Post-Secondary Disability-Related Services: An Overview

Cheryl Lepard, Disability Consultant
AccessAbility Services, University of Toronto Scarborough
April 2018
Support During the Application Cycle

Strengths Assessment for Goal Setting

College or university?

Student in IEP Creation

OSAP, ADP, Scholarships

Consider special consideration section

Student visits top choices

Create transition portfolio

- P-ed Reports
- Medical Forms
- IEPs
- Assistive Technology

Book appt with DSO
### Disability Type Registered with Service

<table>
<thead>
<tr>
<th>Disability Type</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Illness/Psychiatric Disorder</td>
<td>363</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>166</td>
</tr>
<tr>
<td>Medical/Chronic Illness</td>
<td>58</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
<td>123</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>32</td>
</tr>
<tr>
<td>Blind Low Vision</td>
<td>10</td>
</tr>
<tr>
<td>Mobility Impairment</td>
<td>65</td>
</tr>
<tr>
<td>Deaf, Hard of Hearing</td>
<td>12</td>
</tr>
<tr>
<td>Brain Injury (incl. concussion)</td>
<td>33</td>
</tr>
<tr>
<td>Other (diagnosis not disclosed)</td>
<td>6</td>
</tr>
<tr>
<td>Other (diagnosis disclosed)</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL (2016-2017)</strong></td>
<td><strong>872</strong></td>
</tr>
</tbody>
</table>
True or False

A post secondary school will know that an incoming high school student has a disability?

Answer:
False! The school will not know that a student has a disability. Students must self-identify to the Disability Service Office once they accept their offer of admission.
Support for Students in Post Secondary

Support includes:

• Accommodations
• Assistive Technology
• Learning Strategies
• Counselling
• Advocacy
• Transition Support
Students register with the DSO so they have access to disability-related services and supports

Register as soon as they’ve accepted the offer of admission

Accept Offer of Admission → Call DSO to book intake appointment → Gather documentation → Attend Intake Appointment
Factors in Creating a Support Plan

- Lived Experience
- Student Learning Profile
- Environment
- Documentation
- Essential Course Requirements

Enhanced Services & Accommodations
Review disability documentation
  P-ed reports
  Medical forms
  IEPs

Discuss lived experience

Intake

Develop accommodation plan
  Accommodations
  Services & Supports

Review procedures for requesting accommodations
Disability Documentation Guidelines

Documentation should:

✓ Be provided by a practitioner who is certified in the area specific to the disability

✓ Verify (confirm) there is a disability present

✓ Note the limitations & restrictions of the disability describing the impact on academic performance & activities of daily living

✓ Be thorough enough to support the accommodations being considered

✓ Be recent and updated as requested by the office
Financial Support for Students with Disabilities

- Health Plan
- ODSP
- ADP
- OSAP
- BSWD/CSG
- Scholarships

Degree & Living & Medical
# OSAP Aid Programs

<table>
<thead>
<tr>
<th>Canada Student Grant</th>
<th>Bursary for Students with Disabilities</th>
<th>Canada Student Grant for Services and Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $2000 per academic year</td>
<td>Up to $2000 per academic year</td>
<td>Up to $8000 per academic year</td>
</tr>
<tr>
<td>F/T or P/T</td>
<td>F/T or P/T</td>
<td>F/T or P/T</td>
</tr>
<tr>
<td>Permanent disability</td>
<td>Permanent or temporary disability</td>
<td>Permanent disability</td>
</tr>
<tr>
<td>Helps to pay for tuition, books, fees, living costs and transportation</td>
<td>Disability-related educational costs not covered by another agency</td>
<td>Disability-related educational costs not covered by another agency</td>
</tr>
<tr>
<td>Assessed automatically with loan application</td>
<td>Separate application completed &amp; submitted by Disability Consultant</td>
<td>Separate application completed &amp; submitted by Disability Consultant</td>
</tr>
</tbody>
</table>

Students with permanent disabilities: 40% course load is considered full-time
True or False

Students with disabilities are required to complete the same course components as the rest of the class

Answer:
True! Accommodations are put in place so students with disabilities can complete course components. Modifications to the curriculum do not apply in post-secondary schools.
Essential Academic Requirements

• Accommodations are meant to level the playing field.

• They should not compromise the essential components or bona fide requirements of a course.

The University's *Statement of Commitment Regarding Persons with Disabilities* (2004) "re-affirms that all individuals are expected to satisfy the essential requirements of their program of studies or employment, while recognizing that students and employees with disabilities may require reasonable accommodations to enable them to do so"
STARTUP Program (3 day)

Free of charge including meals

Offered Aug 14-16, 2018

Helps with the transition to university

Upper year mentor panel discussion

Workshops include:

- Transition issues & solutions
- Time management
- Smart Reading Strategies
- Note-taking strategies
- Social Skills
- Plus more

JUMPSTART Program (1 day)

Free of charge including meals

Condensed version of 3 day program

Helps with the transition to university

Upper year mentor panel discussion

Workshops include:

- Transitions issues & solutions
- Time management
- Smart reading strategies
Other UTSC Transition Programs

- Writing and Math at the University level
- Peer & Faculty interaction
- Academic Presentations
- Socials
- June 2018 to July 2018
- Plan class schedule
- Discuss job opportunities based on program
- Explore the campus
- Get U of T student card
- Transition Advising
- Mentors
- Buddy Program for International Students
Case Studies
Case Study: Mental Health

1st episode psychosis in first term

Hospitalized for 3 wks

New Rx

Connected with Shoniker Clinic

Hearing voices and finds them distracting

Depression & social anxiety in high school

Supportive family

IEP

Strong academic skills

Registered for services prior to fall term
Accommodations

- Tests/Exams:
  - 33% extra time
  - 5 minute break per hour
  - Small test site
- Note-taking for the 3 week period of hospitalization
- Use of digital recorder
- Course assignments in advance
- Assistance with reasonable extensions
  - Missed work during hospitalization
  - Consideration for adjustment period with new medication
- Reduced course load
Supports and Services

• 1:1 meetings with Disability Consultant
• Review course load and academic deadlines
• Assistive technology resources (e.g., EssayJack)

Referrals & Consents

• Signed consent to speak to treating specialist at Shoniker Clinic to discuss impact of disability and medication on academic pursuits and wellbeing
• Writing Centre
• Good2Talk
Case Study: ASD

First year student on autism spectrum

Non-verbal when overwhelmed

Living in residence with limited daily living skills

Misinterprets instructions

Disruptive in class

Failed assignment

Persistent, honest, reliable, & passionate about academic program

Poor fine motor coordination

Struggles with time management

Did not register for supports through AccessAbility Services

IEP
Accommodations

• Tests/Exams
  • 50% extra time on tests/exams
  • Use of computer
  • Reduced sensory environment: semi-private space
  • Visual Aid: Communication board for student to communicate with Invigilator when student becomes non-verbal
  • Invigilator clarify instructions not the test questions

• In-class
  • Laptop
  • Consideration with participation
Supports and Services

• 1:1 with Disability Consultant; review course load, academic deadlines, academic progress, expectations
• Liaison between Instructors and student
  • Plan for way for student to seek clarification or signal when situation is stressful;
  • Student permitted to ask X # of questions in class otherwise email or come to drop in hours; professor prompts
• Learning Strategy & Assistive Technology support
  • Time Management using visual aids and technology
• Workshop - Navigating Social Realms: Communicating with Faculty and Employers
Referrals & Consents:

• Refer for assessment to get updated medical documentation
• Refer for emotional regulation counselling
• Transition services at Geneva Centre and assistance with life skills, especially for independent living

Future planning

• Transition to work - planning with Career Services and other community supports as appropriate
Case Study: LD and ADHD

Specific Learning Disability and ADHD (Combined - Severe)

- Impairment in written expression and reading (below 9th percentile)
- Weakness in working memory (below 9th percentile)
- Severe difficulties with focus & concentration

Living in residence with limited daily living skills

- Changing medication for ADHD
- Missing notes in class due to distractibility

Ave. range cognitive functioning, extensive vocabulary skills, good spelling and numeracy skills
Case Study: LD and ADHD

Accommodations

• **Tests/Exams**
  o 50% Extra time for tests with 5 minute breaks per hour
  o Use of noise cancelling headphones
  o Use of computer with Kurzweil 3000 and Inspiration
  o Small test site
  o Memory aid for tests/exams on a case by case basis (contents to be approved by Instructor) **uncommon accommodation**

• **Electronic texts**

• **Use of digital recorder in class along with Audio note-taking software program**

• **Fidget object**
Case Study: LD and ADHD

Supports and Services

• Assistive Technology Consultant
• Learning strategy support: Academic Reading
• Workshop: Strategies and Technology Supporting Organizational Skills
• Recommend instructor provide a break for classes of 2 hrs or more

Referrals & Consents

• ADHD Coaching
• Psychiatrist for medication consult
• Facilitated Study Groups
• Writing Centre
Case Study: Physical Disability

Student with Muscular Dystrophy

1:1 EA in High School

Requires attendant care

Uses a power wheelchair

Limited strength and range of motion in upper body

Registered with service prior to first term

Good time management skills

Courses with lab components and field work

Lab reports due in class

Difficult getting to early classes due to personal care needs
Accommodations

• Test/Exams
  • 100% extra time for written tests; 75% for multiple choice;
  • 5 min. break per hour;
  • Cannot write more than 3 hours a day (exam broken up into sections and written on different days);
  • Exams start no earlier than 12pm;
  • Use of a computer with Dragon Naturally Speaking; Scribe where required
  • Height adjustable work desk

• Note-taking
• Extensions on lab reports
• Accessible laboratory and field locations (where required, alternate to field work such as virtual work where essential criteria not compromised)
• Priority registration in WebOption or afternoon/ evening section of the course
Case Study: Physical Disability

Supports and Services

• Personal Support Assistant
• Preplanning site locations and visits

Referrals & Consents

• Attendant Care – Centre for Independent Living in Toronto (CILT) http://www.cilt.ca/
Case Study: Vision

- Student is legally blind
- Enrolled in STEM field
- Received supports in High School (IEP)
- Lab and field work components
- Braille User
- Enrolled in five courses first semester
- White Cane user
- Familiar with assistive technology
- Strong self advocate with exceptional memory
Accommodations

• Alternate format materials (course work and exams)
  • Braille **through AERO
    http://alternativeresources.ca/Aero/Public/WelcomePage.aspx
  • Tactile diagrams
  • Computer science and math provided in source code
• 100% extra time for tests
• Assistive Technology for exams – screen reader, Kurzweil 1000, refreshable braille display
• Note-taking
• Assistance with reasonable extensions
• Priority registration
Case Study: Vision

Enhanced Supports and Services

- Regular appointments with Disability Consultant
- Assistive Technology Consultant supports
- Work with Lab Coordinator
- Personal Support Assistant
- Discuss course load considerations

Referrals & Consents

- Orientation and Mobility Training
Case Study: Medical

Second year student

Referred to service by Registrar’s Office

Medical reflects Irritable Bowel Syndrome since grade 11

Submitted multiple petitions for missed exams

Shortly after registering is diagnosed with Crohn’s Disease

Hospitalized annually

Symptoms impacted by stress

Abdominal pain, washroom urgency, fatigue and joint inflammation
Accommodations

• Tests/exams
  • Washroom breaks
  • Close proximity to washroom
  • 25% Extra time

• Note-taking

• Course readings and assignments required in advance of class

• Assistance with reasonable extensions when required
Supports and Services

- Facilitate communication with faculty when in hospital

Referrals & Consents

- Athletics and Recreation for Personal Trainer
- Mindfulness Meditation Group through Health & Wellness
Questions?