



SAS-RWL LEARNING SESSION

MARCH 28, 2022



SAS SUPPORT TO FACULTY & STAFF

- Begins with student referral to RWL
- Ongoing support looks like:
 - Understanding the student's condition (student synopsis)
 - Addressing issues that may emerge in the tutoring space
 - Facilitating conversations between student-faculty-tutor-counselor/supporting communication

COLLEGE OF MARIN - SAS

California Community Colleges Chancellor's Office
 Disabled Students Programs & Services (DSPS) Summary Report

	Fall 2021 Student Count	Fall 2021 Student Count (%)
Marin CCD Total	362	100.00 %
Acquired Brain Injury	13	3.59 %
Attention Deficit Hyperactivity Disorder (ADHD)	48	13.26 %
Autism Spectrum	27	7.46 %
Developmentally Delayed Learner	7	1.93 %
Hearing Impaired	4	1.10 %
Learning Disabled	77	21.27 %
Mobility Impaired	35	9.67 %
Other Disability	76	20.99 %
Psychological Disability	71	19.61 %
Visually Impaired	4	1.10 %

UNDERSTANDING ADHD

- neurodevelopmental disorder
- persistent or ongoing pattern of inattention and/or hyperactivity-impulsivity
- difficulties with maintaining attention, executive function – organizing, planning, time management
- Can impact school and employment progress, relationships, mental health if not addressed
- Inattentive (i.e., difficulty sustaining attention, forgetful, distracted); Hyperactive/Impulsive (i.e., excessive talking, difficulty waiting), Combined presentation (meets both sets of criteria)
- 15 million Americans diagnosed with ADHD
- ADHD co-occurs with other disorders, including specific learning disorders (25%), anxiety and obsessive-compulsive disorders (25%), depressive disorders (35%) and autism spectrum disorders (67%) (Davis & Kollins; 2012; Beard, 2017).

UNDERSTANDING ADHD



SUCCEEDING IN COLLEGE WITH ADHD

- Using a planner/organizer; plan backwards
- Setting reminders
- Studying in chunks
- Taking breaks
- Identifying tools that have supported you in the past
- Meeting with instructors during office hours

Resource: https://chadd.org/wp-content/uploads/2018/05/CollegeandADHD_SucceedinginCollege.pdf

SUPPORTING STUDENTS WITH ADHD - TOOLS

- [Pomodoro Accessible](#) and has a dark mode.
- [Forest - Stay focused, be present](#) Globally responsible app for time management for folkx that only want to use apps.
- [KanbanFlow](#) Good for tracking lots of little tasks.
- [Buy Mind Maps Pro - Microsoft Store](#) Available for free multiple times a year.
- [GitMind - Online Mind Mapping Software - On Any Device](#)
- [Simple Collaborative Mind Maps & Flow Charts – Coggle](#)
- [Kurzweil](#)

UNDERSTANDING LEARNING DISABILITY

- Specific Learning Disability is a disorder in which one or more basic cognitive processes involved in understanding or in using language, spoken or written, may manifest itself in the ability to listen, think, speak, read, write, spell or do mathematical calculations. It does not include a learning condition that is primarily the result of a visual, hearing, or motor disabilities, or disabilities of Intellectual Disability, emotional disturbance, or of environmental, cultural, or economic disadvantage. (IDEA, 2004)

UNDERSTANDING LEARNING DISABILITIES

- Learning Disability is an “umbrella” term describing a number of more specific disabilities to include:
 - Dyslexia
 - Auditory Processing Disorder
 - Dyscalculia
 - Dysgraphia
 - Non-Verbal Learning Disabilities (NLD)
 - Visual Perceptual/Visual Motor Deficit
 - Memory
- Related disorders include:
 - ADHD
 - Executive Functioning

UNDERSTANDING LEARNING DISABILITIES

- Persistent neurological condition with:
 - Average to above-average intellectual ability, and
 - Severe processing deficit, and/or
 - Severe aptitude-achievement discrepancy and
 - Cannot be explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors
- Cannot coexist with an Acquired Brain Injury (ABI) or an Intellectual Disability (ID)

TRAUMA TRANSFORMATIVE PRACTICES

- Be mindful of our emotions and how they manifest in spaces. Identify and manage your feelings
- Giving students opportunities to talk or write down their feelings
- Communicate what you are seeing
- Engage in culturally responsive support
- Modeling behavior