“[L]et us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle….”

Abraham Lincoln
Second Inaugural Address, March 4, 1865

Presentation Outline

• Paul Grossman, J.D.
  – Introduction of Wounded Warriors
  – Postsecondary Responsibilities

• Wayne K. Miller II, Ph.D.
  – AHEAD/NACADA Research of Professional Providers
  – Essential Practices

• Mary Lee Vance, Ph.D.
  – Syllabi/Curriculum Recommendations
  – Case Studies/Discussion

• Q/A
Your Role as College Representatives?

Is your campus prepared for the OEF/OIF wounded warriors?

A recently completed voluntary, national survey of disabled student services officers reveals that roughly two-thirds believe their campuses are not currently prepared.

Miller and Vance
Your Role as College Representatives

- To prepare your campus for returning wounded warriors including the nearly 200,000 individuals who have registered for benefits under the New GI Bill
- To provide notice to wounded warriors of their responsibilities, protections, and accommodations as individuals with disabilities under Section 504 and Title II.
- To engage in an interactive process with wounded warriors to assist them in presenting documentation of their disabilities.
- To engage with them in a diligent search/interactive process for appropriate accommodations (academic adjustment and auxiliary aids) such as a reduced course load, extra time on exams, real time captioning, and alternate media.

Your Role (cont’d)

- To ensure that authorized accommodations are implemented.
- To make available effective means (a “grievance procedure”) for veterans to appeal determinations concerning disability status, choice of accommodations, implementation of accommodations, and to file other allegations of disability discrimination such as an alleged hostile environment on the basis of disability.
Your Role (cont’d)

- To have a campus with architecturally accessible “new construction and altered facilities” including classrooms, food service centers, labs, dorms, performance and recreation facilities.
- To ensure, no matter where currently located, all programs and activities are accessible.
- ADAAG, ANSI, or UFAS compliance may not be a “safe harbor” as to the access needs of an individual wounded warrior.

What May It Take for Colleges to Attract, Retain, and Graduate Wounded Warriors?

Examples of best practices collected from colleges and universities
What May It Take?

• An understanding by faculty and administrators of what distinguishes Wounded Warriors from other students, even other students with disabilities
• Plans and actions well-calculated to address what makes them unique. Suggested actions include:
  – Faculty inservicing about the signature wounds and disabilities of OIF/OEF
  – Inservicing of Academic Advisors

Session #5.12 AHEAD Conference,
Baltimore, MD July 2013

What May It take?

• More suggested “best practice” actions:
  – A campus-wide interdisciplinary committee to address the needs of veterans, service members, and wounded warriors including: DSS/DR, VSO, faculty, academic advising, counseling, student health, academic deans, curriculum development, campus security, and alcohol abuse programs, housing, physical education, athletic and entertainment events services, recreation and intramural sports, on-line learning, technology acquisition, adaptive technology, campus transit, and grounds/facilities maintenance student discipline, drug

Session #5.12 AHEAD Conference,
Baltimore, MD July 2013
What May It take?

• Policy and service review with regard to:
  – requesting the removal of program access barriers
  – requesting and documenting the need for accommodations
  – adding, dropping, and withdrawing from classes
  – acquiring and bringing on campus personal attendants
  – discipline
  – drug and alcohol abuse
  – suicide prevention
  – use and control of service animals

Session #5.12 AHEAD Conference,
Baltimore, MD July 2013

What May It Take?

• Veteran-centric programs
  – A veteran/service member/wounded warrior-based focus group to help identify how the campus can welcome and support such students
  – A new student orientation run by and for veterans/service members/wounded warriors
  – A clear, comprehensive, point of contact for all types of veterans and service members, as a “portal,” or as a “one stop shop” through which veterans may resolve common administrative tasks like course registration, housing registration, GI bill benefit registration
  – “Veteran/service member/wounded warrior only” transition and other classes on campus and on-line
  – Academic credit to veterans, service members and wounded warriors for military experience

Session #5.12 AHEAD Conference,
Baltimore, MD July 2013
What May It Take?

- Places where service members and veterans, including wounded warriors can congregate and support one another -- vets’ house, center, fraternity, etc., to enable these individuals:
  - to network with their peers
  - to advocate for better policies and practices on campus
  - to engage in social interaction instead of isolation
  - to emerge as campus leaders
  - to eventually create and implement their own programs

What May It Take?

More vet–centric best practice programs:
- Late registration and late drop privileges for veterans/service members/wounded warriors
- Campus events honoring veterans
- Athletic/strength training activities for veterans, service members and wounded warriors
- Housing programs that allow veterans/service members/wounded warriors to pair up as roommates/floor mates and contain vet-centric counselors
What May It Take?

• Reconsideration of mobility access for wounded warriors:
  – Review of access to housing, classrooms, labs, performances centers, dining facilities, counseling/advising/health services, athletic and strength training centers, parking, paths of travel
    • Include wounded warriors in the campus-wide access review
  – Appoint, train, empower, publish notice of an individual with the authority to promptly remove program and facility access barriers

Session #5.12 AHEAD Conference, Baltimore, MD July 2013

What May It Take? (cont.)

• Revision of DSS/DR services:
  – An opportunity to lead other campus components in preparing for wounded warriors
  – New name/location that is more “vet-friendly”; e.g., Access Services
  – Adoption of vet-centric outreach through channels of communication veterans/service members and wounded warriors are likely to use like VA county service centers, on-campus veterans’ service office, veterans’ web-sites and social network sites.

Session #5.12 AHEAD Conference, Baltimore, MD July 2013
What May It Take? (cont.)

- Off campus outreach by a campus team to:
  - Local VA medical center/polytrauma center
  - Local military base transition programs, training officers and family assistance centers
  - Veterans’ Assistance Centers
  - Mental health services
  - Drug and alcohol abuse services
  - Suicide prevention programs
  - Local Vocational Rehabilitation Office
  - U.S. Department of Labor’s Transition Assistance Program (TAP) vendor, such as an employment development agency
  - Governors’ programs

Wayne K. Miller II, Ph.D.

- AHEAD/NACADA/California Community College System

- Research defined essential practices in serving student Veterans with and without disabilities
Data Collection

Data collected from March 2010 - current

On-line surveys (n = 2,826)
- Academic Advisors
- Counselors
- Disability Services Professionals
- Student Service Administrators
- Student Veterans

Focus Groups (11 focus groups – 113 participants)

Challenges for Higher Education

- Only 50% of student Veterans use VA education benefits
- Little expansion of DSP for new student Veterans
- Most staff/faculty never served in military
- Little training for faculty/staff about student Veterans
Requirements Generated from Research

• College President who enthusiastically demonstrates the value of student Veterans as part of student population.
• Veterans Resource Center of adequate size
• Staff that is veteran friendly
• Staff that is knowledgeable regarding New GI Bill

What can you do to implement research identified requirements for a campus that encourages successful student Veterans?
Sample Sources


Church, T. (2009a). The growing number of veterans returning to campus. In M. Vance & L. Bridges (Eds.), Advising students with disabilities: Striving for universal success (2nd Ed.), p. 91-100. Manhattan: KS: NACADA.


Questions you can answer

• How does your college president demonstrate a desire for student Veterans as part of the student population?
• What is your opinion of the optimum size for a VRC?
• Who should VRCs collaborate with?
Mary Lee Vance, Ph.D.

- Developing Inclusive Syllabi
- Case Studies
- Q/A
Curriculum Considerations: Questions to Ask Yourself

1) What are the essential components of my presentation, classroom, speech?
   - What do I want my audience to know?
   - What do I want my audience to be able to do?
   - What lasting impact do I want to have?

(This screen and the next from AHEAD)

Session #5.12 AHEAD Conference,
Baltimore, MD July 2013

Curriculum Considerations: Questions to Ask Yourself

2) How can I present this information without compromising the essential components that I’ve identified and in the most inclusive way possible?
   - What challenges to inclusion might my presentation style create?
   - How can I plan my presentation to provide meaningful access to all members of my audience and minimize the need for individual accommodations?

Session #5.12 AHEAD Conference,
Baltimore, MD July 2013
From Do-It: Four Step Model

What does the task/assignment require?

What physical, sensory, and cognitive skills are needed?

What components of the task require accommodation?

What accommodation options exist?

Adjustments

• Have syllabus, and list of required texts as well as any audio clips, finalized by registration
• Plan ahead to insure all audio clips, videos and movies are captioned (many veterans have lost hearing functions, as may have older students)
• Eliminate timed tests in favor of other assessment methods that do not penalize students requiring extra time/lower distraction testing accommodations and/or attendance flexibility
• Describe in advance audio or other media, so students can opt to leave the classroom if it might trigger PTSD symptoms
Sample Inclusive Statement

It is my policy and practice to create, as much as possible, an inclusive learning environment that promotes universal access. If there are aspects of the instruction or design of this process that result in barriers to your inclusion, please notify me as soon as possible. You are also welcome to contact the Disability Services via telephone (406) 243-2243 or e-mail disability@uwsuper.edu for disability accommodation questions, and encouraged to view the DSS website http://life.umt.edu/dss.

Universal Design in Advising

• Asynchronous advising may be helpful for a student who has a psychological or health disability.
• Advisor offices should be physically accessible for students in a wheelchair or with a visual impairment; free of clutter and easy to navigate.
• Self-advocacy skills can be encouraged, especially tips for working with faculty.
• Advisement is Teaching (Outside the Classroom)
Adjustments or Accommodations?

**Academic Adjustments**

Faculty have the ability to determine what they teach, how they teach and how they assess without compromising academic integrity. What they do within their classroom, that is fair to all students, as laid out in their syllabus, is their prerogative.

**Academic Accommodations**

Best practices have determined that there be a central office/person to collect and assess documentation for the purposes of determining reasonable accommodations. Accommodations range from classroom adjustments, to whether or not a skunk qualifies as a therapy animal.

Case Study #1: Jeremy

- Jeremy was on academic probation before he served 2 tours in Iraq, got married and had children. His first semester back he is now dismissed. He said he stopped going to classes because his wife was diagnosed with cancer, his children took turns being sick, and his business was struggling. His financial aid has been cut off. How do you help?
Case Study #2: Ginger

• Ginger is active with the campus Vets Club. She is a good student and conscientious about her commitments. The night before Thanksgiving, she received a call informing her that her unit would be shipped to Iraq sometime in March. She has never been abroad, but more important to Ginger is the fact she doesn’t know if she should enroll for spring. What’s your response?

Questions? Please speak loudly and clearly so all may hear.
Resources

- American Council on Education
  - [http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/serving/index.htm](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/serving/index.htm)
Resources -- The New GI Bill

- http://www.gibill.va.gov/GI_Bill_Info/benefits.html

Resources

- American Council on Education
  - http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/serving/index.htm

Session #5.12 AHEAD Conference,
Baltimore, MD July 2013
Sources


Meek, T. (2009). The growing number of veterans returning to campus. In M. Vance & L. Bridges (Eds.), *Advising Students with Disabilities: Striving for Universal Success (2nd Ed.)*. p. 91-104. Manhattan: KS: NACADA.


Session #5.12 AHEAD Conference,
Baltimore, MD July 2013
Sources


Session #5.12 AHEAD Conference,
Baltimore, MD July 2013