

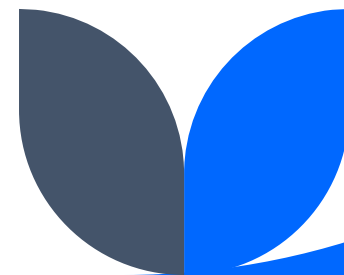


Interactive Process in Higher Education

Adriana Egocheaga, M.S, LMHC, ACC, ADAC

Agenda

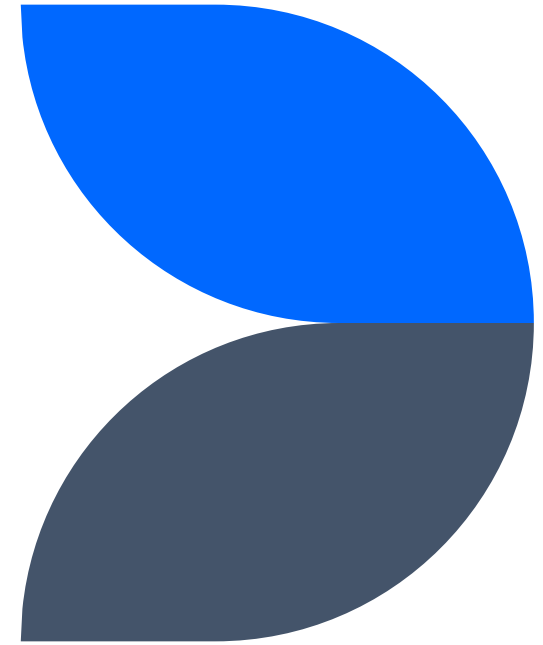
- Introduction
- What is the Interactive Process?
- Interactive Process in Higher Education
- Flow Chart for the Interactive Process
- Appropriate Supporting Documentation



Introduction

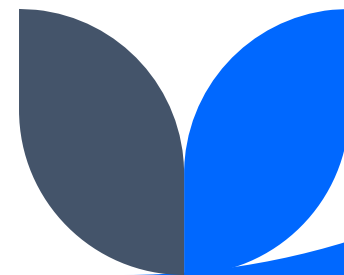
I received my M.S in applied psychology from Lynn University with the focus of my practicum work directed in private practice with clients ranging in all ages from young child, teens, adults, and older adults. I currently work at Lynn University as the ADA Specialist and work with various departments on campus. On a daily basis I review and assess psycho-educational testing for the purpose of granting academic accommodations. I'm a Licensed Mental Health Counselor through the Board of Mental Health Counseling and am a certified ADA Coordinator through the ACTCP.

What is the Interactive Process?



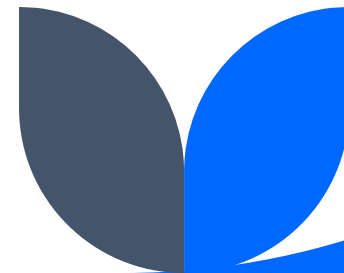
Interactive Process

- The interactive process is a phrase included in the ADA. It refers to a *good faith effort* from both the person granting the accommodations and the student to develop consensus about the student's disabilities, the potential educational barriers, as well as accommodations.

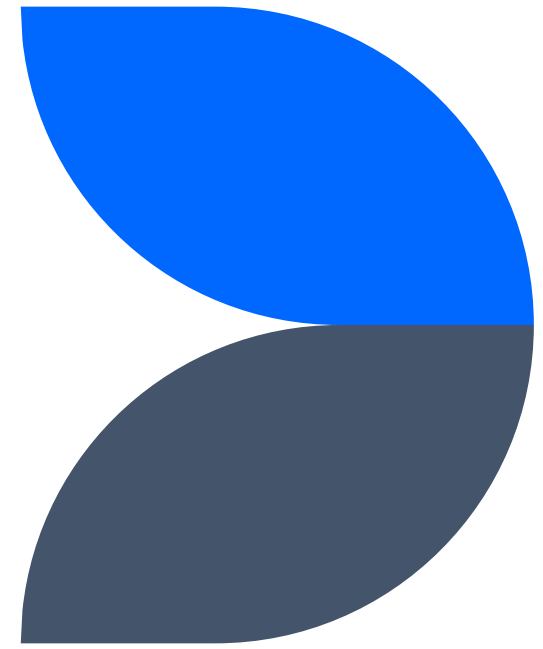


How do you engage in the Interactive Process?

- In-person meeting
- Virtual meeting (Ex. Zoom)
- Communicate via email
- Communicate via phone
- Any form of communication between ADA designee and student where potential educational barriers and accommodations are discussed



Interactive Process in Higher Education

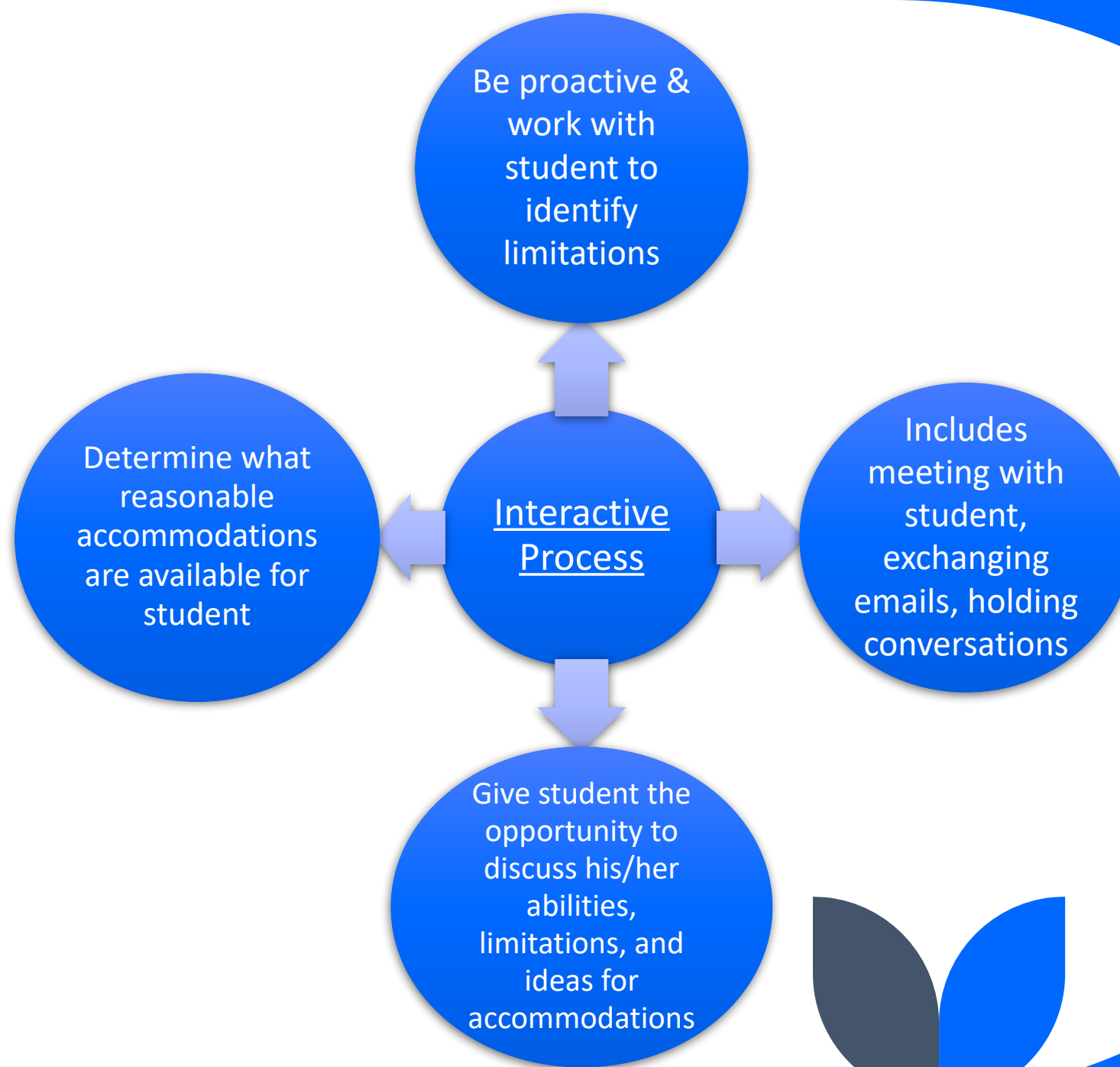


Interactive Process in Higher Education

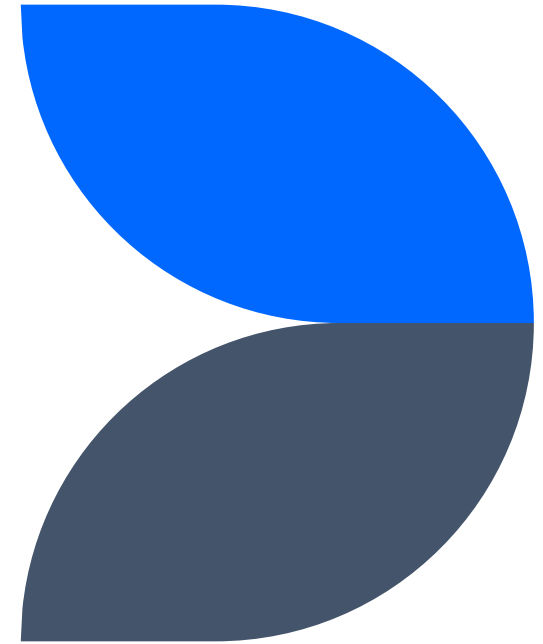
- The interactive process in Higher Education is between the student and an ADA designee
 - This should be the Accessibility office or department designated by the institution
- The interactive process can begin after a student discloses a disability
- The student is also responsible for providing documentation of his/her disability to the Accessibility office



Aspects of the Interactive Process in Higher Education



Flow Chart for the Interactive Process



Step 1: Gather Information

Tell me about your academic challenges...

What potential/current barriers are you facing in the classroom?

What accommodations, if any, helped you in the past?



Note: Is the barrier based on a disability/impairment/underlying condition? Is the barrier based on executive functioning skills? Are there other resources available? Coaching? Tutoring?

Step 2: Dig Deeper

If student is unable to articulate needs clearly, ask specific questions...

When taking notes, do you find yourself following along ok? Or do you fall behind? Miss information?

What is your experience when reading? Does it take you longer to read a chapter?




Note: Does a disability-related barrier exist? What makes sense based on your conversation with the student? Is there external documentation available?



Step 3: Review & Check for Understanding



 Note: Are there any special guidelines for any of the accommodations the student is receiving? Do they know how to activate adjusted assignment deadlines? Do they know how to use their extended test/quiz time? Do they know where the Testing Center is?

Step 4: Sending Accommodation Letter & Student Responsibilities

Let student know how they will be receiving their accommodation letter

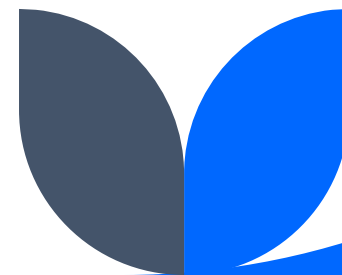
What are the student responsibilities?
How do their professors receive letter? Do students request accommodations each semester?

Ensure students know they can always come back to Accessibility office with questions



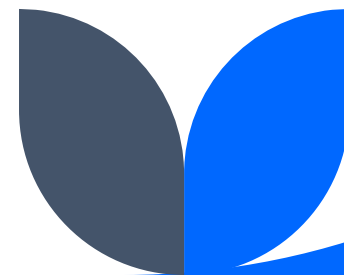
Points to Keep in Mind

1. Is the requested accommodation clearly related to the student's disability but inappropriate in the context (such as a request for note cards on exams)? Accommodations that undermine academic integrity are not reasonable regardless of a clear connection to the disability.
 - a) What alternative options are available? Do you need to consult with others on campus?
 - b) Can any adjustments in the environment be made, such as seeing if the professor is open to adjustments to remove the barrier without formal accommodations?



Points to Keep in Mind

2. Does the student specifically seek something that does not make sense to you based on the information gathered?
 - a) Are there other questions that you can ask to get information?
 - b) Do you need to let the student know you need time to consider the request?
 - c) Can you talk to others on campus? Faculty, housing, etc.?



Points to Keep in Mind

3. Did you document all your communications? Is there anyone that needs to be brought into the loop? Are there any resources you can refer the student to for additional support?
 - a) When documenting make sure you include any referrals you made to the student or any resources/accommodations the student declined



Did you get extra time for tests in High School?

- How much extended time?
- Was it helpful?

If you have to read a chapter book, how do you access that information?

- Do you read it yourself?
- Do you use text to speech?
- Would it be helpful for me to show you how to use text to speech on iBooks and your iPad?

How do you take notes in class?

- Do you just listen?
- Listen and follow along with the PowerPoint in Canvas?

Have you had classes without PowerPoint posted on Canvas?

- How was that for you?
- Would it be helpful if PowerPoints were always posted on Canvas before class?

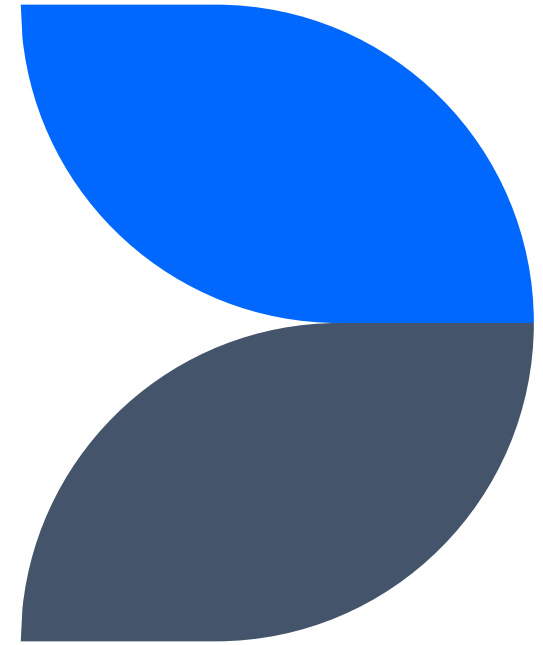
How is your handwriting or your ability to write fluently?

- Would it be helpful to audio record your classes?
- If you had to handwrite something in class, would that be difficult for you?

Questions to Guide Interactive Process



Appropriate Supporting Documentation



Types of Documentation

- Individualized Education Plan (IEP)
 - Can help identify services that have been effective, however, generally not sufficient documentation because of the differences between postsecondary and high school education
- Psychoeducational Testing
 - Utilized to help identify the academic achievement and cognitive skills of students. However, it may not always include formal assessment of specific domains, such as memory, executive functioning, language, etc.



Types of Documentation

- Neuropsychological Testing
 - Comprehensive evaluation that includes both psychological and psychoeducational components. Information is put together to identify not just *what* the deficit is but *why*.
 - Ex. Student may have difficulties answering passage questions. This type of eval will identify the weakness and pinpoint why the student is having reading comp difficulties i.e. visual processing weakness, language deficit, performance anxiety, etc.
- Clinical Note
 - Provided by student's current treating healthcare provider. Should contain the following three elements: disability, functional limitation with objective evidence, and the need for accommodations to provide access. A clinical note is especially appropriate for students who have a health condition rather than a learning disability.



Thank you!

Adriana Egocheaga

aegocheaga@lynn.edu