### BACKGROUND

- For college students with learning disabilities and attention disorders (L/AD), campus supports have been linked with student success. Students with L/AD experience difficulties accessing supports related to their academics and health/wellbeing.  

- Student Affairs (SA): student services, which provide programs and resources contributing to student learning and growth, outside of the classroom (e.g., Disability Resource Center [DRC], Career Services, Health Promotion Services).

**Purpose:** (1) Identify themes meaningful to college students with L/AD for development of topical guides for higher education service providers. (2) Compare disciplinary priorities from OT and Student Affairs.

### METHODS

- **Participants:** Undergraduates with L/AD (N=52) recruited through disability office.

- **Design and Setting:** Qualitative data was used as part of larger four year multi-level study focused on developing, refining, and testing a model of support for undergraduates with L/AD: Comprehensive Support for STEM Students with Learning Disabilities (CS3LD).

- Undergrads and mentors met monthly as separate groups and engaged in focused discussions led by an occupational therapist.

**Analysis:**

- Qualitative analysis of educational topics from 30 undergraduate group meetings & 23 mentor meetings and 149 discussion prompts.

- Continuous improvement approach: frequent refinement of educational content and discussion prompts shaped participants through meeting feedback and surveys.

- Thematic analysis to identify potential toolkit modules/submodules.

- Multidisciplinary analytic team.

### RESULTS

**1. Understanding LD & How I Learn**

1a. Thinking & Learning Styles: LD Focus

1b. Brain Differences

1c. Identity

1d. Strengths & Challenges

1e. Recognizing LD in Real Life Context

**2. Communicating LD Strengths & Self-Advocacy**

2a. General Self-Advocacy

2b. Health Advocacy

2c. Discussing LD with Professors

2d. Maintaining Healthy Relationships

**3. Wellness & Health Management**

3a. Stress, Stressors, Sleep, & Nutrition

3b. Managing Self & Daily Life

3c. Mental Health

3d. Resources

**4. Executive Function in Action**

4a. Understanding EF Inefficiencies

4b. Prioritization Skills

4c. Planning Ahead

4d. Strategizing for Behavioral Change

**5. Transitioning Out**

5a. Maintaining Relationships

5b. Disability Considerations in Employment

### DISCUSSION

- **Differences in OTSA:** OT services are applicable throughout the lifetime whereas SA focuses on experiences throughout higher education. While the span of OT is larger, there is overlap where services can be coordinated for an intervention plan specific to college students. Toolkits are an extension of this coordination.

- **Toolkits:** The toolkits are divided into modules designed to address holistic concerns of undergraduates with L/AD. Instructors (both formal and informal) can refer to the modules when offering support.

- **OT has a role within higher education institutions:** Paul (2000) identified that lack of understanding from faculty and staff was indicated as a barrier to education for students with disabilities. Toolkits address L/AD symptoms and needs within the context of higher education, functioning as a resource for SA professionals to tailor student support services (i.e., academic advisor considers their student’s big picture thinking style during course selection.)

### Table 1. Occupational Therapy versus Student Affairs Services for College Students with LAD

<table>
<thead>
<tr>
<th>OT/SA 3 Tables &amp; Sub-Category</th>
<th>CS3LD/OT</th>
<th>Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 1. Occupations</strong></td>
<td></td>
<td></td>
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<tr>
<td>Education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic activities</td>
<td>Time management</td>
<td>Time management education (Health Promotion Services, DRC)</td>
</tr>
<tr>
<td>Non-academic activities</td>
<td>Communicating LD with professors</td>
<td>Independent living education (Residential Life)</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>N/A</td>
<td>Group fitness (Recreational Sports);</td>
</tr>
<tr>
<td>Pre-vocational educational activities</td>
<td>Accessing resources, professional development mentorship</td>
<td>Vocational Advisement (Career Services)</td>
</tr>
<tr>
<td>Social Participation</td>
<td>Communicating LD with peers</td>
<td>Student Organizations (Student Activities)</td>
</tr>
<tr>
<td><strong>Table 2. Client Factors</strong></td>
<td></td>
<td></td>
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<tr>
<td>Beliefs</td>
<td></td>
<td></td>
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<tr>
<td>Change in understanding of LD strengths &amp; challenges, LD as learning difference</td>
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<tr>
<td>Higher-level Cognitive Functions</td>
<td>Strategy sharing; strategy planning</td>
<td>Connects students to appropriate academic supports (e.g., tutoring, coaching for time management)</td>
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<tr>
<td>Roles</td>
<td></td>
<td></td>
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<tr>
<td>Professional Development</td>
<td></td>
<td></td>
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<tr>
<td>Disability identity; advocacy</td>
<td></td>
<td>Self-advocacy skills (DRC)</td>
</tr>
<tr>
<td>Table 3. Context &amp; Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy projects</td>
<td></td>
<td>Events within residential communities</td>
</tr>
<tr>
<td>Social Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Environment</td>
<td>N/A</td>
<td>Facilitates problem resolution (e.g., accessibility issues)</td>
</tr>
</tbody>
</table>

**Figure 1. Preliminary Topical Analysis: Toolkit Modules**

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Orlando, Florida
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http://stemscholar.phhp.ufl.edu/
PERSON

ENVIRONMENT

OCCUPATION

PARTICIPATION

PERFORMANCE

WELL-BEING

Environment

Inputs

Output

Astin’s Theory of Student Involvement

PEO Model

CS³aLD

Environment

Academics

Health & Wellness

Institutional Activities

Interpersonal Activities

Scholar Activities

...
2-year Cohort Learning Community to Foster Professional Growth, Self-Efficacy & Self-Advocacy

Develop Social Media and LD Educational Content

Specific Skills Trainings (e.g., Time Management)

Inform Development of LD Educational & LD Awareness Materials

Inform Partnership Council & Institutional Level Activities

Disability Resource Center Counseling

Mentor Cohort Meetings

Scholar Cohort Meetings

Empowerment Campaign

Integration with Existing Campus Activities & Courses

Integration with Existing NSF Projects

Faculty mentorship

Graduate student mentorship

Formation of Partnership Council

Academics

Health & Wellness

Institutional Activities

Interpersonal Activities

Scholar Activities

LD Awareness Events

Research & Professional Development Experiences

Web-based Dissemination of LD Educational Material

Campus-wide Events

Inform Partnership Council & Institutional Level Activities
Institutional Activities
- Disability Partnership Council
- Partner with Existing Campus Activities
- Web Dissemination - LD Awareness

Personal Activities
- Monthly Undergraduate Group Meetings
  1. Didactic presentation
  2. Personal reflection
  3. Peer exchange
  4. Focused discussion
- Create LD Awareness Products
- Disability Office Advisement

Interpersonal Activities
- 1:1 Mentorship
  1. Professional development
  2. LD-informed advisement
  3. Communicate about LD
- Bi-Semester Group Mentor Meetings
  1. LD Expert- Led Q & A
  2. Peer exchange
Institutional Activities
- Disability Partnership Council
- Partner with Existing Campus Activities
- Web Dissemination - LD Awareness

Personal Activities
- Monthly Undergraduate Group Meetings
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Create LD Awareness Products

Interpersonal Activities
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Bi-Semester Group Mentor Meetings
  1. LD Expert-Led Q & A
  2. Peer exchange

Academics

Health & Wellness