

Navigating Accessibility through Post-Secondary Education Following ABI

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Session Overview

- X Student Accessibility Services
- X Documentation Requirements
- X OSAP Funding Possibilities
- X Typical Intake for Students with ABI
 - o Possible Accommodations
- X Benefits of a Neuropsychological Assessment
- X Return to Learn
- X Technology Recommendations



Student Accessibility Services

Different institutions have different names

- X Student Accessibility Services
- X Accessible Education Services
- X Access and Support Centre
- X Accessible Learning Centre
- X AccessAbility Services
- X Centre for Students with Disabilities



Student Accessibility Services

Privacy & Confidentiality

- X Information about the nature of a student's disability is **not** shared with faculty
- X Students must sign a Consent to Disclose Personal Information form to share information between the school and others
 - Parents/guardians
 - Medical team



Documentation Requirements

- X Differs from institution to institution
- X Most information outlined on departmental web pages
- X For OSAP-eligible students, ensure Disability Verification Form has been completed and uploaded with OSAP application



Documentation Requirements

Part 2: Patient's disability status

For OSAP purposes, the federal government defines a permanent disability as a functional limitation:

- caused by a physical or mental impairment;
- that restricts a student's ability to perform the daily activities necessary to participate in studies at the postsecondary level or the labour force; and
- that is expected to remain with the student for their whole life.

Does the patient have a disability (either permanent or temporary)?

- Yes
- No - See instructions below

If you answered "No" to the above question, no further information is required. Ensure the physician or regulated health care professional information section is completed. Return the form to the patient.

Choose ONE of the following statements that best describes the patient's disability status.

- Patient's disability (or disabilities) is **temporary**.
- Patient's disability (or disabilities) is **permanent**, results in functional limitations that impacts their ability to perform daily activities necessary to study at the postsecondary level and is expected to remain for their lifetime. See definition above.



Documentation Requirements

Part 3: Nature of patient's disability

Check all that apply:

- Acquired Brain Injury**
- Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)**
- Autism Spectrum Disorder**
(e.g. autism, pervasive developmental disorder, etc.)
- Functional / mobility impairment**
(e.g. paraplegia, quadriplegia, muscular dystrophy, cerebral palsy, spinal cord injury, spina bifida, multiple sclerosis)
- Hearing impairment**
- Medical disability**
(e.g. epilepsy, chronic pain, heart condition)
- Mental health disability**
- Learning disability**

Note: OSAP eligibility criteria require that psycho-educational assessments must have been performed in the last five (5) years or since the patient was 18. Individual Education Plans are not considered to be acceptable documentation of a learning disability for OSAP purposes.

Answer the following questions:

Has a psycho-educational assessment been performed by a registered psychologist?

- Yes
- No

If "Yes", enter the date of the most recent assessment:

Day Month Year

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Was a learning disability confirmed?

- Yes
- No

- Visual impairment**
- Other disability not indicated above**

Specify: [_____]



Ontario Student Assistance Program

- X Need to be eligible for \$1 of funding
- X Bursary for Students with Disabilities (BSWD)
- X Canada Study Grant for Students with a Permanent Disability
(up to \$2000 per academic year)



Typical Intake

- X Review of documentation received
- X One-on-one discussion between Accessibility Advisor and student
 - o Student may wish to bring an advocate
- X Development of accommodation plan
- X Notification to professors
- X Student responsibilities



Examples of Accommodations

- X Peer-provided notes
- X Audio recording of lectures
- X Learning strategy support
- X Adaptive technologies
- X Exam accommodations (extended time, lamp-lit rooms, music/headphones, technology)
- X Negotiated assignment extensions
- X Reduced course load

Neuropsychological Assessments

Who and Why

- X Anyone with concerns about cognitive functioning
- X NOT limited to those with TBI
- X To evaluate concerns about cognition
- X To provide an understanding of an individual's strengths and weaknesses
- X To assist with treatment planning, academic programming, future care issues

Neuropsychological Assessments

Determining Appropriateness for Assessment

- X History of loss of consciousness, “black outs”, or concussions (including a history of being dazed or confused following an injury/incident)
- X History of seizures
- X History of learning difficulties
- X History of involvement in therapies when younger
- X Exposure to toxins
- X History of neurological injury or illness
- X Reports of changes or difficulties in cognitive abilities or changes in personality/behaviour

Neuropsychological Assessments

Questions That Can Be Addressed

- X Can range from very specific to general questions
- X Depends on the referral source of the assessment
- X Examples
 - Cognitive strengths and weaknesses
 - Intellectual level
 - This is actually not particularly helpful information arising from a neuropsychological evaluation as many individuals with significant cognitive disturbance can have normal IQs

Neuropsychological Assessments

Questions That Can Be Addressed, cont.

X More Examples

- Domain specific questions
 - Motor abilities, language, visual-spatial, attention / concentration, memory, executive skills
- Impact of other factors on functioning
 - Mood / pain / sleep

Neuropsychological Assessments

What is in an Assessment?

- X A good assessment will provide information about brain functioning
- X Screening measures are not always helpful as they can overlook difficulties so watch for those
 - o E.g., WASI (a screening measure) vs. WAIS (a full measure)

Neuropsychological Assessments

What is in an Assessment?

- X Should include measures that assess different brain areas
- X Motor/Sensory Perceptual Functioning
- X Language Functioning
- X Visual Spatial and Perceptual Functioning
- X Attention/Concentration
- X Memory
- X Executive Functioning
- X Mood/Personality/Behaviour

Neuropsychological Assessments

What is in an Assessment?

- X Must include a clinical interview of the individual being examined, as well as review of the history
- X Where possible, information from collateral sources (e.g., family) should be obtained
 - This information is part of the “data” as well

Neuropsychological Assessments

The Assessment

X Motor Tests/Sensory Perceptual Tests

- Grip strength, speed, eye-hand coordination
- Visual perception, tactile perception, auditory perception

X Language Tests

- Vocabulary, word finding, comprehension
- Reading, writing

Neuropsychological Assessments

The Assessment

- X Visual-Spatial/Perceptual
 - Drawings, puzzles, fluency, organization
- X Academic Measures
 - Reading, writing, mathematics, comprehension
- X Attention/Concentration
 - Verbal and visual
 - Selective and sustained
 - Alternating

Neuropsychological Assessments

The Assessment

X Memory

- Verbal and visual
- Immediate and delayed
- Incidental
- Recognition

X Executive Functioning

- Problem solving, reasoning
- Questionnaires about functioning in daily life

Neuropsychological Assessments


The Assessment

X Mood/Personality/Behaviour

- May include measures of pain, trauma, and/or mood

X Effort measures

- These are included to assess an individual's ability to engage in testing



Neuropsychological Assessments

Interpretation of Results

- X Level of Performance
- X Pattern of Performance
- X Pathognomonic Signs
- X Lateralization



Return to Learn

- X Two Components – Home and School
- X Gradual progression
- X Start with rest
- X Increase activity – both cognitive and physical
- X Maintain communication with the school
- X Look at accommodations and how to decrease them with recovery

Technology Recommendations

- Text-to-Speech
- Speech-to-Text
- Screen Readers / Magnification
- Accessible Formats
- G Suite for Education
- Smartpens
- iPad with Notability
- EquatIO
- Revibe watch
- YouTube/Ted Talks



thanks!

Any questions?

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