

TOOLKITS FOR SUPPORTING STUDENTS WITH LEARNING DISABILITIES AND/OR ATTENTION DISORDERS

BACKGROUND

- The transition to college is accompanied by many stressors, which are often exacerbated by disability-related difficulties for students with learning disabilities (LD) and/or attention disorders (L/AD).

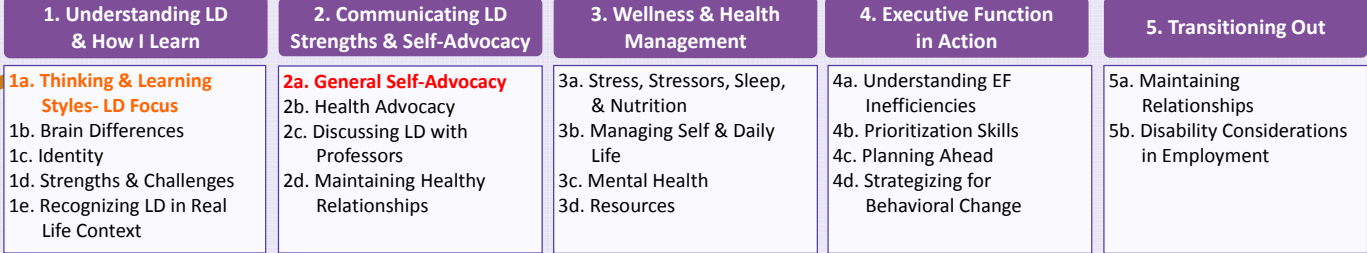
Purpose: Researchers partnered with University of Florida Disability Resource Center (DRC) staff to identify meaningful themes to develop toolkits to support students with L/AD and counter educational disparities.

METHODS

- Participants: Undergraduates with L/AD (N=52) recruited through DRC
- Design and Setting: Qualitative data was used as part of a larger study testing campus-based supports for students in STEM with L/AD
- Analysis: Qualitative analysis of the 30 meeting topics and 109 discussion prompts was used to identify major topical categories and key discussion prompts to develop toolkits.

RESULTS

Figure 1. Preliminary Topical Analysis: Toolkit Modules



Module: Understanding LD - Topic: Thinking & Learning Styles (LD Focus)
Thinking & Learning Styles- LD Focus
Content
1. Learning Differences
2. Thinking Styles/Preferences

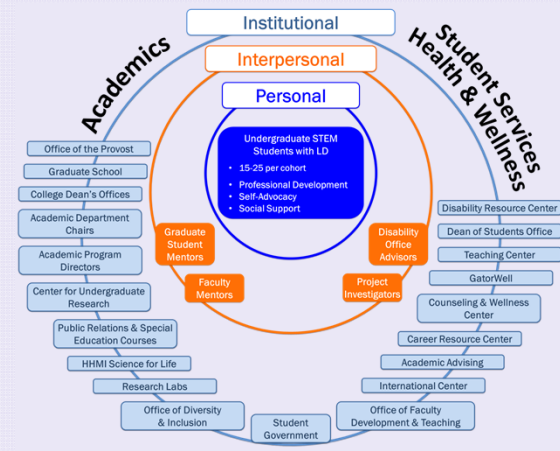
Module: Communicating Strengths and Self-Advocacy
Topic: General Self-Advocacy
General Self-Advocacy
Content
1. What is self-advocacy?
2. How to be a self-advocate

Module: Understanding LD - Topic: Thinking & Learning Styles (LD Focus)
For students with LD:
1. How do you experience the various cognitive/learning styles when working with your student?

Module: Communicating Strengths and Self-Advocacy
Topic: General Self-Advocacy
For Students: Transitioning Out:
1. Facilitator: Focus examples and professional questions specific to self-advocacy in academic settings.

OUTCOMES / IMPLICATIONS

- The toolkits are being developed in conjunction with input from DRC and other student support service personnel as to how they may utilize this resource.
- This toolkit can serve as a valuable resource for helping students with L/AD to succeed in the complex university environment.



1. Newman, L., Wagner, M., Knoke, A.-M., Marder, C., Nagle, K., Shaver, D., & Wei, X. (2011). The Post-High School Outcomes of Young Adults with Disabilities up to 8 Years after High School: A Report from the National Longitudinal Transition Study-2 (NLTS2). NCSE 2011-3005. National Center for Special Education Research.

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3. Kreider, C.M., Bendixen, R.M., & Lutz, B.J. (2015). Holistic Needs of University Students with Invisible Disabilities: A Qualitative Study. Physical & Occupational Therapy in Pediatrics. DOI: 10.3109/01942638.2015.1020407