


**Students with Disabilities:  
Striving for Universal Success**

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AND LA DONNA BRIDGES, M.ED.**

**AHEAD ANNUAL CONFERENCE  
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**Introductions**

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**Outline**

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- DS and Academic Advisors Intersections
- NACADA
- Monograph Highlights
- Discussion Questions
- Q/A

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### Intersection of Roles



- Qualities and Roles of Disability Services Providers
- Qualities and Roles of Academic Advisors

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### Academic Advising Defined



- Burns Crookston's definition of developmental advising: "... Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills."

Crookston, B. R. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, volume 13, pp. 12-17.

- O'Banion: Advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment.

O'Banion, T. (1972). An academic advising model. *Junior College Journal*, 42, 62-69.

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### Academic Advising Defined



- Academic advising is a planning process that helps students to approach their education in an organized and meaningful way. Advising brings together all of the major dynamics in a student's life. Edward "Chip" Anderson. (Noel-Levitz, 1997, p. 1 & 3.)

- Academic advising is a process of teaching students how to become responsible consumers of their own educations. It's also a process that involves teaching students how to make viable academic decisions. Juliet Kaufmann (Noel-Levitz, 1997, p. 1 & 3.)

- Advising is a process of giving students guidance, support and encouragement. (Noel-Levitz, 1997, p. 3.)

- Advising is a process of helping students diminish the confusion that comes with a new environment, clarify their goals and get the most out of their education. (Noel-Levitz, 1997, p. 3.)

Excerpts from the Noel-Levitz Participant Book/Resource Guide(1997). Introduction and Foundation, *Academic Advising for Student Success and Retention*. Iowa City, Iowa : USA Group 0411-046.

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**Evolution of Monograph**

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- Intersection between AHEAD and NACADA professionals
- Purpose of the publication
  - Tool for DS providers
  - Tool for advisors
- Running themes
  - Advising strategies for students with disabilities
  - Building self-advocacy skills
  - Coordinating services with other campus entities
  - Recognizing multicultural issues and multiple perspectives
  - Incorporating Universal Design in advising activities

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**NACADA**

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- National Academic Advising Association
  - Promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students.
  - Since 1977, 10,000 members in 50 states, Puerto Rico, Canada, and other international countries
  - Home Site <http://www.nacada.ksu.edu/>

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**Monograph Challenges**

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- Changes in disability law and expectations since 1996 and 2009 (IDEA, No Child Left Behind, ADA Amendments Act)
- Title
  - Advising Students with Disabilities *or* Advising Disabled Students
- Contributors
  - NACADA members
  - AHEAD members
- Consistent Terminologies (DSS vs. DSO, etc.)
- Consistent Running Themes

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**Publication Highlights**

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- Demographics of Contributors
- Monograph Sections
  - Chapter Topics
  - Voices From the Field
  - Voices of Experience
  - Exemplary Practices

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**Chapters**

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- 1- Transition: From Chrysalis to Butterfly
  - Leslie L. Hemphill
- 2- Intrusive Advising
  - Dick Vallandingham
- 3- Students with Intellectual Disabilities in Postsecondary Education: The Question of "Otherwise Qualified"
  - Debra Hart and Meg Grigal
- 4- Choosing Appropriate Majors, Minors, Cooperative Education Experiences, and Internships
  - Paul Harrington, Alan Muir, and Veronica Porter
- 5- Getting in the Game: Advising Student-Athletes with Disabilities
  - Larry Markle and Karen Spangler
- 6- Advising the 18%: Best Practices When Advising Students with Psychological Disorders
  - Julie Preece, Norman Roberts, Michael Brooks, Ronald Chapman, Mark Beecher, Edward Martinelli and Phillip Rash

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**Chapters**

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- 7- The Growing Number of Veterans Returning to Campus
  - Thomas Church
- 8- Access to Higher Education: Spirit and Letter of the Law
  - L. Scott Lissner
- 9- Extending Universal Access for Technology into the Advising Process
  - Ronald Stewart
- 10- Reasonable Accommodations, Course Substitutions and Universal Design
  - Christopher Lanterman and Mike Shuttic
- 11- Reframing Disability and Redesigning Campus Environments
  - Sue Kroeger

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### Voices of Experience



*VOE contributors add personal perspective to a chapter topic.*

- **On Intersectionality: Advising Students with Multiple Identities**
  - Chris Bell
- **The Journey Home is Not Over**
  - Scott Bay
- **Memory Lane**
  - Mary Lee Vance

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### Voices from the Field



*VFF contributors share experiences working with specific populations.*

- **Invisible Disabilities: The Dual Spotlight Effect**
  - Kristina Knoll
- **Advising the Wounded Warriors and New Millennium**
  - Tiana Meek
- **Informed Consent**
  - Sherri Rings and Mikael Snitker-Magin

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### Exemplary Practices



*EPs are selected for their universal appeal and applicability to several settings.*

- **Ball State University**
  - Larry Markle, Jacqueline Harris and Taiping Ho
- **Ithaca College**
  - Leslie Schettino
- **University of Missouri-Columbia**
  - Darren Gabbert
- **Texas Tech University**
  - Rebecca Daly Cofer

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Discussion Questions



- In what other ways do intersections between DS offices and Academic Advisement functions exist at your campus?
- What are the benefits from such intersections?
- What might be strategies to increase/build on the intersections?

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Q/A



Please speak loudly  
so that all may hear.

Thank you!

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