




Jenel Meier, MS, CRC
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We All Learn Differently:

Advising LD/ASD Students to Self Advocate
and Find Success

- 
- Overview of specific students with varying abilities, what it might look like
 - Specific areas which are challenging for these students
 - The Case Management Approach to Advising, how it helps students
 - Discussion

Differences

- We all have them
- How do we work with them?
- How do they benefit us?
- What do our differences impact? (learning, moving around the world, our perspectives, our abilities)



LD Student

- Learning disabilities are neurologically-based processing problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention.



ASD Student

- Autism spectrum disorder (ASD) is the name for a group of developmental disorders. ASD includes a wide range, “a spectrum,” of symptoms, skills, and levels of disability.



ADHD, Executive Function Disorder, Depression, Anxiety....



- Many of our students will struggle with one or more of these mental health challenges

AND

- Many students diagnosed with LD or ASD will have one or more of these co-morbid conditions



STUDENT STRESS AND ANXIETY NATIONALLY, BY THE NUMBERS

The American College Health Association [Spring 2014 National College Health Assessment](#) found students reporting that in the previous 12 months:

21.9%

anxiety affected their
academic performance

13.8%

depression affected their
academic performance

30%

stress affected their
academic performance

20%

sleep difficulties affected
their academic performance

47.7%

feeling that things
were hopeless

85.6%

feeling overwhelmed
by all they had to do

56.9%

feeling overwhelming
anxiety

34.5%

feeling so depressed
that it was difficult to
function

1.4%

attempting suicide

15.8%

diagnosed with, or treated for,
anxiety problems

13.1%

diagnosed with, or treated for,
depression

Almost Every Student

- Overall, 41 percent of the nation's faculty believes that "most" of the students they teach lack the basic skills for college-level work. (Higher Ed Research Institute, UCLA)



Barriers to Student Success

- Students face a laundry list of things which can easily get in the way of their success in a post secondary setting
 - Physical barriers
 - Expectations
 - Uncertainty
 - Finances
 - Work/Family/School conflict
 - Unwilling to ask for help/ admit need



Why don't they just get help??

- Fear
- “Turtling”
- Lack the skills
- Don't know where to go
- Stigma
- Don't recognize the need/denial



Academics

- Students are not used to rigor of college
- Students have relied on help seeking *them* out
- 80/20 shift
- Students lack basic skills (study skills, time management, etc.)



Strategies

- Review Syllabi, Log on to Blackboard *with* them
- Help set up “face time” with professor
- Set up planner/calendar, apps
- Set future meeting/s for follow-up
- Assist them in these tasks, find out where their specific needs are, and address or “outsource”



Independent Living

- Student have never lived away from home
- Students struggle with hygiene, clean spaces, general self care
- Social pressures/ stressors
- Students responsible for medication



Strategies

- Consider habits, struggles, special needs when scheduling
- Encourage student to connect with RA
- Connect them with a Life Coach/ Mentor
- Do they have a meal plan, way to get medication, etc.?
- Connect them with Counseling services



Executive Functioning



- A diverse group of cognitive processes that act in a coordinated way to direct perception, emotion, thought and action.
- Mainstream literature refers to executive functions as the “CEO” of the brain, studies of brain functioning suggest that executive functions are not a unitary trait, but a set of multiple cognitive capacities that act in a coordinated way.
- Executive functions are responsible for a person's ability to engage in purposeful, organized, strategic, self-regulated, goal-directed behavior.
- Cue the use of other cognitive capacities including reasoning, language, visual and spatial, and memory capacities.

Executive Functioning Skills



32 Self-Regulation EFs

- | | | |
|-------------|-----------------|----------------|
| ❖ Perceive | ❖ Monitor | ❖ Compare/Eval |
| ❖ Focus | ❖ Correct | ❖ Decide |
| ❖ Sustain | ❖ Balance | ❖ Sense Time |
| ❖ Energize | ❖ Gauge | ❖ Pace |
| ❖ Initiate | ❖ Anticipate | ❖ Sequence |
| ❖ Inhibit | ❖ Estimate Time | ❖ Execute |
| ❖ Stop | ❖ Analyze | ❖ Hold |
| ❖ Interrupt | ❖ Generate | ❖ Manipulate |
| ❖ Flexible | ❖ Associate | ❖ Store |
| ❖ Shift | ❖ Plan | ❖ Retrieve |
| ❖ Modulate | ❖ Organize | |

Ripple Effect

One minor executive functioning mishap can cause problems in multiple life areas.



Strategies

- Evaluate
- Identify the biggest struggles
- Academic Coach
- Longer session times
- Follow-up after meeting, on goals, tasks, etc.
- George McLosky



Resources – know them!

- Disability Services
- Counseling Center
- Academic Coach
- Tutor
- Professors
- RA's
- Peer Mentor
- **Your student!!**



The Case Management Approach



Why the Case Management Approach?



- Studies show noticeable increases in the retention rates, course grades, and successful completion rates of students that received case-management services
- Should include:
 - Outreach
 - Referral
 - Assessment
 - Advocacy
 - Evaluation

Strategies to Consider with this model



- Identify motivator/s
- Students should take/feel a sense of ownership
- Take steps towards resolving problems
- Show empathy, build rapport
- Strengths based approach
- Non verbals/ language
- Set stage and wrap up

Problem focused → Solution focused



Bernard Roth -Achievement Habit

Change language= change mindset

But -> And

Have to -> Want to

Metacognition



- Questions should be:

- Open ended
- Non-blaming
- Solution Focused
- Process Oriented

- Get them thinking:

- How do I work?
- Why am I stuck?
- What is frustrating?
- What do I need?

SMART Goals

- **S** - specific, significant, stretching
- **M** - measurable, meaningful, motivational
- **A** - agreed upon, attainable, achievable, acceptable, action-oriented
- **R** - realistic, relevant, reasonable, rewarding, results-oriented
- **T** - time-based, time-bound, timely, tangible, trackable



DECIDE Model for Decision Making



- **D** = define the problem
- **E** = establish the criteria
- **C** = consider all the alternatives
- **I** = identify the best alternative
- **D** = develop and implement a plan of action
- **E** = evaluate and monitor the solution and feedback when necessary.

Questions?

- What are you wondering about?
- What trends are you seeing?
- What are you having difficulty getting help with?



Resources

- <https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml>
- <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-Students-with-Disabilities.aspx>
- <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-Case-for-a-Case-Management-Approach-in-Advising-Academically-Underprepared-Students.aspx>
- <https://heri.ucla.edu/pr-display.php?prQry=25>
- <https://www.bu.edu/today/2016/college-students-anxiety-and-depression/>
- <https://www.ncbi.nlm.nih.gov/pubmed/18475113bi.nlm.nih.gov/pub>
- <https://www.nacada.ksu.edu/Portals/0/Clearinghouse/documents/AdvisingasCaseManagement.pdfmed/18475113STUDENT>