

DISABILITY SERVICES: STUDENTS WITH AUTISM, ADHD, ANXIETY AND DYSLEXIA IN YOUR CLASSROOM

Convocation 2014

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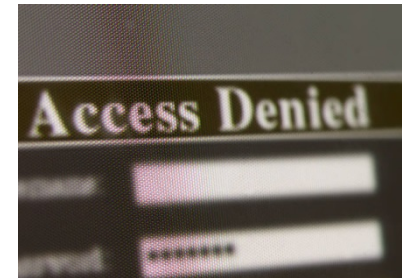
WHAT IS MISSION OF DISABILITY SERVICES?

The mission of UAS Disability Services is to provide equal access and opportunity for all students to enhance student learning and achievement.

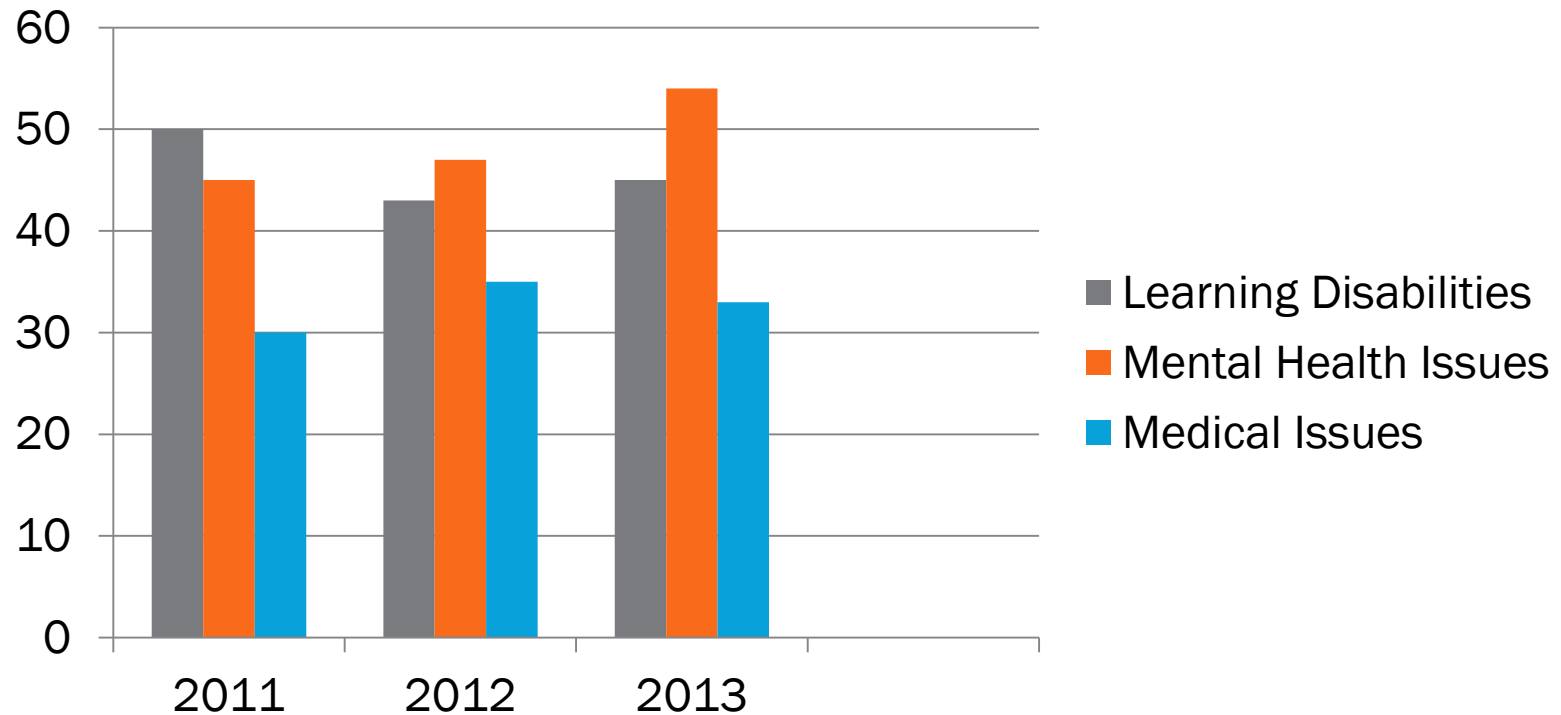
Section 504 of the Rehabilitation Act of 1973 and the American Disability Act (ADA)

Documented disability and have barriers that impact one or more of their major life activities.

Removing obstacles to enhance access on all levels!



TYPE OF DISABILITIES STUDENTS HAVE AT UAS



AUTISM SPECTRUM/ASPERGER'S

STUDENT STORY

Behavior	Possible Cause	Faculty (Mis) Interpretation
Mimics or recites back what professor says	Needs time and repetition to process information	Not taking speaker seriously
Talks too much	Compensates for receptive skills	Overestimation of functioning
Has odd speaking habits	Pragmatic language deficits	Inappropriate or rude
Does not respond to facial expressions, tone	Difficulty with processing nonverbal signals	Leads to miscues in meetings and assignments
Does not recognize you	Limited facial recognition	Aloof, rude
Does not shift topics on cue	Does not automatically catch on	Self-absorbed, uninterested
Lays head on desk	Sensory overload	Rude, sleeping

ATTENTION DEFICIT HYPERACTIVITY DISORDER

Student story

Tests:

- Extended time on tests and assignments,
- Testing in a separate and quiet place,
- Testing over several sessions

Lectures:

- Permission to record lectures,
- Audio-taped text book,
- Assistance with writing class notes (i.e., note taking service),
- Reading assistance service (i.e., reading group)

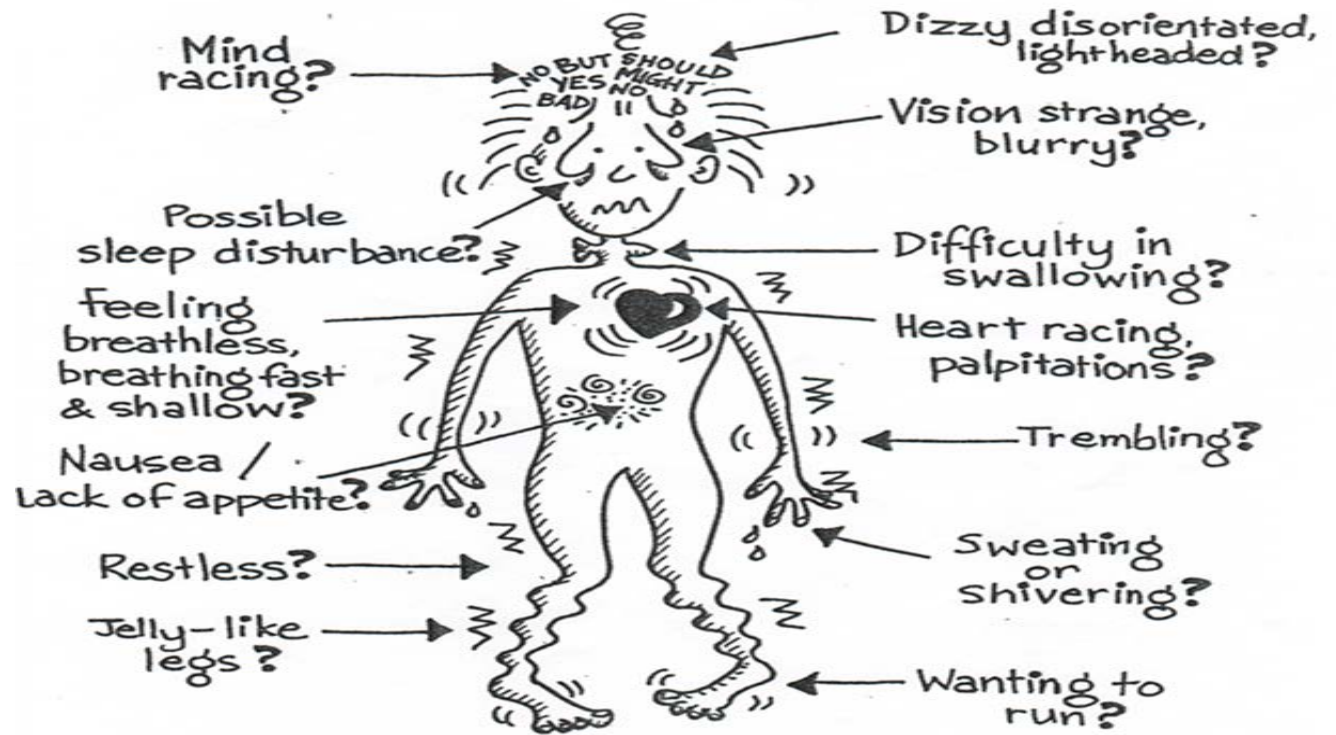
Courses:

- Written instructions from professors,
- Priority registration with a professional in the disability services office,
- The possibility of class substitution within the curriculum,
- Reduced course load



ANXIETY

Student story



DSYLEXIA

Student story

This si wdat a leaming bi sadleb qerson frepuehtly hasto conteub with when
attemqting ot nead a dook.

GREEN

BROWN

BLACK

RED

YELLOW

ORANGE

PURPLE

GREEN

RED

YELLOW



FINAL THOUGHTS.....

The Language of Disabilities:

“Positive language empowers. When writing or speaking about people with disabilities it is important to put the person first.”

Universal Design: Just a few minor changes can make the difference in success or failure for our students.

“At UAS, providing equal opportunities for students who experience disabilities is a campus wide responsibility and commitment.”



RESOURCES



- <http://www.uas.alaska.edu/dss/faculty-info/index.html> Disability Services is a resource for faculty and staff, as well as the students that they work with. Call 907-796-6000 and ask for Margie Thomson or Jenny Malecha.
- <http://www.washington.edu/doit/Faculty/>
The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities.
- "Faculty Guide for Working with Students with Asperger Syndrome", an appendix in *Students with Asperger Syndrome: A Guide for College Personnel*, by Lorraine E. Wolf, Jane Thierfeld Brown, and G. Ruth Kukiela Bork
- *Supporting College and University Students with Invisible Disabilities: A Guide for Faculty and Staff Working With Students With Autism, AD/HD, Language Processing Disorders, Anxiety, And Mental Illness...* by Christy Oslund