College
- Cazenovia College
- Centenary College
- College of the Canyons
- Cuesta College
- Humboldt State
- Ithaca College
- Landmark College
- Lesley College
- Lincoln University
- Long Beach State
- Loyola Marymount
- Lynn University
- Marlborough
- Marymount College
- Menlo College
- Mitchell College
- Moorpark
- Mount St. Mary's
- Oakwood College
- Otis College of Art and Design
- Penn State
- Pierce College
- Regis University
- Rochester Institute of Technology
- Santa Clara University
- Santa Monica College
- Sonoma State
- San Diego State
- Southern Oregon
- Southern University A & M
- Stephens College
- Valley College

The Future Looks Bright!