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Nota di contenuto	<p>SUPPORTING COLLEGE AND UNIVERSITY STUDENTS with INVISIBLE DISABILITIES: A GUIDE FOR FACULTY AND STAFF WORKING WITH STUDENTS WITH AUTISM, AD/HD, LANGUAGE PROCESSING DISORDERS, ANXIETY, AND MENTAL ILLNESS; Introduction; A true story from the classroom; Diversity among the similarly disabled; Audience and intent; Correct terminology; One-Dispelling Myths; Anxiety disorder: everyone has it or no one has it; Anxiety disorder: tough it out and you will conquer your anxiety; Accommodations: extended time for tests can be an unfair advantage</p> <p>Accommodations: I have to know exactly what a person's disability is in order to accurately accommodate him or herInvisible disability means "easy to fake" or doctors will give you documentation for any invisible disability you claim you have; Two-How Legalities and New Students WillChange Post-Secondary Work; Disability is only one source of stress; More time for testing; more versions of a test?; Sorry but spelling and grammar cannot always count; Disabled students are not more responsible than other students; Three-Autism Spectrum Disorders, IncludingAsperger's Syndrome; Background</p> <p>Group identityPhysiology; Comorbid disorders; Presentation; Support; Public figures; Four-Attention Deficit/Hyperactive Disorder (AD/HD); Background; Group identity; Physiology; Comorbid disorders;</p>

Presentation; Support; Public figures; Five-Language Processing Disorders, Including Dyslexia; Background; Group identity; Physiology; Comorbid disorders; Presentation; Support; Public figures; Six-Generalized Anxiety Disorder and ObsessiveCompulsive Disorder; Background; Explanation; Group identity; Physiology; Comorbid disorders; Presentation; Support; Public figures Seven-Affective/Mood DisordersBackground; Group identity; Physiology; Comorbid disorders; Presentation; Support; Public figures; Eight-Universal Design and Lecture Hall Based Classes; Transitioning to universal; Enriched environments; Teaching practices; Administrative considerations; Nine-Universal Design in the Smaller Classroom; Class format; Teacher engagement; Teaching practices; Administrative considerations; Ten-Institutional Policy; Mental health; Employee workloads, retention, and support; Expectations of faculty and requisite support; Family expectations; Disabled faculty and staff ReferencesBlank Page; Index

Sommario/riassunto

This useful handbook provides university faculty and staff with an overview of invisible disabilities, such as autism, AD/HD, dyslexia, OCD and affective disorders, and facilitates an understanding of the unique needs of these students. Practical chapters provide ideas for adapting teaching methods and offering accommodations.

2. Record Nr.	UNINA9910376375903321
Autore	Stary Christian
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