




**The Next SAT:  
Strategies, Advocacy,  
Teamwork**  
Criteria for a Successful  
College Experience

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**Going to College As  
a Brain Injury  
Survivor**



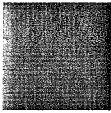
**Living With a Brain Injury**

- Difficulty doing more than one thing at a time
- Forgetful
- Distractible
- Hard to keep pace with academic life
  - What to do, how to do it, when to do it, actually doing it
- Problems with reading
- Problems with following conversations
- Word finding struggles




**Major Concerns of Students with  
TBI**

- Difficult to explain and it is often minimized
- Always exhausted
- Challenging to process information with the technology of 2011
- Constant state of perplexity
- Inconsistent day to day
- Constant battle with "pre-injury self"



### Uniqueness of the College Student with a Brain Injury



- Injured before College
- Injured during College
- Injured after College

### My Students




- N = 21
- Causes of Injury
  - MVA = 11
  - Pedestrian=3
  - Surgery = 4
  - Fall = 1
  - Sports Injuries = 2

### My Students



- Injured before college- 2
- Injured during college- 14
- Injured between college and grad school – 5
  
- On target for graduation-18
- Avg GPA-2.79

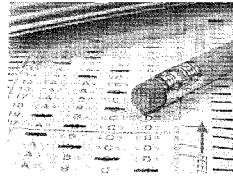
### Generalizations About College Students with a TBI



- Non-traditional student
- Living off campus (with relatives)
- Nature of rehabilitation experience allows for different orientation than typical college student
- Veterans

## The Next SAT

- Strategies
- Advocacy
- Teamwork



## STRATEGIES

### STRATEGIES

- Understand the goal of the college experience
  - Assessment
  - Continuation of pre-injury path
  - Re-training for new vocational options



### STRATEGIES

PRIOR TO ENROLLING:

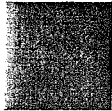
- Know the options available to you
- Know your rights

ONCE AT THE COLLEGE:

- Resources available

UPON COMPLETION OF YOUR PROGRAM:

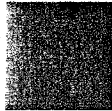
- Career Services
- Recruitment services



### STRATEGIES

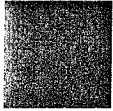
OPTIONS:

- Technical school
- Trade school
- Adult Education and non-degree programs
- Community College or two year colleges (Landmark)
- 4 year public/private colleges and universities




### STRATEGIES

- Rights as a Student:
  - Protected by Section 504
  - Part of the Rehabilitation Act of 1973
  - Subpart E states that post-secondary students must be granted the opportunity to compete with non-disabled peers



### STRATEGIES

- Rights as a Student
  - The Americans with Disabilities Act of 1990
    - Federal civil rights law designed to provide equal opportunity for people with disabilities
  - The Americans with Disabilities Amendments Act of 2008
    - Revised to encompass impairments that substantially limit a major life activity
      - "Learning" considered major life activity



## High School vs. College

- Legislation
- Identification
- Services
- Communication

## Medical vs. Educational Approach

- Medical
  - Fixing, healing, treating
  - Encourage family and friends support, knowing that those with support are more successful
  - Provide "supports" to those willing to receive it
- Educational
  - Focus on instruction
  - Full range of college experiences
  - Promote independence, self-advocacy, self-expression, finding own way
  - Provide "support" to those who seek it out

## Strategies for Academic Support

- Office of Disability Services
- Tutoring Centers: individual and group
- Writing center support
- Study skills/Time management workshops
- Academic Coaching



## Accommodations

- Change that enables a person with a disability to have equal opportunities with people who do not have a disability
  - Encompasses the whole college experience
- Reasonable
- Within the academic standards of the course

### Accommodations for Exams

- Extended time for exams (time and a half, double)
- Private, quiet, reduced distraction testing location
- Short breaks during exams
- Use of a reader
- Use of a scribe
- Use of notecard/sheet with major concepts

### Accommodations for The Classroom

- Note taking assistance
- Use of a digital recorder
- Access to professor notes
- Copy of syllabus prior to course (including course materials)
- Preferential seating

### Accommodations for Assignments

- Extensions of due dates
- Individual meeting with professor vs. classroom presentation
- Contracts with professor about classroom participation (called on when hand up)
- Advanced awareness of discussion topics



### Procedure at Rutgers University

- STUDENT must identify him/herself to Office of Disability Services
- Student is assigned a coordinator
- Student meets with coordinator to discuss needs, and appropriate documentation
- Paperwork is reviewed by the Disability Documentation Review Committee



### Approved by Committee

- STUDENT follows procedure to secure Letters of Accommodation (LOAs)
- LOAs distributed to each professor by the student
- Student maintains contact with coordinator for support during semester.
- Coordinator is liaison between student and the Rutgers community

### Strategies to Facilitate Learning

- Reading comprehension
- Auditory comprehension
- Verbal expression
- Written expression

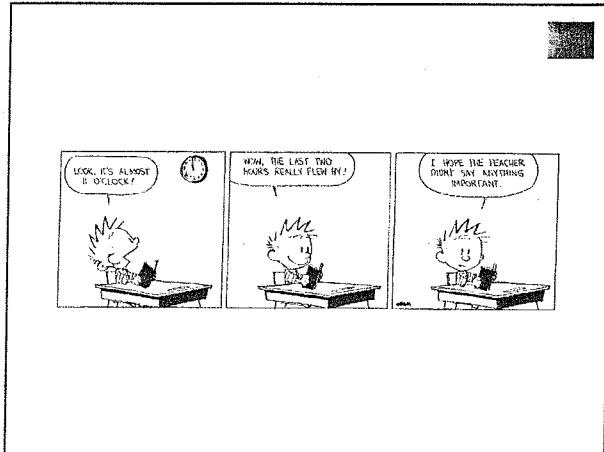
### Reading Comprehension

- Audio course materials
- Preview chapter summaries and discussion questions
- Highlight/take notes key concepts
- Read material out loud
- Confine reading to 15 min blocks
- Question and review passage by passage



### Auditory Comprehension

- Sit in front of the classroom
- Record the lecture material
- Clarify information thru questions
- Utilize technology, such as a "Smart Pen", for note taking
- Bring visual support for auditory information (textbook, copy of lecture notes)



## Verbal Expression

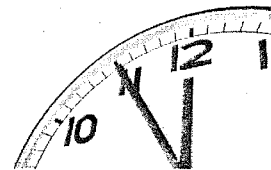
- Maintain focus on topic
- Speak slowly, clearly and loudly
- Write down questions to ask during lecture
- Be aware of non-verbal communication cues
- Use gestures to reinforce verbal information

## Written Expression

- Create an outline
- Read written information out loud
- Have someone proofread written work
- Use a computer to write for ease of editing

## Strategies for Academic Support

- Academic Coaching
  - Organization
  - Time management
  - Study skills
  - Note taking strategies
  - Test taking strategies



## Organization

- Planners, calendars, grids
- Use of phone for appointments/reminders/alarms
- Create clutter free work space
- Color coded binders for each subject
- Use of note cards, Post-its, highlighters



## Time Management

- Capitalize on optimum study time
- Create a study schedule, blocking out time specific to coursework
- Create realistic "To Do" lists
- Once on campus, stay on campus
- Avoid controllable distractions (texting, tweeting, Facebook)



## Study Skills

- Go to class, always
- Create consistent habits for studying
- Recognize that each subject requires a different approach to material
- Ask questions-use office hours
- Study with others

## Note Taking Strategies

- Utilize a systematic approach to taking notes
  - Ex: Cornell, Outline, Charting
- Review notes immediately following class and fill in the gaps
- Avoid over-writing, notes reflect key concepts
- Be creative-doodle, draw, whatever emphasizes points being made

## Test Taking Strategies

- Prepare for test using all course materials available
- Utilize flashcards for key points
- Utilize available study guides
- Preview the test at the beginning.
- Analyze past tests



## ADVOCACY

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- Make yourself known
- Ask questions



## ADVOCACY



- Connect with the College
  - Office of Disability Services
    - Accommodations
    - Academic Support
    - Resources available
- Utilize Web resources and Social media
- MEET your professors

## ADVOCACY

- Educate the College Community
  - Confidentiality
  - Recovery is inconsistent
  - Short term memory issues
  - Breakdown large assignments into small workable deadlines
    - Modalities to retrieve information
- Reminders of deadlines-using technology for recall

## ADVOCACY


- College community experience
  - Living at college
  - Social network
- Wellness
  - Eating and drinking
  - Exercise
  - Hygiene
    - Laundry!
  - Sleeping patterns

## ADVOCACY

- Understand the impact your brain injury has on your academic experience
  - Know the best way that you learn
  - Know the best way that you study
- Learn to explain your injury to others, in succinct, understandable terminology
- Own the various physical, emotional and cognitive symptoms that you may have, and learn to manage within the community


**TEAMWORK**



**TEAMWORK**


Prognostic indicators of a successful recovery

- Age
- Education/Occupation
- Post injury medical complications
- Hx of cerebral trauma
- Premorbid personality
- Education about TBI
- SOCIAL SUPPORT SYSTEMS




**TEAMWORK**

- Family
- Friends
- Neighbors
- Clinicians
- Physicians
- High school personnel
- Brain injury resources
  - NJBIA



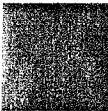
- College Personnel
  - Disability coordinator
  - Academic Advisors
  - Deans of Student Life
  - Residential Assistants
  - Dining services
  - Tutoring services
  - Counseling services
  - Recreation programs



**TEAMWORK**

Study-confirmed facts for recruiting an employee with a disability:

1. People with disabilities are more likely to stay with an employer than non-disabled counterparts.
2. People with disabilities frequently meet or exceed job performance standards.
3. People with disabilities have a well-deserved reputation for innovation.
4. Absentee rates are lower for people with disabilities and for older workers compared with "typical" employees.



## TEAMWORK

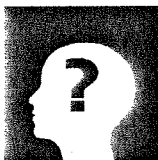
Companies that actively pursue special needs workforce

- Cisco
- CVS
- Ernst and Young
- IBM
- McDonald's
- Microsoft
- Proctor and Gamble
- Starbucks
- Walgreens
- WalMart

## TEAMWORK

- The Office of Disability Employment [www.dol.gov/odep](http://www.dol.gov/odep)
- The Workforce Recruitment Program for Students with Disabilities [www.wrpjobs.com](http://www.wrpjobs.com)
- State Vocational Programs
- Easter Seals [www.easterseals.com](http://www.easterseals.com)
- The American Association of People with Disabilities [www.aapd.com](http://www.aapd.com)

## QUESTIONS/COMMENTS



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## RESOURCES

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