



# Strategies to Promote College Success for Student with Disabilities

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# Mission:

The Center for Student Success works collaboratively with all 19 community colleges in New Jersey to increase successful experiences and outcomes for community college students.

## Guiding Principles

- Engagement and Collaboration
- Data-Driven Decisions
- Advocacy and Policy Development

# A Guided Pathways Framework

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## Defining Programs and Paths

- College Readiness
- Program Maps
- Transfer and Career Paths

## Creating Meaningful Learning Experiences

- Professional Development
- Course Design and Assessment

## Helping Students Choose a Path

- Orientation and Registration
- Career Exploration
- Advising
- Student Success Course

## Helping Students Stay on the Path

- Academic and Personal Support
- Ongoing Advising
- Career and Transfer Assistance

# Strategies to Promote College Success for Student with Disabilities

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# Objectives

- ▶ Overview of Community College Students with Disabilities
- ▶ Principles and Components of Universal Design
- ▶ Strategies for Implementation
- ▶ Resources

# Disability Categories

- ▶ Physical Disabilities
- ▶ Learning Disabilities
- ▶ ADD/ADHD
- ▶ Dyslexia
- ▶ Dysgraphia
- ▶ Autism
- ▶ Deafness
- ▶ Communication Impairments
- ▶ Color Blindness
- ▶ Vision Impaired/Blind
- ▶ Psychiatric/Emotional Impairment
- ▶ Medical conditions
- ▶ Traumatic Brain Injury
- ▶ Mobility Impairments

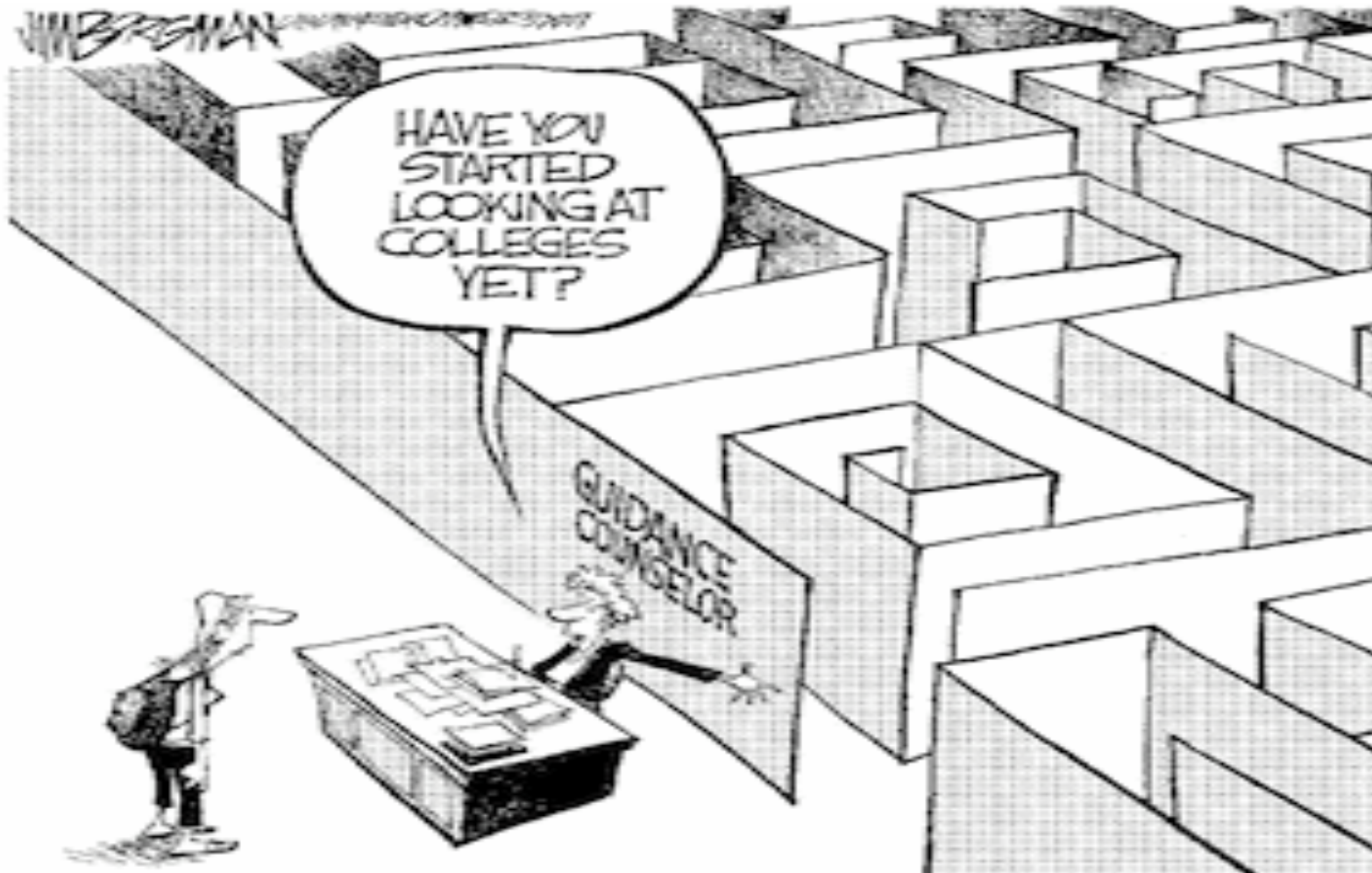
**Disorganization**

**STRESS**

**Abnormal Behaviors**

**Hyperactivity**

# Students with Disabilities in Transition



# Self-report from Students with Disabilities

- ▶ “I don’t always ask for help until it is too late.”
- ▶ “If I fall behind, no one will notice.”
- ▶ “It is hard for me to talk with other students and participate in groups.”
- ▶ “I’m worried I can’t keep up in the classroom.”
- ▶ “I know college will be a lot harder for me than HS.”
- ▶ “I hope that my professor will understand my disability”



# Challenges for Students with Disabilities

Deficits in language & communication

Memory & processing information

Mobility & access

Written Expression

Reading & comprehension

Lack self-esteem & confidence

Medication side effects

# Community Colleges & Students with Disabilities

- ▶ 11% of undergraduates report having a disability
- ▶ Open enrollment
- ▶ Local
- ▶ Transition plans
  
- ▶ Access vs. Success

U.S. Department of Education, National Center for Education Statistics. (2016)

# College Today : Diversity



**FIRST  
GENERATION**



# College Today: Universal Design

- ▶ Promotes diverse learning
- ▶ Student centered approach
- ▶ Creates an active learning environment
- ▶ Questions?
  - ▶ Who are my students?
  - ▶ What must they learn?

# What is Universal Design?

- “The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”

-Ron Mace, founder and program director of The Center for Universal Design, North Carolina State University

1. Services and environments
2. One size fits none



# 3 Principles of Universal Design for Learning (UDL)

- ▶ Multiple means of representation
  - ▶ Multiple means of expression
  - ▶ Multiple modes of engagement
- 
- ▶ If the goal of UD is the removal of barriers from the physical environment, the goal of UDL is the elimination of barriers from the learning environment

[http://accessproject.colostate.edu/udl/modules/udl\\_introduction/udl\\_concise\\_intro.pdf](http://accessproject.colostate.edu/udl/modules/udl_introduction/udl_concise_intro.pdf)

# Multiple Means of Representation

*To give learners various ways of acquiring information and knowledge*

- ▶ Provide multiple examples
- ▶ Highlight critical features
- ▶ Provide multiple media and formats
  - ▶ Ex. Provide outlines and agendas

# Multiple Means of Expression

*To provide learners alternatives for demonstrating what they know*

- ▶ Provide opportunities to practice with supports
- ▶ Provide ongoing, relevant feedback
- ▶ Offer flexible opportunities for demonstrating skill



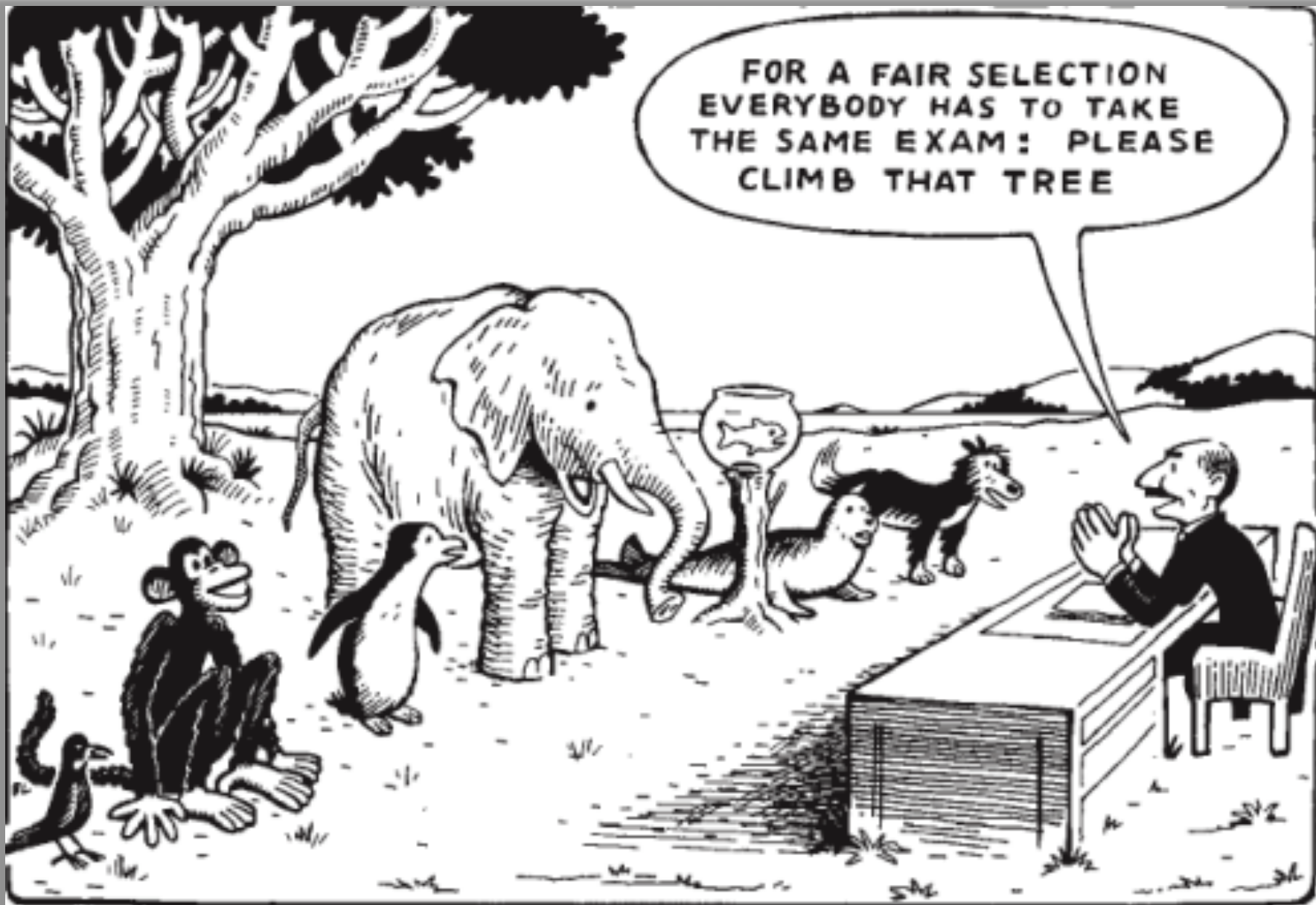
# Multiple Modes of Engagement

*To tap into learners' interests, challenge them appropriately, and motivate them to learn*

- ▶ Offer choices of content and tools
- ▶ Offer adjustable levels of challenge
- ▶ Offer choices of learning context

# Think

- ▶ Take a moment to think about or recall your own experience with the traditional classroom lecture.
- ▶ Identify the advantages and disadvantages of this method and how it may impact student success.



# Components of UDL

- ▶ *Class climate*
  - ▶ Syllabus Statement
- ▶ *Interaction*
  - ▶ Group work
  - ▶ Peer leadership
- ▶ *Physical environments and products*
  - ▶ Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users
  - ▶ Ensure facilities/materials are usable by every student

# Components of UDL

- ▶ *Information resources and technology*
  - ▶ Course materials, notes, and other information are flexible & accessible
- ▶ *Assessment*
  - ▶ Regularly assess student progress using multiple accessible methods and tools
  - ▶ One minute papers/exit cards
- ▶ *Accommodation*
  - ▶ Plan for accommodations for students whose needs are not met by UDL

# Poll

What UDL strategies have you found to be particularly effective/well received on your campus?

- ▶ Digital/Audio text
- ▶ Use of cell phones
- ▶ Apps
- ▶ Guest Speakers
- ▶ Choices in assignments
- ▶ Graphic Organizers
- ▶ Course Portal (ie. Blackboard, Canvas)
- ▶ Not Sure
- ▶ Other

# Read this to yourselves & be prepared to discuss...

"Would a text-only sight be ideal for someone with a reading disorder? Harbless. Images are not bad for accessibility. They actually increase comprehension and usability for most audiences.

What way people do not know, though, is there is much more at the accessibility for an image than just its alt text. Some people wrongly assume that images are bad for accessibility, since alt text essentially replaces the image with a text-only version of that image."

bye Paul Bohwau

# Solutions: Digital and Alternate Format Text

- ▶ **larger** font or **color**

- ▶ Text to Speech

- ▶ Claro ScanPen App
- ▶ Audible.com
- ▶ Bookshare.org

- ▶ Speech to Text

- ▶ Dragon
- ▶ Closed Captioning

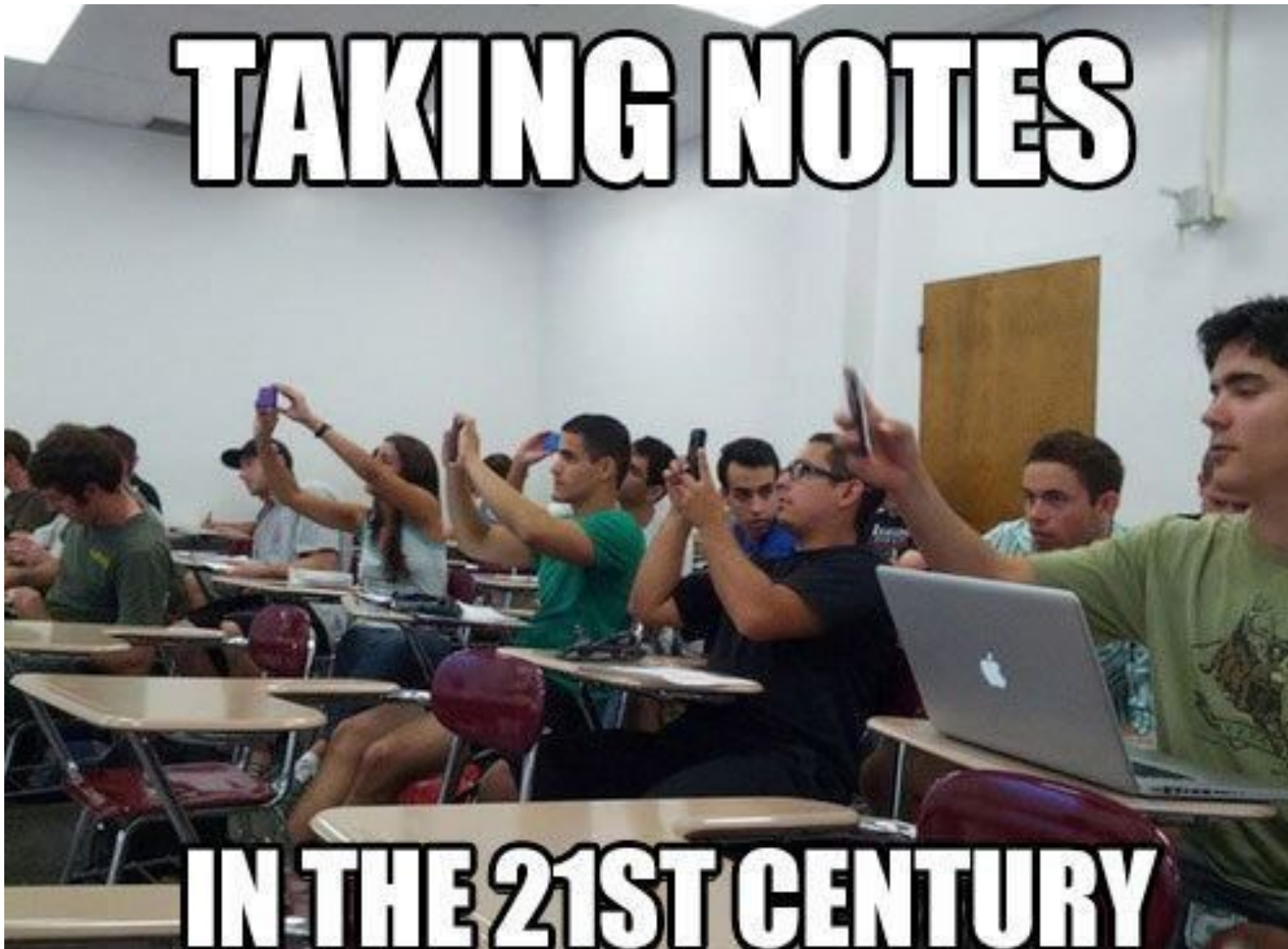
- ▶ Adaptations

- ▶ le. definitions and background information for comprehension
- ▶ Claro ScanPen





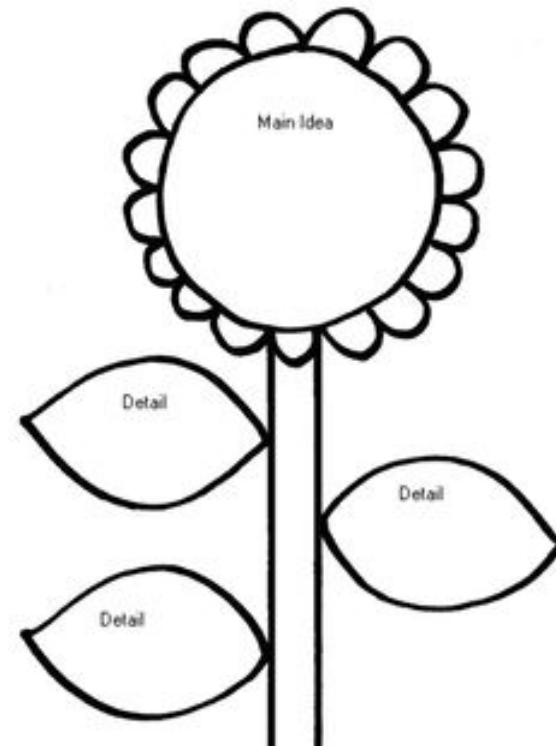
**TAKING NOTES**



**IN THE 21ST CENTURY**

# Solutions: Universal Design for Note Taking

- ▶ PowerPoint access
- ▶ Provide images for students
- ▶ Content Mapping/ Graphic organizers
- ▶ Recorder for lectures
- ▶ LiveScribe Pen
- ▶ Sonocent App



# Solutions: Learning Management Systems

- ▶ AKA “course portal”
- ▶ Access and monitor progress
- ▶ Flexibility
- ▶ Images/audio learning preferences
- ▶ Social Learning
- ▶ Embedded information (links)
  - ▶ Provides context

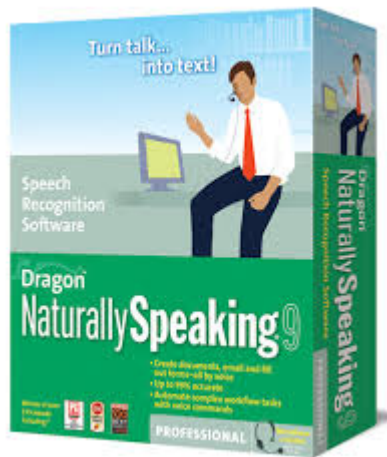


# Dysgraphia



During the last year, several people  
have been ~~rec~~ ~~receiving~~ ~~help~~ with  
dysgraphia.

# Alternatives



## UDL does NOT mean that...

- ▶ All student's learning needs will be met
- ▶ It is only useful for students with disabilities
- ▶ UD alters academic standards or essential functions of the course
- ▶ To make UDL work, you have to use technology



# Building Support on Campus

- ▶ How does your campus support UD right now? **Poll**
  - ▶ Instructional technology?
  - ▶ Committees?
  - ▶ Guest speakers?
- ▶ Consult your Disability Services department
  - ▶ Recommendations
  - ▶ Resources for accommodations

# UD Campus Integration Strategies

- ▶ Workshops/presentations
- ▶ Informal support/ consultation
- ▶ Surveys from students on learning preferences
- ▶ Survey Faculty/Staff survey
- ▶ Focus groups
- ▶ Newsletters/e-mails/social media/Bulletin Boards/  
faculty lounges
- ▶ Collaboration
  - ▶ Student services
  - ▶ Academic Affairs



# Resources

- ▶ CAST [www.cast.org](http://www.cast.org)
- ▶ UDL Universe at <http://udluniverse.com/>
- ▶ The Center for Universal Design in Education <http://www.washington.edu>
- ▶ National Center on Universal Design for Learning <http://www.udlcenter.org/implementation/examples>
- ▶ Burgstahler, S. E. (2008). Universal design in higher education. In S. E. Burgstahler & R. C. Cory (Eds.), *Universal design in higher education: From principles to practice* (pp. 3-20). Cambridge, MA: Harvard Education Press.

# Questions?



# References

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[www.njstudentsuccess.com](http://www.njstudentsuccess.com)



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