How Do I Accommodate Student Veterans with Disabilities?

Presented by:

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Presenter Bio:

Ernetta Fox, M.F.A., M.L.S. is Director of Disability Services at the University of South Dakota. She holds an M.A. and M.F.A in Theatre from the University of South Dakota and an M.L.S. from Southern Connecticut State University. She has 27 years experience in higher education as an instructor, assistant professor, librarian and multiple positions with USD’s Center for Disabilities. Her academic interests are in the areas of disabilities and consumer health.

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Disabilities Impacting Student Veterans Learning

Traumatic Brain Injury  
Post Traumatic Stress Disorder  
Depression  
Pain
Every task is either associative or cognitive.
- Associative – 2 or more at the same time
- Cognitive – 1 at a time

For student veterans with an acquired disability that impacts learning, tasks that previously may have been associative are now cognitive.
Student veterans with acquired disabilities that impact learning often appear as a student with a learning disability in the classroom.

Learning Disabilities

Disorders which affect the brain’s ability to receive and process information (learn) in a typical manner.

Reading, writing, math, attention/distraction, executive functioning and memory are most affected.
Dyslexia

The inability to apply knowledge of letter-sound relationships, including the knowledge of letter patterns, to correctly interpret and pronounce written words.

Dysnomia

The difficulty or inability to retrieve the correct word from memory when needed. Can affect both speech & writing.
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Visual Processing Disorders

Refers to difficulty making sense of information taken in through the eyes & how the information is processed by the brain.
Auditory Processing Disorders

Interferes with ability to analyze or make sense of information taken in through the ears and how the information is processed by the brain.

Mondegreens

From a Crosby hymn
- "Gladly, the cross-eye bear"

Elton John song
- "Rocket man, burning all the trees off every lawn"

Canadian National Anthem
- "Oh Canada, we stand on cars and freeze"
Marry Hatter Ladle Limb

Marry hatter ladle limb
Itch fleas worse widest snore.
An ever-wear debt Marry win
Door limb worse shorter gore.

Reading Comprehension

The level or understanding of writing. Proficient reading depends on the ability to recognize words quickly and effortlessly.

If word recognition is difficult, students use too much processing capacity to read individuals words, which interferes with comprehension.
If the known relation between the variables consists of a table of corresponding values, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation.

(Basic College Math, M. Michael Michaelson, 1945)

Once Jeeple and Hoople went to the wintorple nacavling a tinbersing of swivers. Jeeple brogored the swivers. Hoople grippled and wrappled until Jeppe nordled the swivers.
Dysgraphia

Deficiency in the ability to process information from the brain to the hand in order to write or draw.

Other Learning Disabilities

Dyscalculia – an innate difficulty in learning or comprehending mathematics and decoding math symbols.
Short-term memory (working memory) – deficiency in the ability to hold a small amount of information in an active, readily available state.

Long-term memory – deficiency in the ability to remember what has been learned.

**Academic Accommodations**

Adaptations that allow a student with a disability an equal opportunity to learn and show what they have learned.

**Universal Design**

An approach to the design of all things – including curriculums and instruction – that is accessible to all.
To provide full access for a student with dyslexia provide written instructions also in an audio/verbal format.

To provide full access for a student with an audio processing disorder, provide verbal instructions also in a written format.

To provide full access for a student with dysnomia, allow extra time for verbal responses in class.
To ensure full access for a student with visual processing disorder, provide alternate text descriptions of images.

To ensure full access for a student with dysgraphia, be lenient on spelling and grammar when tools such as spell checker and style guides are not available.

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We’d like to know what you think!

Our evaluation form is located here: https://www.surveymonkey.com/s/efox