

2015 Annual CAPFAA Winter Conference

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Presentation Overview

- Financial Aid Resources
- Who are students with disabilities
- Factors to consider regarding various types of disabilities
- Considerations for meeting with students and sharing information
- Your questions

Financial Aid Resources

- <https://www.disability.gov/resource/disability-govs-guide-student-financial-aid/>
- <http://www.washington.edu/doit/college-funding-students-disabilities>

Who are Students with Disabilities?

- “Visual Disabilities”
 - Disabilities can be immediately or quickly identified
 - Use wheelchairs, canes or other mobility aids
 - Communicate with sign language
 - Use a white can or a service animal

Invisible Disabilities

- Fastest growing segment of our student population.
- Estimated that they account for between 70-90% of the population of students being served.

Invisible Disabilities

- Process information differently
 - May impact memory
 - Anxiety levels
 - Ability to focus
 - Ability to process social cues
 - Ability to process specific types of input
 - Length of time input takes to be processed

Language Processing Disorders

- Have to work harder to process all forms of communication
 - Difficult to retain long strings of spoken words
 - Reinforce keys words and concepts

Difficulty in Expression

- Student is tired, stressed or under pressure, further slows process down
- Will require more time and effort to communicate

Considerations for Meeting

- Make key points in writing for reference after the meeting
 - Reinforces processing of information
 - Multiple methods of communication may be required to fully grasp information
 - Short, bulleted key points
 - Lots of white space between sentences to assist in deciphering words

Generalized Anxiety Disorder and OCD

- Obsession- overwhelmed by fear or concern
- Anxiety- intense distress
- Compulsion- patterns of behaviors to reduce anxiety and distress

Present as:

- Nervous, restless and depressed
- May ask repeatedly about specific scenarios
 - Assist by talking through in an attempt to calm

Mood Disorders

- Depression
- Bipolar
- Schizophrenia

Reminders and Multiple Ways of Presenting Information

- Allow student to review and reassure themselves
 - Keeping track of their main points
 - Keeping track of due dates

Autism Spectrum Disorders

- Challenges with social communications and interactions
- Inability or struggle to read body language and facial expressions
- Repeating behaviors or perseverating

Presentation

- Little or no flexibility
- Comments may be out of context or seem disruptive
 - May appear socially inappropriate
- Inability to perceive the mental state of others
- Oblivious to the loudness of their own voice- will increase with distress
- May create public scenes
- Say things that are inappropriate
- Perceive their own emotional distress but do not perceive that it is upsetting to others

Presentation

- Tendency to be blunt, sometimes socially inappropriate
 - Tend to be very literal
 - Rules and regulations valuable
 - Will become agitated when individual or institution is not following its own policies
- May have difficulty finding policies on their own
- May also have language processing disorders

Strategies

- Structure is incredibly important!
 - Provide outlines
 - Emphasize schedules
 - Instructions implicit
 - Do respond well to a matter of fact explanation of how their response has been inappropriate
 - Pointing out the most logical approach works well

Thank you!

What questions do you have?