



# LYNN UNIVERSITY



TO VIEW THE  
PRESENTATION ON YOUR  
PERSONAL DEVICE:

- Click Camera
- Align Camera with QR code.
- Select Open.





# LYNN UNIVERSITY

Northeast Ohio Learning Differences Symposium and College Fair

## How to Choose a College with an Academic Support Program

Dr. Catherine Wharton

# We will discuss the following:

- 1. *ADA reasonable accommodations in higher ed***
  - **How do K-12 and higher education differ?**
  - **ADA in higher education**
  - **Balancing ADA with disabilities in higher ed**
  - **ADA's *interactive process***
  
- 2. **Selecting an Academic Support Program****
  - **Academic Support & Student Characteristics**
  
- 3. **Additional Considerations****

# How do K-12 and Higher Ed differ?

K-12, IDEA	Higher Ed, ADA/504
FAPE, Education is a Right.	Access is a right.
Ensures student growth and success.	ADA accommodations decisions balance the fundamental nature of the academic task with the student's functional limitation(s).
All members of the school are expected to have knowledge of the students disability and to implement the IEP.	Faculty are notified via the student of their ADA accommodations. Disability information is not shared outside SAS.
Tutoring, mentoring, coaching, counseling are appropriate accommodations.	Extended test time and testing in an alternative environment are ADA reasonable accommodations.
Modifying or shortening assignments are appropriate accommodations. Exemption from certain coursework is an appropriate accommodation.	ADA students have the same assignments and curriculum as all other students.



# ADA in higher education:

**Civil rights law for people with disabilities that is built on the principles of:**

- **Equal opportunity**
- **Full participation**
- **Independent living**
- **Economic self sufficiency**

***creating ACCESS rather than ensuring success***

# Balancing ADA in higher ed:

**Fundamental  
nature of the task**



**Disability  
(functional limitations)**

# ADA's *Interactive Process*

- The *interactive process* is a good faith effort between the university and the student to disclose and understand (potential) barriers and provide access (accommodations).
- Universities and students are required to engage in the interactive process.
- Students are generally responsible for independently participating in the interactive process.
  - *Accommodation Shopping*

# Selecting an Academic Support Program

## No/Low Support, \$

- Peer Tutoring
- Academic Coaching on Request
- Student Initiates Engagement

## Moderate Support, \$\$\$

- Professional Tutors
- Structured Student Schedule with Student Input
- Professional Academic Coaches
- Staff Initiates Student Engagement
- Student is allowed to be non-responsive to engagement attempts, miss appointments, etc.

## High Support, \$\$\$\$\$

- Mandatory Study Halls
- Medication Assistance
- Staff Plans and Supervises Social Excursions
- Quickly engages un-engaged students.

# Academic Support & Student Characteristics

<b>Student Characteristics</b>	<b>No or Low Support</b>	<b>Moderate Support</b>	<b>High Support</b>
<b>Activation: Organization and prioritization</b>	<b>Requests assistance to plan, organize, and prioritize social and academic life. Independently schedules appointments for assistance.</b>	<b>Needs to meet 2x times weekly to organize and plan academic work.</b>	<b>Needs assistance or supervision in order to complete academic tasks.</b>
<b>Focus: Sustaining attention and shifting attention</b>	<b>Insight into difficulty with sustaining and shifting attention. Requests assistance.</b>	<b>Working on developing strategies to increase sustained attention and cognitive shift.</b>	<b>Difficulty maintaining focus when working. Needs cues to stay on task.</b>

# Student Characteristics

Student Characteristics	No/Low Support	Moderate Support	High Support
<p><b>Emotion: Managing frustration and modulating emotions</b></p>	<p><b>Student has developed coping skills. Student understands where to go and how to ask for help. Student may require reinforcement or assistance with higher level decision making.</b></p>	<p><b>Needs some support with implementing learned coping skills. Sometimes needs reminding to seek help. May need help with higher level decision making.</b></p>	<p><b>Needs external help when upset, difficult to console when overwhelmed or upset. May act out inappropriately when upset.</b></p>
<p><b>Memory: Utilizing working memory and accessing recall</b></p>	<p><b>Student independently manages a calendar and due dates. Keeps scheduled appointments.</b></p>	<p><b>Sometimes forgets assignments, appointments; needs reminders to put items in calendar.</b></p>	<p><b>Needs external reminders to work on academic tasks, take medication.</b></p>

# Student Hard and Soft Skills

Student Characteristics	No/Low Support	Moderate Support	High Support
<b>Cognition</b>	Student has the requisite skills to perform college level work.	With support, student generally has the requisite skills to perform college level work at most universities. Student may have significant difficulty in 1-2 areas (math, writing).	Student may not have the requisite skills to perform most college level work at most universities.
<b>Motivation</b>	Student wants to be enrolled in their college, student wants to learn. Student is learning how to balance academic and social life.	Student is excited for college but may be way more excited for the social life than the academic life.	Student is ambivalent about their college choice or even going to college.

# Additional Considerations

## Curriculum

**AA, BA, BS  
Degrees**

### **Core requirements**

- Reading
- Writing
- Public Speaking

## Advising

How does  
the student  
register for  
classes?

Who, if  
anyone  
helps the  
student  
register?

How are  
professors  
selected?

How many  
or few  
classes  
can the  
student  
take?  
• Financial aid  
• Health  
Insurance

LYNN  
UNIVERSITY



Dr. Catherine Wharton  
[Cwharton@lynn.edu](mailto:Cwharton@lynn.edu)  
561 237 7105

# Additional Resources

# Student Accessibility Services at LU

Providing ADA accommodations is a federal law and there is never a charge for ADA accommodations

Dr. Catherine Wharton, [Cwharton@lynn.edu](mailto:Cwharton@lynn.edu)

Adriana Egocheaga, [Aegocheaga@lynn.edu](mailto:Aegocheaga@lynn.edu)

# Different types of ADA accommodations

	Academic Accommodations	Housing Accommodations	Temporary Injury Accommodations
Example	Extended test time	Single bedroom; <a href="#">ESA</a>	Concussion
<a href="#">Documentation Requirements</a>	Typically a neuropsych/ psycho-ed (IQ & achievement testing)	<a href="#">ADA Housing Application</a> and Supporting Documentation	Typically a doctor's note with the 3 elements and a tentative time period
Deadline	Request at any time	Deadlines are enforced	Request as soon as the injury occurs

# Specific *REASONABLE* ADA Academic Accommodations

- Specific accommodation requests may or may not be implemented
  - An accommodation will be granted that addresses the potential barrier and provides access

## Examples:

- Dysgraphia – scribe = speech to text
  - Note taker = record class
- Dyslexia – reader = text to speech



# ADA Housing

Student Type	Fall Housing Deadline	Spring Housing Deadline
NEW to LU	June 1	October 1
RETURNING to LU	March 1	N/A

- **ADA Housing accommodations are granted for the academic year (not semester).**
- **Misbehaving ESA's can be removed from campus.**
- **Students must participate in the Housing Selection process and their deadlines in combination with ADA deadlines and processes.**

**Students applying for ADA Housing after the deadline may have their accommodation wait-listed and may not have it implemented until the next semester or next academic year.**

# LU hosts monthly Zoom sessions which explains:

- Our [ADA process](#)
- Our [IAL program and services](#)
- Contact our Campus Visit Specialist,
- [Angeni Worley](#) for the schedule and Zoom link.



# Transitioning to higher ed



**If your student struggled with transition from elementary school to middle school to high school, make sure they have support in place for college.**

- ADA reasonable accommodations**
- Tutoring support – LU has fee based and free**
- Counseling**
- Medication refills**
- Local doctor for disability related needs**
- Students with disabilities are held to the same standards of conduct as other students, and a disability will not excuse misconduct.**

# Our advice to new students:

- ✓ Regularly check your LU email.
- ✓ Pay attention to the housing deadlines.
- ✓ If you had accommodations in high school, have that process completed before your first day of classes.
- ✓ If you had counseling or tutoring in high school, have that scheduled before your first day of classes.
- ✓ If you take medication, develop a plan to obtain refills.
- ✓ Ask for help as soon as you know you are having a problem.
  - Who can you ask for help?
    - Your LU 101 professor
    - Your advisor
    - Your RA
    - Your CA
    - Student Accessibility Services

