

Chapter One

Statement of the Problem

Students with learning disabilities (LD) who wish to achieve financial and personal independence need to be able to access postsecondary education and overcome numerous academic barriers. Access to qualified counselors, appropriate transition services, academic remediation, and accommodations may make a difference to whether or not students are able to achieve postsecondary success.

Educators, counselors and community service providers are currently attempting to understand and define their roles, certification requirements, and obligations under changing and sometimes conflicting Federal regulations. In addition, students and educators alike frequently do not understand the confusing LD label and fail to understand exactly what services are appropriate. How are these high risk students able to pursue postsecondary education successfully when there are so many undefined variables?

Introduction

The number of students with mild LD, higher IQs, and higher academic competence seeking 'reasonable accommodations' continues to increase (Henderson, 1992). According to the National Association for College Admission Counseling, between 1988 and 1994, the fastest growing category of disability among students was 'learning disabilities.' In 1994, almost one-third of college freshmen with disabilities (32%) reported a learning disability compared to 15.3% in 1988 (Alexander and Kravets, 1997, p. 5). This increase may not represent the additional unknown number of students who transfer from one postsecondary college to another, part-time students, adults with learning disabilities, students who choose not to identify themselves, or those freshmen who may be entering college with an undiagnosed learning disability (Mangrum and Strichart, 1988).

Sittlington and Frank (1990) found that one year after graduation from high school only 6.5% of the 50 students with LD who had enrolled in some type of postsecondary setting were still in school. Additionally, many of the LD students who were no longer in school were also unemployed. Ellis and Cramer (1995) stated that 62% of learning disabled students were unemployed one year after high school graduation. The authors also reported other statistics listed below which demonstrate the extent of the problem and the subsequent cost to society if better solutions are not found:

- 50% of juvenile delinquents tested were found to have undetected learning disabilities;
- Up to 60% of adolescents in treatment for substance abuse have learning disabilities;
- 31% of adolescents with learning disabilities will be arrested 3-5 years out of high school;
- Learning disabilities and substance abuse are the most common impediments to keeping welfare clients from becoming and remaining employed, according to the 1992 report from the Office of the Inspector General (pp.5-6).

Successful postsecondary college experiences can lead to financial independence and self-sufficiency. A report from the U.S. Department of Education, Commerce, and Labor, the Small Business Administration and the National Institute for Literacy state that workers with a college degree earn 77 percent more than those with only a high school diploma. The report also notes that workers with college degrees enjoy greater benefits, experience less unemployment

and less difficulty finding new employment if dislocated from their jobs, and have a better chance of obtaining employer-provided training (Stuart and Daham 1999). On the contrary, students with learning disabilities who drop out of school are more likely to experience economic and social difficulties (Barga, 1996). Unemployed adults with disabilities become consumers of public resources instead of contributors (Fass, 1989).

Foreness and Sinclair (1990) state that clinical depression and suicide are six times greater in the learning disabled population. Also, since repeated failures and negative feedback from significant others can lead to low sense of self-worth, students with learning problems often enter a self-defeating cycle in which academic failure and self-doubt impact each other (Thompson, 1986; Villa and Thousand (1995).

Counseling this population of students has become a complex task and requires not only an understanding of counseling theories and techniques but also the knowledge of the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, (DSM-IV), (American Psychiatric Association, 1994). Hohenshil (1994) recommends counselors employed in schools be trained and proficient in the use of the DSM-IV manual, a tool necessary for the diagnosis of mental disorders and guide for treatment and referral decisions. Geroski, Rodgers, and Breen, (1997) state the school counselor plays an important role in the identification, assessment, referral, and treatment of those students whose behaviors suggest difficulties and feel that knowledge of the DSM-IV is necessary in order to be able to communicate effectively with other service providers, and facilitate referrals (p.238).

Counselors must also have vocational skills to assist LD students with career decisions. For example, Enright, (1996) compared the relationship between disability status, career beliefs, and career indecision and found that a disability was a significant predictor of career indecision. The author suggested a need for further studies to ascertain how counselors determine how a disability may have shaped a student's self-concept and perception of his or her abilities and career goals. Understanding the needs of students with LD is, indeed, a difficult task, particularly, when these students are faced with so many barriers.

Background of Study

As a result of Federal legislation (e.g., Rehabilitation Act of 1973 and Section 504, the Vocational Amendments Act of 1976, the 1990 Americans with Disabilities Act (ADA), Individual with Disabilities Act of 1990 (IDEA), and the Carl Perkins Vocational and Technology Education Act), students with learning disabilities (LD) are able to receive transition services, accommodations, and academic remediation. These services have substantially improved access to postsecondary institutions (Bursuck, Rose, Cowen, and Yahaya, 1989; Jarow, 1991; Jarow, 1993; Brinckerhoff, Shaw and McGuire, 1992; Mangrum and Strichart, 1988; Vogel and Adelman, 1992).

According to Rothstein (1992, pp. 29-34), broad Federal regulations give no guidance to colleges as how to determine whether or not accommodations are appropriate, reasonable or how to identify students with learning disabilities. The author reports postsecondary institutions continue to be confronted with the following questions:

- 1) What learning disabilities will be considered handicaps or disabilities under the Rehabilitation Act and the Americans with Disabilities Act?
- 2) Should a student with LDs self-identify in the admissions process?
- 3) Are mandatory standardized tests permissible and what accommodations are provided for these tests?

- 4) Whose responsibility is it to identify a student as learning disabled?
- 5) What accommodations will the college be required to make?
- 6) Can the college note that accommodations have been provided on a student's transcripts?
- 7) What about non-cooperative faculty?
- 8) What level of confidentiality about a student's learning disability is required?

Legal issues continue to evolve depending on the results of court rulings. Jarrow (1993) calls attention to the influence of the *Brown v. Washington University* (1990) case in which the court ruled that colleges need to be proactive in advocating on behalf of qualified students with disabilities. As part of the settlement agreement, the university had to start an office for disabled student services (p.15). Scott (1994) using caselaw and existing guidelines, suggested the following recommendations to avoid legal difficulties: (1) documented individual needs (2) most integrated experience possible, (3) essential requirements of the course, non-threat to personal or public safety, (4) not an undue financial or administrative burden, and (5) not of personal nature.

For some universities, accommodating the needs of students with LD very expensive. For instance, a school-provided note-taker can cost thousands of dollars per school year for each student who requires the assistance (Allen, 1996). Yost, Shaw, Cullen, and Bigaj (1994) report that many colleges and universities offer little more than a haphazard "menu" of generic support services with little to no theoretical or philosophical grounding. West, Kregel, and Getzel (1993) found postsecondary institutions and college students have learned how to cope with providing services instead of finding ways to become more proactive. Scott (1994) reports that program descriptions of accommodations are available, however, the literature on guidance to assist college students in making that appropriate adjustments have only begun to emerge.

Jarrow (1993) states that although gains have been made in improving physical barriers, a great deal more needs to be done to improve the 'attitudinal' barriers (p.12). Many students report that due to their prior negative experiences associated with labeling and stigmatization in secondary school programs they prefer not to be identified and, thus, prefer not to seek support services.

Purpose of the Study

There subsequently is a great need to make counselors and educators cognizant of the types of services that are not only Federally mandated but also have been found to be the most beneficial to the student with learning disabilities. It is anticipated that the descriptive case study analysis will contribute to understanding what barriers, if any, students experienced accessing services at the postsecondary level. It is anticipated that the information will also enable professionals in the field of special education to understand what training programs and accommodations are needed in order to create, and develop policies and practices that foster successful postsecondary educational outcomes.

This comprehensive study will obtain information showing how they are dealing with legal and counseling/service provider issues, the problems associated with learning disability definitions and related difficulties, as well as their ability to access transition, community, and vocational rehabilitation services. Students will be given the opportunity to describe their experiences accessing inter-agency services and partnerships. They will also be given the opportunity to share their opinions on the effectiveness of specific accommodations they received and their views on whether or Federal regulations are making a difference in their lives.

The purpose of this study will be to identify educational counseling interventions and accommodations that two LD postsecondary students received while attending postsecondary and other colleges in Northern Virginia. An analysis of the research findings will help counselors and educators understand how to help LD students achieve postsecondary success.

Hypotheses, Assumptions, and Limitations

The following research assumptions will guide this study:

- 1.) Students who receive the recommended supportive postsecondary services will be able to attain positive postsecondary academic outcomes. (A positive outcome is defined as a C grade or better)
- 2.) Students who understand and can describe their disability, their strengths and LD limitations will be better prepared to advocate for themselves and access services.
- 3.) Students who understand federal regulations and, thus, legal rights will know what types of accommodations and services to request.
- 4.) Students who have supportive parents, counselors, teachers will be more likely to have positive academic outcomes.
- 5.) Students who receive school-to-work transition services will have more positive academic outcomes compared to students who do not receive these services.
- 6.) The number of learning disability deficits and self-concept will influence the academic and self-concept will influence the academic outcomes.

This research study takes into consideration that the definitions of LD is a broad term and may encompass more specific diagnosis (e.g., attention deficit disorder, dysgraphia, dysnomia, and spatial disorientation). There is also recognition that there may be significant variations in how the disability affects an LD student's performance depending on his/her own individual intellectual strengths and weakness.

* This study will take into consideration the students right to privacy. If, for example, a student, counselor, teacher, parent would prefer not to have certain parts of their interview recorded, that their requests will be granted. If students would prefer that significant others not be interviewed, their requests will be respected. In addition to the audiotaped recording, the interviewer will ask permission to also take notes, unless, the student would prefer that the researcher not take notes, no notes will be taken.

* Note that from this point forward, the reference to students refers only to the students included in the case studies of the present work.

Definitions

Learning disability: A learning disability (LD) is a disability that effects how an individual of average to above average intelligence processed information (receives it, integrates it, and/or expresses it). The student with a learning disability may have language based and/or perceptual problems that effect reading, spelling, written, language, or mathematics. For some, organization, time management, and social interpersonal skills also are effected.

The predominant legal definition, which is set forth in the Individuals with Disabilities Education Act (IDEA), provides:

The term, "children with specific learning disabilities," is defined as those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which the disorder may manifest itself in imperfect ability to

listen, think, speak, read, write, spell or do mathematical calculations. The disorder may include a perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such terms does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environment, cultural, or economic disadvantage.

Learning disorders are diagnosed when the individual's achievement on individually administered, standardized test in reading, mathematics, or written expression is substantially below that expected for age, schooling, and level of intelligence (DSM-IV, p. 46).

Learning Disorders must be differentiated from normal variations in academic attainment and from scholastic difficulties due to lack of opportunity, poor teaching, or cultural factors (DSM-IV, p. 47).

Learning disability characteristics may include some of the following, but not necessarily all of them:

- May perform similar tasks differently from day to day;
- May read well but not write well, or write well but not read well;
- May be able to learn information presented in one way, but not in another;
- May have short attention span, be impulsive, and/or easily distracted;
- May have difficulty telling or understanding jokes;
- May misinterpret language, have poor comprehension of what is said;
- May find it difficult to memorize information;
- May have difficulty following a schedule, being on time, or meeting deadlines;
- May get lost easily, either driving and/or large buildings;
- May have trouble reading maps;
- May often misread or miscopy;
- May confuse similar letters or numbers, reverse them, or confuse their order;
- May have difficulty reading the newspaper, following small print, and/or following columns;
- May be able to explain things orally, but not in writing;
- May reverse or omit letters, words, or phrases when writing;
- May have difficulty completing job applications correctly;
- May have persistent problem with sentence structure, writing mechanics, and organizing written work;
- May experience continuous problems with spelling the same work differently in one document;
- May have trouble dialing phone numbers and reading addresses;
- May have difficulty with math, math language, and math concepts;
- May reverse numbers in checkbook and have difficulty balancing a checkbook;
- May confuse with and left, up and down;
- May have difficulty following directions especially multiple directions;
- May be poorly coordinated;
- May be unable to tell you what has just been said, and
- May hear sounds, words, or sentences imperfectly or incorrectly

(National Resources for Adults with Learning Disabilities, pp. 7-8.)

Disabilities that affect learning:

Dyslexia: problems with any task in which reading is an essential component.

Dysgraphia: difficulty with the physical act of writing.

Dyscalculia: difficulty with calculations; difficulty with rapid processing of math facts.

Language deficit: difficulty articulating words; difficulty recalling words to express feelings or events; difficulty communicating similarities and differences; difficulty distinguishing past, present, and future forms of verbs.

Visual perception: difficulty taking in information through the sense of sight; difficulty processing information; trouble seeing a specific object within a complete background. Example: Picking a line out of a book, trouble seeing the difference between two objects; trouble seeing how far away or how close an object might be; difficulty filling in computerized exam forms; difficulty copying information from the board.

Auditory deficits: difficulty taking in information through the sense of hearing; difficulty processing information; difficulty discriminating similar sounds; difficulty relating to listening and to remembering verbal instructions; trouble hearing sounds over background noise; fatigue when trying to listen to a talk or a lecture; difficulty hearing sounds in the correct order; problems taking phone messages.

Attention Deficit Disorder: six or more symptoms: often fails to give close attention to details or makes careless mistakes in schoolwork, or activities; often avoids, dislikes, or is reluctant to engage in a task requiring sustained mental effort; often loses things necessary for tasks or activities; is easily distracted by external stimuli; is often forgetful in daily activities.

Attention Deficit Hyperactivity Disorder: six or more symptoms: often fidgets with hands/feet or squirms in seat; often leaves seat in classroom or in other situations in which remaining seat is expected; often runs/climbs excessively in situations in which inappropriate; often has difficulty playing/engaging in leisure activities quietly; is often on the go or often acts as if driven by a motor; often talks excessively; often blurts out the answer before questions have been completed; often has difficulty awaiting turn; often interrupts or intrudes on others (Moore, 1996).

Self-advocacy: “the ability of an individual to effectively communicate, convey, negotiate, or assert one’s own interest, desires, needs, and rights. It assumes the ability to make informed decisions and to take responsibility for those decisions’ (VanReusen, Bos, Schumaker, and Deshler 1996, p.6).

Brickerhoff (1994) refers to a Manual developed by the University of Kansas, *The Self-Advocacy Curriculum Teacher’s Manual* (1987, p.3) that describes three interrelated skills:

1. Knowledge of what you want;
2. Knowledge of what you are legally entitled to; and
3. The ability to effectively achieve your goal

Self-worth, or self-concept: a relatively stable set of self-attitudes reflecting description and analysis of one’s own behavior and attributes, and it is interchangeable with self-esteem and/or self-regard. Self-concept emerges from life experiences.

Self-determination: the ability to make choices about one’s life, act upon these decisions, and take control of one’s life (Spiers, 1992, p.13).

Self-determination skills: include such characteristics as assertiveness, creativity, and independence. Skills related found to contribute to successful transition to postsecondary education include:

- (a) an awareness of academic and social strengths and weaknesses as well as compensatory strategies;
- (b) the ability to express such an awareness to faculty and staff;
- (c) an awareness of service needs and appropriate accommodations; and
- (d) the ability to request information, assistance, and accommodations when appropriate and necessary (Durlak, Rose, and Bursuck, 1994, p.53).

Self-Efficacy: a construct that refers to an individual's perception of his or her skills and abilities to act effectively and competently, and how these beliefs influence actions and coping behaviors, the situations and environments that individuals choose to access, and their persistence in performing certain tasks (Bandura, 1977).

Transition: The United States Office of Special Education and Rehabilitation Services (OCERS) has defined transition from school to work life as:

"...a process encompassing a broad array of services and experiences that lead to additional postsecondary education or adult services, and the initial years in employment.

Transition Services: Individuals with Disabilities Education Act (IDEA) defines transition services as follows:

"...a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include: instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation" (Spiers, 1992, p.1).

Federal Regulations:

Public Law 94-142 (1975), formerly the Education of All Handicapped Children Act, is the comprehensive law articulating federal policy concerning the education of and early intervention for infants, toddlers, children, and youth with disabilities. It sets forth requirements regarding the provision of early intervention, special education, and related services and establishes model and demonstration programs, personnel preparation, support, research, and information centers. This was replaced by Individuals with Disabilities Act, (P.L. 101-476)1991 and Amendments of 1997 (P.L. 105-17) which includes transition services.

Rehabilitation Act of 1973, (P.L. 93-112).

Title V of the Rehabilitation Act of 1973 is a civil rights mandate for persons with disabilities. It prohibits discrimination against persons with disabilities in any program or activity that receives financial assistance from the U.S. government. Section 504 prohibits discrimination against persons with disabilities in all programs and activities conducted by recipients of federal financial assistance. In matters pertaining to education, the lead agency is the Office for Civil Rights, U.S. Department of Education.

Reauthorization of the Rehabilitation Act of 1990 (P.L. 99-506). directs state rehabilitation agencies to address working with youth with disabilities in the state plan. Intention is to reduce the service gaps between education and rehabilitation services when needed for exiting students. The legislation intends to strengthen the coordination between vocational rehabilitation and the schools including exchanges of information and data provision of services and access to rehabilitation service.

Section 504 of the Rehabilitation Act of 1973 mandates nondiscrimination of all public or private postsecondary institutions receiving or benefiting from federal financial support. Subpart E of this regulation establishes a requirement that institutions for higher education modify academic requirements that are discriminatory and make necessary adjustments. Colleges and universities must not discriminate in the recruitment and admissions, academic and athletic programs and

activities, student examinations and evaluations, housing, financial aid, counseling, and career planning and placement. In addition, schools are required to make modifications to academic requirements and other rules that discriminate against students with disabilities, to provide auxiliary aids such as taped texts and readers to the students with disabilities, and to ensure that social organizations supported by the school do not discriminate on the basis of disability (West, et al 1993, p. 456).

Section 504 defines a person with a disability as anyone who has substantial limitation in one or more of life's daily activities, including, but not limited to, walking, sleeping, eating, breathing, and learning.

Carl Perkins Vocational and Technology Education Act (P.L. 101-392), authorizes funds to support vocational education programs. Vocational education planning should be coordinated between public agencies including vocational education, special education and the state vocational rehabilitation agencies.

Americans with Disabilities Act (P.L. 101-336), (1990), guarantees equal opportunity for persons with disabilities in employment, public accommodation, and transportation, state and local government services and telecommunications. Title II of the ADA prohibits discrimination on the basis of disability by state and local government entities. The Office of Civil Rights (OCR) is responsible for enforcing Title II.

Job Training Partnership Act (1982) (P.L. 97-300), prepares youth and unskilled adults for entry into the labor force and affords job training to persons facing serious barriers to employment. Youth with disabilities can participate in programs funded under the JTPA programs while in secondary school as well as after exiting secondary school.

Assistive technology is defined by the Technology-Related Assistance for Individuals with Disabilities Act (1988) (P.L. 100-407) as any technology used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

Rehabilitation Act Amendments

On August 7, 1998, President Clinton signed into law the Rehabilitation Act Amendments of 1998 thereby amending and extending for five years the authorization of the Rehabilitation Act of 1973. The Amendments are Title IV of the Workforce Investment Act (WIA) of 1998 (P.L. 105-220). This was designed to "consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States." Other programs included in the WIA include the Job Corps, the Adult Education and Literacy Program, and the Workforce Investment Activities. Full text of the Rehabilitation Act Amendments of 1998 is available online [http:// www.ed.gov/offices/OSERS/RSA/RehabAct.html](http://www.ed.gov/offices/OSERS/RSA/RehabAct.html).

Chapter Two

Review of the Literature

This chapter begins with a discussion on the definition of LD as it relates to auditory processing deficits that impact language skills and educational deficits, followed by several research studies that looked at numerous possible variables and factors that influence postsecondary college success for students with learning disabilities. The need for determining the necessary counselor qualifications and importance for transition planning will also be discussed, as these issues are applicable to postsecondary success.

Defining Learning Disabilities

Review of the literature on learning disabilities suggest that the term ‘learning disability’ in itself is too elusive to be of any use for program planning. In the 1987 Learning Disability Report to Congress prepared by the Interagency Committee on Learning Disabilities, Dr. Stan Dublinske, Director, State and Regulatory Policy Division, American Speech-Language-Hearing Association, urged the committed to look at LD not as a homogeneous diagnostic category but as a “convenient generic term for a group of numerous disorders that make up the category of LD. He stated that, “...up to 80 percent of children and youth identified as demonstrating a learning disability have language disorders.” He recommended that, “...the research on the cause of LD should focus on the subgroup of disorders that manifest themselves as LD” (p.14).

Learning disabilities are frequently associated with language disorders and related auditory processing deficits. Auditory processing deficits are believed to be secondary to intermittent hearing loss secondary due to chronic ear infections during the early years of language development. Kavanagh (1986) states, “Chronic middle ear effusion would prevent many of the auditory messages from accurately reaching the nervous system.” (p. 109)

Thirty years ago, a graduate student from Colorado State University did a research study titled, *A Comparative Investigation of Language Abilities Among Children with Limited Auditory Impairment*. Her thesis findings revealed that even limited degrees of hearing impairment manifest distinctive effects upon language ability (Luhe, 1965).

Zinkus (1986) describes how learning disabled students with auditory processing difficulties result in significant educational difficulties:

A particularly common and very disruptive type of language disorder is the auditory processing deficit. Central auditory processing disturbances included under the category of Specific Learning Disabilities include impairments of auditory attention, sequential memory, discrimination, sound blending, and closure skills. Although the child’s cognitive functions remain intact, the processing of auditory input is deficient. Frequently disturbances in central auditory processing interfere with the ability to develop reading, spelling, and mathematical proficiency despite average or above average intelligence. Identification, interpretation, and organization of sensory data received through the ear appear to be basic functions necessary to all auditory learning. Children with auditory processing disorders frequently show difficulties with following sequences of directions as well as retaining verbal material in the classroom. Short-term memory decay is often quite rapid. These children may learn auditory material, such as spelling

from dictation, but be unable to pass a spelling test the next day on the same words (pp. 107-108).

Figure-ground difficulties are also prevalent. Children with this type of difficulty are often high susceptible to auditory distraction, yet when evaluated in a quiet examining room are found to have excellent attention span and normal auditory acuity. Their limited ability to separate the main auditory stimulus from the background noise often leads to the misdiagnosis of attention deficit disorder and hyperactivity. These children simply cannot filter background noises and select the main auditory stimulus which, in the case of a classroom setting, is the teacher's voice. Learning the basic phonetic approaches to reading as well as acquiring and retaining such auditory material as multiplication tables may prove difficult (pp. 108).

There are differences of opinion as to how best to evaluate for learning disabilities. Lyon (1994) states:

Measurement and assessment practices occupy a central role in research and clinical practice conducted with children with learning disabilities. Despite the prominent role given to measurement and assessment and practices in the field of learning disabilities, there continues to be substantial debate and confusion about the measurement methods and which strategies are most appropriate for the diagnosis of learning disabilities and which assessment devices should be employed to assess functioning in specific domains such as attention, linguistic development, reading, written language, and mathematics (pp. xv).

In addition, determining whether or not an individual has a learning disability and is eligible for services does not ensure an accurate assessment of the student's abilities. There is a need to re-evaluate the instruments currently being used and to make assessments more relevant to what is expected in the classroom (CRC today).

Hoy, Gregg, Wisenbaker, Manglitz and Moreland (1997) also report college students as a group are more negatively affected by levels of test anxiety and its impact on test performance. They feel that if anxiety is not carefully accounted for during an evaluation, it would be very easy to misidentify an individual as demonstrating lower ability, less discrepancy between ability and achievement, and/or over identify attention deficit disorders (p.288).

Various definitions of learning disability amongst service providers adds to this general confusion. The Rehabilitation Act regulations do not separately define learning disabilities, although they are included as a handicap generally. By incorporating the requirement that a disability be one that substantially impairs a major life activity (such as learning), it is possible that the definition of the Education for All Handicapped Children Act of 1975 for learning disabilities could offer guidance (Rothstein, 1993, p. 30).

Various definitions of LD also have implications for whether or not program services are offered. VR State definitions and eligibility criteria are different. Most state vocational rehabilitation agencies will not automatically accept a school's label of learning disabilities as an official diagnosis because of the additional diagnostic categories (attention, motor skills, and articulation) available to state vocational rehabilitation agencies and the requirement that persons making the diagnosis be licensed professionals (Dowdy 1992, p. 444). In addition, unlike public schools, vocational rehabilitation programs are not an entitlement program. Criteria established at the federal level by Rehabilitation Services Administration (RSA) need to include the following: the presence of a physical or mental disability that constitutes or results in a substantial handicap to employment; a reasonable expectation that vocational rehabilitation

services may benefit the individual in terms of employability (Dowdy, Smith and Nowell, 1992, p. 444). Dowdy (1996) outlines the many distinct comparisons of Special Education and Vocational Rehabilitation Policies on definition, eligibility, and diagnosis for learning disabilities.

In addition, Posthill and Roffman (1991) note that many students are never given an explanation of their learning disabilities and report living in a world of confusion. Allen (1996) states, "At a Boston University, 40% of "learning disabled" students made it all the way through high school without having their problem diagnosed."

Educators also do not understand the needs of student's with learning disabilities. Reis, Neu, and McGuire (1994) found many gifted and talented learning disabled students who have discrepancies between verbal abilities and written work are often considered by their teachers as merely lazy or simply inattentive to detail. Greenbaum, Graham, and Scales (1995) reported that students who were interviewed about their educational experiences found professors a source of frustration and poorly informed about learning disabilities.

Stebnicki, Sibrava, and Rice-Mason (1998) conducted a survey from all program coordinators in the Offices of Disability Services on college campuses across the U.S. that offered undergraduate and graduate degrees in rehabilitation counseling. They found little financial support to train college professors on disability issues and the subsequent lack of awareness about appropriate accommodations could have negative implications for students.

Research Studies of LD Postsecondary College Students

Several studies have been conducted with students identified with learning disabilities (LD). For instance, Fourqurean (1994) conducted a study of three follow-up transition projects from a large school district near Houston, Texas, which involved data collected on 258 young adults with LD who exited the district's four high schools from 1986 to 1990. Interviews with high school graduates diagnosed with LD and their parents using telephone surveys were used to determine how they managed the obstacles of postsecondary adjustment, and how to improve special and vocational education and transition programs. The results indicated that three years after graduation, a subgroup of the 55 former students with LD who had enrolled in college, 26% were continuing their education on at least a part time basis. The author suggested students found college more demanding than expected. Students who were not successful had academic deficits in math and reading with scores in the fourth or fifth grade level. The parents, according to the author, believed low self-esteem, lack of self-confidence, lack of study skills, social stigma and embarrassment were factors that interfered with educational achievement.

Hicks-Coolick and Kurtz (1996) interviewed nine postsecondary school counselors in Georgia with an open ended, semistructured interview guide. Interviews were taped and analyzed for themes and categories. The authors found that accommodations and services were being offered to students with LD but in varied degrees ranging from disability support services to comprehensive programs with more staff and structured services. Other findings indicated that high school students with LD are better prepared for the transition to postsecondary school if they had the following: 1) an understanding of their learning disability, 2) an awareness of available services, 3) had received accommodations in postsecondary schools 4) an awareness of legal rights, 5) the ability to assertively speak for oneself.

Blackorby and Wagner (1996) describe the findings from the National Longitudinal Transition Study (NLTS) regarding trends in employment, wages, postsecondary education, and residential independence of youth with disabilities from eleven special education categories in

their first five years after high school. Variations in outcomes by gender, ethnicity, and high school completion status were additional factors included for comparison. The NLTS included more than 8,000 youth between the ages of 13 to 21, and enrolled in special secondary education classes in 1985. More than 300 school districts across the United States were sampled to determine what progress, if any, had resulted as a consequence of 10 years of previous transition-related programs. Multiple data-collection strategies (e.g., telephone interviews or mail questionnaire, analysis of high school transcripts, surveys of teachers and principals) were used to obtain information about the characteristics of their educational experiences, social activities, postschool employment, independence, and use of adult services. Although students with disabilities achieved gains in all categories, over time the gaps widened between youth with disabilities and the general population. Three to five years after leaving secondary school, 78% of graduates in the general population had attended postsecondary schools, in contrast to 37% of youth with disabilities (Blackorby and Wagner, 1986).

Bursuck, Rose, Cowen, and Yahaya (1989) report the results of a nationwide survey of student service providers in 2 and 4-year colleges. Questionnaires were sent to members of the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) directors and coordinators of services. Respondents were asked to provide information on (a) general characteristics of their institution, such as total enrollment, location, degrees offered, and admission requirements; and (b) three key aspects of their services for students with learning disabilities: 1) admission procedures for service psychoeducational reports, personal interviews, etc.), 2) service goals (access under section 504, development of compensatory learning strategies, and remediation of basic skills), 3) actual services provided (504 access services such as taped textbooks and notetakers; special services such as counseling; individualized education plans; and basic skills instruction in general areas of reading, math, and language). Frequencies were computed for each survey item and interactions with variables, as nominal data, were analyzed using chi-square analysis of variance. The results of the study indicated that a large majority of the colleges reported offering access services, personal and career counseling, remediation, and faculty inservice training. Tutoring was being offered by peers 64% of the time and in terms of content area remediation instruction was offered 50% of the time. The results also indicated that smaller colleges were found to offer more personalized services.

Ohler, Levinson, and Barker (1996) compared levels of career maturity with college students with and without learning disabilities. Variables included demographic information: date of birth, race, sex, career choice, GPA, parents' occupation, and quality of work experience, the number of instructional accommodations received by the student, class in college. The number and type of services were identified at four levels (A-D). Analysis of covariance, t tests, and multiple regression analyses were performed. The results indicated that only students who received more instructional accommodations had lower levels of career maturity.

Dunham, Koller, and McIntosy (1996) studied 613 former vocational rehabilitation (VR) clients diagnosed with severe learning disabilities (SLD). The authors examined psychological, educational, demographic, and VR service variables among successful (Status 26/Employed) and unsuccessful (Status 28/Not Employed) closures. Unsuccessful clients were more likely to have received college training as part of the rehabilitation program yet, were closed (Status 28/Not Employed). Several factors, according to the authors, could have contributed to the likelihood of unsuccessful closures such as, unreasonable vocational goals, significant affective problems (e.g., mood disorders, attention deficit disorders), unrealistic expectations from parents, and colleges that did not offer accommodations. This study did not measure the intensity, quality or

duration of services determined, only that they were provided. In addition, the definition of closure, and job placement may be misleading because it does not take into consideration income and whether or not the client was employed full time. Also, the counselor caseload demands and ability to offer necessary services are additional factors which were not measured. Further studies are recommended in order to gain a better understanding of the combination of factors, which lead to VR success and nonsuccess.

Anne (1991) conducted a study from a LD Transition Project of 55 students and special education personnel in seven Minneapolis high schools. Students were interviewed and given the following assessments: Janis-Field Feelings of Inadequacy Scale, the Career Assessment Inventory (CAI), and a transition questionnaire. Students also received individual counseling, case management and transition planning, and follow-up. Academic support groups, and counselor assistance with orientation to college was also provided. At the end of the students' first year of postsecondary education, they were referred to LD service providers in the school they were attending. While still in high school, students received training in self-advocacy, study skills, study habits, accommodations, interpersonal skills, career counseling, understanding strengths and weaknesses, and help in selecting postsecondary schools. Students also were enrolled in mainstream academic courses. Post tests were done in order to determine whether or not the program services were of benefit in preparing these LD students for college. The findings indicated that of the 31 students who were followed through to the end of their first year out of high school, 58% completed a full year of postsecondary school and an additional 26% a full year of employment or military service. The instruments used did not support improvements in self-esteem. However, the students gained skills in the areas of self-advocacy, study strategies, interpersonal relations and accommodations. Some students continued to express denial of their disability and were hesitant to ask for accommodations. It should be noted that during the intakes of these students, it was reported that many students did not even know they had a learning disability and several claimed they were LD because they missed school when they were young, just 'slow to learn', or didn't like school. Knowledge of their strengths and weaknesses were limited. The limitations of this study noted that not all the students received all the services and complete data was not available on all the participants. Since there was no control group, postsecondary results could not be obtained for 21 students. Recommendations for understanding LD should begin in elementary school: waiting until high school may be too late.

Adleman and Vogel (1990) examined college transcripts and questionnaire responses of former LD college students who had attended a small private college 'highly coordinated' support program in Lake Forest, Illinois. The study revealed that the knowledge they had about their learning disabilities had positive implications for employment. Students reported that they were able to make work adjustments in order to compensate for their deficits. Forty-four per cent of the graduates stated that auditory processing difficulties affected their work. Language difficulties also affected work and included problems with reading comprehension and written language, particularly spelling. Only two responses dealt with social/emotional difficulties (4%). Non-graduates did not appear to be able to transfer their knowledge to employment.

Since college guides quickly become outdated, three major components should be explored when searching for the appropriate postsecondary program: (a) characteristics of the LD student, (b) characteristics of the institution, and (c) characteristics of the LD support program (McGuire and Shaw, 1996). Brinckerhoff, Shaw, and McGuire (1992) identified four primary issues that most likely affect students who plan to attend a postsecondary institution (a) How are high school and postsecondary settings different? (b) How are eligibility and access

determined? (c) How are “reasonable accommodations” determined? and (d) How can the independence level of college students be fostered? (p.417)

Gerber and Reiff (1991) found that the most successful individuals with LD manifested a desire to gain control of their lives, a desire to succeed, had strong persistence, and strong goal orientation. (This description appears extremely relevant to the students interviewed in the two comprehensive case studies.)

Siperstein (1988) argued that the successful inclusion of students with LD in postsecondary education requires a comprehensive and programmatic approach. He described a Three-Stage Transition Model that outlines the activities necessary for their transitions constituting a student’s postsecondary career including (a) entering college, (b) managing the academic and social changes during college, and (c) exiting college to enter employment. Shaw (1997) stated that the important factors for college-bound students with LD to consider were admission policies, curricular options (reduced course load or course waivers, nature of support programs (extent of services and number of support staff), and graduation requirements. Blalock (1996) synthesizes descriptions of five levels of transition teams and functions for assisting communities to improve service delivery for students with learning disabilities (p.150). Parents, students and employers are considered as core team members in the partnership.

Roffman, Herzog, and Wershba-Gershon (1994) demonstrated in their research study that by implementing a course in Understanding Learning Disabilities (USD) that the program could have a positive influence in helping young adults self-advocate and attain self-understanding. Brinckerhoff (1994) recommends implementing the Summer Transition Program (STP) in which seminars are offered to teach students how to use accommodations, to effectively advocate and negotiate, to understand their learning disability, and know what their legal rights.

Halpen, Yovanoff, Doren and Benz (1995) identified six predictors associated with participation in postsecondary education: (a) high scores on a functional achievement inventory, (b) competing instruction successfully in certain relevant curricular areas, (c) participating in transition planning, (d) parent satisfaction and (e) student satisfaction with instruction received by the student, and (f) parent perception that the student no longer needed help in certain critical skill areas (p.151). Fourqorean, Meisgeier, Swank, and Williams (1991) study reveal that math ability, high level verbal IQ/academic and parental involvement are related to postsecondary educational success.

Greenbaum, Graham and Scales (1995) interviewed 49 adults with learning disabilities to record their experiences and attempt to identify keys and barriers to success. Factors which were believed to contribute to educational success included mild-to-moderate LD, IQ, and socioeconomic-status level higher than average. Barriers to success included personal factors, institutional barriers, discrimination and resistance from instructors, faculty, and administrators. Recommendations of the study were to promote and advertise disability related services, support social groups, improve existing services, help families by preparing them to investigate schools for services during the transition from high school to college, and improve instructional interventions to promote self-awareness and decision-making skills.

Yost, Shaw, Cullen and Bigaj (1994) recommends that future studies pinpoint additional variables (e.g., parental pressure, competencies of entering students, and the academic demands and requirements of a particular college or university). It would appear that deciding on what

strategies to recommend and how to advise a student on a specific type of accommodation would be a considerable challenge.

The Need for Qualified Counselors and Transition Planning

Educators continue to research what competencies and skills are necessary in order to accomplish the important task of helping LD students achieve postsecondary success. DeFur and Tayman (1995) survey of transition specialists revealed knowledge of coordination, communication, and collaboration with knowledge of agencies and systems change as the top ranked competencies. Hicks-Coolick and Kurtz (1996) report school social workers, if trained, are ideally suited to assist students with learning disabilities. They believe that social workers have the transferable skills from their training and experience of advocacy, networking, social skills training, service planning, and group facilitation to assist students and their families.

Hohenshil and Humes (1979, p 221) stated that if counselors are to ensure the legal 'rights of the handicapped' as required by Federal legislation mandates, they would need to expand their roles by providing information, advocacy, parent counseling, consulting, career development, and individual planning. In order to meet these demands, numerous service providers are now involved in planning and coordinating all the essential services for potential postsecondary students (e.g., transition specialist, vocational rehabilitation counselors, vocational education, and special education and postsecondary counselors).

Enright, Conyers, and Szymanski (1996) recommend that career counselors, employed in postsecondary educational settings, need to have knowledge of (a) the impact of disability on career development, (b) the impact of disability on postsecondary educational participation, and (c) the need for access and accommodation in career services (p.103). Curnow (1989) believes that counselors who serve persons with pre-career disability need to be knowledgeable in the areas of early long-term planning and the impact of disability on vocational development. A systematic approach of counseling needs to consider relevant experience, decision-making ability, self-perception, vocational and social experiences, supportive counseling and assistance in attaining occupational information.

Postsecondary service providers need to become knowledgeable with the issues related to technology in the selection, training guidelines and mediation between faculty and students. Day and Edwards (1996) lists a variety of devices which can improve the learning by circumventing deficits: word processors with spell checking, proofreading, abbreviation expanders programs, speech-control tape recorders, optical character recognition systems, listening aids (systems that use microphone and headset designed for students with auditory deficits), speech-synthesis/screening review systems (voice output systems that read back text displayed on the computer screen), speech-recognition systems, systems that allow the user to operate the computer by speaking to it), data managers (technologies that store personal information for students with organization and memory difficulties), and talking calculators. Technology is a tool that can be used to promote literacy and also allow teachers to accurately assess students performance and knowledge (CEC, today, 1999).

Qualifications of service providers are also under review. Johnson (1993) suggests that counselors should have a master's level of education to have the basic skills necessary to provide all the comprehensive services that are required. She also notes that there are no state certification or established specialist criteria for employment in postsecondary settings. Norlander, Shaw and McGuire (1990) state that college learning disability programs are typically

coordinated by directors of Disabled Student Services, and only 9% of the directors surveyed by Brosser (1984) were trained in special education (p.426).

Educational concerns are also applicable to rehabilitation counselors with state rehabilitation agencies. The American Counseling Association Government Relations Briefing Paper (March, 1997) reported rehabilitation counselors in four states (including Virginia) were not required to hold a bachelor's degree. The new federal regulations issued on February 1997 by the U.S. Rehabilitation Services Administration (RSA) now require that rehabilitation counselors obtain at a minimum, a master's degree in counseling and the Certified Rehabilitation Counselor (CRC) credential issued by the Commission on Rehabilitation Counselor Certification (CRCC).

Strong linkages between service providers and specific transition program planning are also recommended in order to bridge the gap for students from high school to college. Koller (1994) notes that waiting until the senior year is too late for transition to occur as students may have already dropped out of school. Approximately 30-40% of students with learning disabilities drop out of high school each year (Lichtenstein, 1992). Humes (1982) believes the process of career assessment and counseling in a planned, sequential manner is vital to the vocational development of individuals with a disability. The individualized education plan (IEP), and the individual written rehabilitation plan (IWRP) help to identify the goals, and objectives to overcome the obstacles in order to enhance positive outcomes.

The 1992 Amendments to the Vocational Rehabilitation Act, require each Individual Work Rehabilitation Program (IWRP) to (a) be designed to achieve the employment objective consistent with the individual's unique strengths, resources, priorities, concerns, abilities, and capabilities; (b) include long-term goals based on the assessment and on the individual's vocational rehabilitation needs, including his or her career interests and the extent to which those long-term goals shall be accomplished in integrated settings; (c) include the intermediate rehabilitation objectives related to attainment of the long-term goals; (d) include a statement of the specific VR services to be provided and the projected dates of services; (e) include a statement of rehabilitation technology services to be provided, if appropriate; (f) include a statement of on-the-job and related personal assistance services to be provided, if appropriate; (g) include indication of the need for postemployment services; (h) include a description of how services will be provided or arranged through cooperative agreements with other service providers; and (i) include the evaluation procedures and evaluative criteria for determining if the goals and objectives have been met (Dowdy, 1996, p.138).

Vocational rehabilitation counselors have an important role to play in the transition process (Dowdy, Smith, & Nowell, 1992; Clausen, 1997). When Congress passed the Rehabilitation Act in 1973, legislation funded vocational rehabilitation agencies and activities throughout the United States. Today, young adults with disabilities leaving the school system may access vocational rehabilitation (VR), a nationwide federal-state program for assisting eligible people with disabilities. VR offers a wide variety of services including evaluation, counseling and guidance, medical and hospital care, job training, maintenance, transportation, services to family members, interpreter services, reader services, aids and devices, tools and equipment, recruitment and training services, job placement, job follow-up, occupational licenses or permits and other services that an individual may need to become employable.

Even though parents, special educators, and vocational rehabilitation counselors differ in their perceptions about transition and available services, special education and vocational rehabilitation providers have come to believe that they need to seek greater coordination to

achieve maximum impact for both the educational and rehabilitation process (Kavale & Forness, 1996). Keys, Bermak, Carpenter and King-Sears (1998) recommend the need for counselors to make changes in the traditional collaborative consultative methods when serving at-risk-youths by becoming coordinators and facilitators in order to assure that all the necessary program goals are achieved. Bassett and Smith (1996) also call attention to the fact that although educators agree that transition services can improve postsecondary outcomes, educational reform will be needed in order to train educators, who assist students with learning disabilities obtaining the necessary services. Dowdy, Smith and Nowell (1992) report that many special education teachers lack an understanding of the vocational rehabilitation system and the knowledge to access services for students with learning disabilities.

Summary of Theoretical Framework

“How can we be writing laws, categorizing children, certifying teachers, consuming tests, and promoting special education practices before we know clearly who should be receiving services and what interventions are efficacious? “ (Moats and Lyons, 1993, p. 284) The review of the literature indicates that there is a great deal known about what fosters and hinders postsecondary outcomes. However, confusing definitions of learning disabilities along with different expectations as to which professional credentials and service providers are best prepared to meet the needs of these high risk students can be expected to influence postsecondary outcomes.

Chapter Three

Methodology

This in-depth comprehensive case study will obtain information from the student's perspective as to what specific variables are influencing postsecondary outcomes. It is hoped that the findings will contribute to an improved understanding of the accommodations and services the student found to be most beneficial. It is also hoped that the data obtained will enable educators to understand how they can assist students in overcoming barriers to postsecondary success.

The case study approach was considered the most appropriate methodology for an in-depth study of a small number of cases in order to make analytical generalizations (Miles and Huberman, 1994). Selecting a sample of ten case studies permitted three to four students to drop out of the study without negatively influencing the findings of this descriptive study.

The goal of this comprehensive descriptive case study research design was to gather most of the information directly from the student and to verify the information with other significant individuals who are familiar with the student (e.g., parents, counselors, family members, significant others). Descriptive information collected from the multiple sources improves the validity of the data collected and adds additional confidence in the theory (Yin, 1993).

In addition, unlike most other research studies reviewed in the literature, this study will gather and code information about the LD student's own personal social history, medical, psychological, and educational history. Educational and psychological assessments were also reviewed and coded in order to assess any relationships between the student's limitations and the type of services they receive. The assessments were also used to validate the participant's reported learning difficulties.

Research Topics

In order to answer the research questions as to what types of services enable these postsecondary college students to overcome barriers and achieve positive educational outcomes, additional research topics evolved. The negative consequences of traumatic educational experiences and damaging stigma of the LD label were reported as causing anxiety disorders and poor-self-esteem. Solutions for these newly identified barriers were also reported.

The importance of advocacy at all stages of educational development and a self-esteem re-building process was also examined. Advocates who served as educators, became role models and provided students with the necessary links to appropriate remedial services and accommodations. The nature of interagency training and education as well as administrative and legislative recommendations for improvements in the delivery of postsecondary college programs to LD students were topics that emerged from the findings in this study.

Finally, associating auditory processing deficits with the LD student, offered specific related 'auditory' accommodations and related language remediation solutions to improve postsecondary success. Medical research was presented that demonstrates the negative educational consequences of otitis media and allergies on academic performance.

Sample

Two participants were selected for the comprehensive case study as they represented a LD student with the defining categories of auditory processing deficits and related language difficulties in spelling and reading and did not have any cognitive impairments. Both students

were able to document their learning difficulties with psychological, language, and educational assessments. Both students also had numerous experiences in accessing services from community colleges, and service providers. The researcher had interviewed several other students and significant others. However, the researcher believed that the data that was presented in these two case studies was saturated with sufficient data for analysis.

Procedure

The first step of the research process involved submitting a Virginia Polytechnic Institute and State University IRB Request for approval. Once approved by the IRB, the researcher initiated telephone contact with the Director of the Office of Institutional Research at Northern Virginia Community College (NOVA). A written request regarding the use of human subjects was then submitted and approved by two of the Northern Virginia Community College Systems. Follow up memos and emails were received and approval was received from two Provosts who agreed to permit the research (APPENDIX A).

A letter was also sent to the Chair of the Human Subjects Research Review Committee for the Virginia Department of Rehabilitative Services (DRS) and approval was granted (APPENDIX A). Because so many students were self-referred, additional approvals from DRS offices were not warranted.

A selection of a pool of appropriate subjects was needed for it was unclear at the beginning of the case study how many cases would be needed. A pool of 10 appropriate subjects were sought after. It was expected that the achievement of fully saturated codes (e.g., additional subjects generated no future coding categories) would occur before all 10 subjects would be studied. Therefore, once this pool was selected, a careful examination of their criteria would allow a decision to be made about the first case. The plan is then to select subsequent cases, which would allow further exploration of issues uncovered in the first case. This process would continue until new cases provided no new data codes.

The first step to develop a pool of 10 subjects was accomplished in the following manner. Subjects were recruited as a result of distributing a recruitment announcement (Appendix B) to two community college counselors at NOVA. This notice was also posted in the *Parent Educational Advisory Training Center (PEATC)* newsletter. A letter was sent to the *PEATC* Editor requesting that the announcement be advertised in the *PEATC*, newsletter (APPENDIX B). The announcement in the Spring 1999 *PEATC* newsletter initiated several telephone calls of inquiry by students with learning disabilities who expressed an interest. One participant who was selected said that his physician had seen the announcement and encouraged the student to call for an interview.

Participants who elected to call and wanted to volunteer for the research study were initially interviewed by telephone to discuss time commitments, explain confidentiality issues/concerns, and answer further questions. The purpose of the research study was also explained and they stated that they had records that they could submit to verify their learning deficits and academic needs.

At the time of the interview, all participants and the students were asked to review and sign an informed consent form (Appendix C). They were also required to sign a release form (Appendix C) allowing the researcher access to their psychological, educational assessments and medical reports. This information was used to confirm the LD disability, diagnosis, severity, and define subgroup factors (e.g., auditory processing deficits, and visual deficits). The selected students also agreed to grant permission and sign a release for other significant individuals to be

interviewed (e.g., parents, counselors, and teachers) who have knowledge of their access to support services and knowledge of their limitations and strengths. In addition, these students agreed to commit 2-3 hours for their interviews (APPENDIX C).

From among those who responded to the advertisements, ten students were identified who had the following LD characteristics as defined by the National Association for College Admission Counseling, *College-Bound Students with Learning Disabilities, A Guide for Counselors* (Alexander and Kravets, 1997). For this sample, LD is also defined as

- Permanent
- Found in students with average or above average intelligence.
- A pattern of uneven abilities.
- A processing problem presumed to be due to central nervous system dysfunction
- Manifested by significant difficulties in one or more of the following areas:
 1. Oral expression
 2. Listening comprehension
 3. Written expression
 4. Reading skills
 5. Mathematical abilities
 6. Reasoning
 7. Social skills

LD is not

- Mental retardation
- The result of:
 1. Poor academic background
 2. Emotional disturbance
 3. Lack of motivation
 4. Visual or auditory acuity problems
- A homogenous group of disorders (Alexander and Kravets, 1997, p.7)

The above characteristics reflect the definition described in Section 504 of the Rehabilitation Act of 1973 which defines a learning disability as a “disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell or do mathematical calculations.”

Psychological and educational assessment information was also obtained in order to confirm average to above average intelligence. Educational evaluations were used to verify the history of academic difficulties; speech and language reports will document a history of processing deficits. Specific LD characteristics were documented and recorded to assure the appropriate sample of students and identify their specific learning difficulties (e.g., auditory processing and visual processing deficits, academic deficits in reading, spelling, math, self-esteem, self-concept).

This process yielded a decision about the first two subjects. Information related to the above factors, the history and educational influences of these two students were obtained. Next, general intake information on medical, employment, educational, and social history information were gathered through the use of a Questionnaire (Appendix D). An open-ended format questionnaire was used to encourage the students and their significant others to talk freely about their concerns, hopes, and plans for the future. Questions were also presented in a manner to

solicit information and not merely to obtain ‘yes and no’ responses. Once it was determined that this data could be acquired, an appointment was made to interview the first subjects.

Analysis of Data

Audiotaped interviews were transcribed using the Ethnograph v5.0 computer software program. This software program was selected because it allowed the researcher to code all the possible variables and factors needed for this study. This qualitative research software program also allows the researcher to code data and identify themes, which can be revised and refined as the analysis dictates.

The transcripts from each case study were reviewed, coded and then categorized into major themes and later, after additional review, analyzed in more depth to identify other categories within the themes. The major themes from both case studies were then reviewed for similarities and common relationships. The final significant major theme was then identified and implications and recommendations for educators emerged from the data obtained. This procedure follows the recommendations of Corbin and Strauss (1996) for analysis of narrative data.

To assure accuracy while coding the data, transcripts were also reviewed with other graduate students who were doing qualitative research. These additional opinions of fellow graduate students helped to verify the themes. Peer review contributes to the validity of the research findings (Ely, Anzul, Friedman and Steinmetz, 1993).

During interviews with both participants, the researcher attempted to ask numerous open-ended questions related to my questionnaire. The researcher tried to avoid no and yes responses. The interviews were carried out in a quasi conversational manner designed to touch upon each of the major topics of interest. Table 1, 2, and 3 represent the frameworks used to explore issues in those case studies (See page).

Once the first case was fully analyzed, the second was then selected. The same procedure and framework was used in the second case. A decision was made to cease further case studies because the vast majority of codes were fully saturated. Thus, only 2 case studies were included in this research.

The researcher had the advantage of being supervised throughout the coding process by a professor experienced in the field of qualitative research. In addition, the researcher had the opportunity to participate in peer support groups throughout the study. The researcher also had over twenty years of experience in the field of counseling special populations and students with disabilities. For these reasons, it is believed that the themes that emerged were appropriately identified and coded and the findings can be considered valid.

Summary

Comprehensive case studies from two students with learning disabilities who were successful at completing postsecondary colleges were developed and analyzed. Educational barriers and educational solutions were identified that made postsecondary success feasible. The students who were selected meet the criteria that had been planned for this qualitative study. They had many educational stories to share, records to document their auditory processing and language learning disabilities. The participants also authorized release of information for authorization for significant others to be interviewed. Supportive individuals were able to validate the beliefs and opinions of the students.

Data from medical records and educational assessments were also reviewed for the purposes of triangulation. This comprehensive descriptive included the collection of pertinent demographic information and transcribed interviews from other significant individuals who knew the student and had been involved in assisting them achieve postsecondary success. Inconsistencies, when identified, were clarified by asking additional questions. The data was reviewed, coded, and analyzed. The data was also re-reviewed in peer coding groups to improve the validity of the research themes and codes. The researcher also had the advantage of being supervised throughout the coding process by a professor experienced in the field of qualitative research. For these reasons, it is believed that the themes, which emerged, were appropriately identified and coded and the findings can be considered extremely valid.

Finally, the Tables were developed to illustrate the reported findings of this study and help to explain the importance of the final theme of advocacy, the links to necessary services, and accommodations that made postsecondary academic success possible for both students. The Tables also help to illustrate the difficulties students will continue to experience if certain administrative and legislative changes do not take place.

Chapter Four

Case Studies and Analysis of Data

First Case Study

The participant's name was changed so as to protect the confidentiality of the student. The campus location was also purposely not identified. Since this student attended two separate Northern Virginia Community College (NOVA) campus sites, they were identified as Campus A and Campus B. Numbers in the parentheses indicate the lines in the transcribed narratives located in (Appendix E).

This descriptive case study is a narrative analysis of a tape recorded interview with Sam, a 36-year old student attending a local Northern Virginia Community College (NOVA) campus. He responded to an Announcement in the *PEATC (Parent Educational Advocacy Training Center) Press* newsletter that his rehabilitation counselor told him about. Sam indicated to me that he was eager to tell his story and was able to submit records that documented his learning disability (LD). Sam subsequently met with me to answer questions about his medical, social, employment history, and educational experiences. Sam explained how he was able to overcome barriers frequently associated with learning disabilities (e.g., deficits in basic skills, poor self-esteem, auditory processing deficits), and described the services he received that made it possible for him to obtain an Associate Degree in General Studies.

Data from an interview with the student's community college counselor, experienced in counseling post-secondary (LD) students, was also analyzed in order to obtain an additional objective opinion on Sam's anxiety to achieve his educational goals. In addition, educational and psychological assessments were reviewed in order to validate Sam's beliefs. The triangulation of several sources of data validates the findings of this investigative study.

Overview of Themes

Coding the data, the emergence of four major themes and one minor theme were identified. The first theme concerns the development and treatment of an anxiety disorder; the second theme discusses the services Sam received that helped him learn to read and overcome his basic skill deficits; the third theme identifies the caring emotional support from friends and significant professionals who also frequently made a difference by either offering or finding academic solutions; the fourth theme identified reported employment and self-actualizing motivational drives and ambitions necessary to want obtain post-secondary education.

The final fifth and final theme identified a variety of accommodations (e.g., support groups, tutors, technology, extra time on tests). The data were presented and related to these accommodations proved insufficient to ascertain whether they had any significant influence on Sam's post-secondary success. Review of the data revealed that Sam had two major hurdles to overcome: an anxiety disorder and a sensory deficit. Sam explained that the key services included counseling to lessen his anxiety and language remediation to help him learn to read. In addition, it became apparent that the anxiety Sam harbored from his early demoralizing educational experiences would continue to plague him into his adult years. Sam's anxiety was described as so significant that it proved to be the basis for requiring most of the other solutions (accommodations). Lastly, Sam's auditory processing deficits were coded as a sensory impairment that would require related accommodations.

Theme I

Anxiety Disorders and Treatment

The first and perhaps most recognizable and significant barrier for Sam was described by him as an educationally related ‘anxiety’ disorder due to multiple traumatic educational experiences that affected his psychological integrity. Sam stated, “ I was convinced that I was stupid, I couldn’t learn, and I’m not worthy of anybody’s time. And so mentally I wasn’t there ...” (910-914). As a result of the social isolation, the following quotes reflect how Sam got the message that he was intellectually inferior, academically inadequate, and not capable of learning. The following statements also describe the origins of Sam’s negative self-concept about his capabilities:

Looking back at it, it’s pretty disgusting, I mean, to be treated like that and just to more or less be farmed out and stuffed in a closet, it to me society is saying we really don’t give a shit about you, you know, just be pretty, be quiet, you know, be invisible, ...(670- 685)

... they had no space for us, so they cleaned out a janitor’s closet, the (UI) in the floor and the whole nine yards, put three or four desks in there, and there’s like five or six of us, so that means at least two people didn’t have desks to sit at I was taken out of all my classes and told just act pretty in the corner, smile and be happy, and you’ll be fine. (856-878) ... and I just sat there and looked at the four walls, that was my day at junior high I went to lunch, I went to gym, (575-633)

Sam reported stories of specific instances when teachers and counselors allowed him to believe that he was incapable of learning. Sam reflected on an episode when he was not permitted to read out loud in his reading group because his teacher didn’t want him to be humiliated. Sam stated:

... and I said, you know, so I’m the worst out of us, ... the worst of the whole junior high, so I guess that would make me the worst of the worst as far as academic abilities the worst, and I’m looking back at that now and I find the whole thing disgusting, it’s kind of comical too. (637-665)

Sam was also not allowed to graduate with his peers and tells of how he was notified by a counselor that he did not know. Sam stated:

And he laughed, and he said, “I’ve just been sent down here to tell you that you’re not going to graduate.” And I said, “Well why won’t I graduate?” He said, “You failed gym.” I was a very athletic person. I was on all different teams, county team sports, played really, really excellent athlete and won tons of trophies and the whole nine yards for town support leagues, and he said, “Well, you didn’t pass gymyou haven’t passed gym since ninth grade, you’re not going to graduate. (697-742)

Sam reported how he eventually lost interest in school and subsequently was considered a behavioral problem. He said:

I remember the principal saying, “Just go to class and be quiet and you will do fine.” And somewhere, I guess I realized all I have to do is show up and I’ll pass the class. So, I figured well, if I’m going to pass, why show up? So, I started not showing up so much, and then that caused a lot of problems, and I kept getting called into the

principal's office for not going to class. So I said, "Well you're going to pass me anyhow, what the hell is the difference if I am here or if I am not?" (828-854)

Sam described how anxiety affects his ability to recall information. Sam stated:

... and I remember being so scared when he put the sheet in front of me that I looked at, I just started abstractly writing down numbers, whatever looked good. Didn't even try, didn't count, well, I know three times seven is 21, (1615-1623)

Sam describes what his residual anxiety feels like:

... when my anxiety kicks in, that's when I shut down, and I call it the "doing the deer-in-the-headlight syndrome". As soon as I get nervous, I do not – I do not function, and unfortunately, it's like a time warp. Something will happen, somebody in class says, okay, next week you're going to have to do this, and it triggers something, fear kicks in, next thing I know two weeks have gone by, and to me it's like minutes later, I've been catatonic the whole time. (2018-2047)

Sam reported that he was plagued with anxiety that even interferes with him when he has to complete an application for employment. He stated, "... and I have to fill out all these government paperwork forms and I looked at them and just went catatonic." (2837-2844)

Sam's psychological evaluations confirm the extent of his anxiety as they document residual somatic and cognitive impairments. A 1995 Diagnostic stated that Sam had test taking anxiety, confusion, difficulties making decisions, mind going blank, and difficulty sleeping. It was recommended that he receive pharmacological treatment (anti-anxiety medication) to help him overcome his difficulties.

A 1997 psychological assessment also stated, "Academic performance is further impeded by generalized anxiety and obsessive compulsive features and treatment has focused on developing strategies for coping with anxiety and obsession thinking, as well as organization and motivation strategies."

Sam was referred for the above assessment and for recommended counseling by his rehabilitation counselor. Sam attributes the counseling he received for his anxiety as one of the key factors that contributed to his ability to do well in college. Sam stated:

... I've come to identify that my greatest problem, to read a problem that is really minute. That's an easy thing to fix. Believing that it's unfixable, I can't do it, how can you do – if you can do something really good, but you believe you can't do it, you know, I mean, you've got to come – I've realized I've got to change that mental perception that I can do things, that's been the hard thing. 1633-1664)

Sam learned to read but the anxiety still affects his reading ability. He stated, "I can actually read. It takes me a minute, but I can read it. But mostly now is anxiety, and I have to stay calm, if I stay calm, I can read." He also stated, "The funny thing about it is, this is the psychological component, it was a year after, it took a full year until I started realizing that I couldn't do it." (1958-1063)

Sam felt the need to drop several classes to allow him time just to concentrate on coping with school related anxiety. Sam stated:

... the psychologist and I realized I can't take these classes because I'm going to fail, and it's not a question of my ability, my intellectual ability, can I do it, can I do it, it's a psychological component, and I need -- I need to solve, I need to put – I need to conclude this somehow so I can do these classes. So, at the last minute, literally, I think the week of class I changed, I dropped humanities and a history requirement (2104 – 2162)

Sam's college counselor also stressed the need for students to modify their course selection. She stated, "it's having the student take less to do better students need to understand the balance based on how long it takes them to learn and to process." She also acknowledged the dilemma parents face when students may lose their health insurance when they are required to be full time students. (262-296)

With counseling Sam also reported as to how he has gained insight into why he developed a poor self-concept. He stated:

I'm finding out all these behaviors and how I perceive today and how I interact with myself is all subconscious, and all these subconscious programs that are running sometimes don't have any point, they're like leftover programs from my childhood that we maybe developed as some kind of defense program, but it still runs in the background even though it's obsolete, and how do you go in and re-write it or change it or – I found - - I don't know how, but I know when you become conscious of oh, I do these things under these circumstances and suddenly that something – that does something to change that – the action, you know what I mean? (2311-2356)

With the benefit of counseling, Sam reports his academic success:

The anxiety component takes hours to do a few minutes worth of work a lot of times, and I identify that now and this past semester I really did brilliant, I mean, really did good. I wrote excellent – the best papers I've ever written before and that was the first semester I didn't go catatonic because of working with my counselor If I lost a week, I would have been dead. I almost did, but I recovered. (2512-2533)

Sam also stated:

I feel like I'm in the process of turning the corner on that, and now all this stuff has developed because I think my disability was caused by the way I was taught how to react to it, and it wasn't necessary. Does this make sense? (3341-3347)

Sam reports frustration, disappointment and anger as to why he never received the assistance he needed sooner. Sam stated:

... who knows what I would have done or capabilities I could have gone to at this point in my life academically, that you know, that was denied to me, consciously denied, not accidental. People made decisions and said, "You are not going to be allowed to do this. We're going to do everything we can to prevent you from doing this." (1740-1778)

Nevertheless, Sam reports that he now has found hope in order to be able to attain his academic goals. He stated, " And biggest problem now academically is redefining my space or redefining my box, my box of existence, what my dimension of my universe is, and it could be anything I want to be, and that's really powerful." (2311-2356)

It is important to note that Sam's community counselor also stated that mature students like Sam who had previously been in denial of their disability, benefited from long term therapy as they found relief to know that they were not stupid and when they found the reason for their learning difficulties, they were more at ease. (1824-1833)

In summary, Sam reported several panic attack 'triggers' that were directly associated: beginning a new school semester, studying, test taking, and completing school assignments. These attacks eventually transferred over to his difficulty in completing a simple internship application form. Sam attributed his anxiety related 'triggers' to insensitive elementary and high school teachers who left him feeling totally incompetent and incapable of learning because they failed to help him find solutions and alternatives to overcome his educational difficulties. Sam

would continue to require counseling in his adult life in order to help him overcome the reinforced residual feelings of incompetence and failure.

Theme II

Sam Learns to Read when He is Taught How to Hear

When Sam applied for support services at the local community college special educational services office for accommodations, he was unable to explain his disability and had no documentation to support the fact that he even had a disability. The college special services counselor subsequently referred Sam to a vocational rehabilitation office for the necessary evaluations. Sam stated that he eventually received the assessments that would find him eligible for assistance. The rehabilitation counselor helped him obtain Books on Tape and enabled him to obtain the two main things which would contribute to his academic success: language remediation that helped improve his reading and writing skills, and counseling to overcome school related anxiety.

Sam's counselor described his learning disability as:

"...he seemed to be able to understand and remember things pretty well when people talked to him, but it was the printed material, learning through print and writing that was very, very hard..." He just needed some accommodations to help. And he went on and did really well, he wound up being nominated for "Who's Who among students in America's junior and community colleges... (57-86)

The following reports documented the extent and specific type of Sam's reading and learning difficulties. A 1995 report stated, "Diagnostic Impression: Developmental Reading Problem".

Additional assessments documented the extent of Sam's academic deficits as well as his intellectual capabilities:

A 1995 Psychological evaluation, Wechsler Adult Intelligence Scale – Revised) WAIS-R) reported High Average range (Full Scale – 115) Performance (130) Verbal (102) a gap of over 25 points between the Performance (130) and Verbal IQ (102), which is consistent with a learning disability. Sam performed in the 1st percentile for spelling (Deficient) and the 4th percentile for reading (Borderline) on parts of the Wide Range Achievement Test – III. Sam was diagnosed with a Developmental Reading Disability and Developmental Expressive Writing Disability. Sub test scores ranged from a low of 6 (digit span) to a high of 18 (similarities). Sam also reported always struggling with subjects in school that were reading/spelling related; reported that written language formulation; math word problems; comprehending information from books were difficult. He also had difficulties with all his written paper work and with taking notes.

Sam's spelling sub test, reported that he had difficulty spelling relatively simple words such as, "circle, material, and surprise." A writing sample showed multiple errors in grammar, spelling, and punctuation and weakness in all aspects of verbal and language processing. Tutoring was recommended in order to improve his language skills. A 1995 language report stated:

Recalling sentences assesses the ability to recall sentences of increasing length and complexity - his score of 37th percentile suggests a mild impairment of short term auditory memory. Formulated sentences, which evaluates the ability to construct compound and complex sentences, results were 91st Percentile and were well above average. Overall, his language functioning is intact. The variance seen in his scores

seems to be mainly due to his auditory memory. The language evaluation report stated: It is recommended that he participate in an intensive, structured therapy such as the Lindamood Auditory Depth in Discrimination (ADD) program. This is useful in teaching basic prereading skills of sound conceptualization and rapid encoding and decoding of sound sequences. After completion of the ADD program, he could benefit from therapy for his written language formulation.

Initially, Sam was able to overcome his reading deficits by using Books on Tapes. Sam described how he overcame his hearing difficulties. He stated:

... because I'm visual oriented, so I can't just listen, I can listen to the tape, but I just don't retain it, but if I have the book in my hand and I read it with the tape, and I just – I have speed control on my tapes so I can run it at my reading speed, and this way if the word is difficult, I can do it. (2218-2243)

Sam eventually learned to read after his rehabilitation counselor referred him for language therapy. He stated:

My counselor sent me through the Language clinic and now that form you gave me, I can actually read. It takes me a minute, but I can read it. But mostly now is anxiety, and I have to stay calm if I stay calm, I can read it. I can read now, I write – I write brilliantly. (1675-1680)

Sam described how the program helped him learn to read by teaching him how to hear sounds. He stated:

It was hard in the beginning, but they would say, they'd give me blocks, colored blocks, represent particular sounds, say syllables in a word, or not even syllables. I guess phonemes, individual sounds words make or letters make, and they could give abstract words or just sounds, and you would have to identify all the components of the sound, and you have your color blocks, and I would hear – say, if they gave four sounds, I might only hear two of them. They took the symbols and all the possible sounds that go with the symbol, and they consolidated it into a finite limit of symbols with a finite limit of sounds, and then with this bag of tricks, you could put together any word you want. I was hearing the sounds, but I wasn't perceiving, to me it was all the same thing, and then they trained you really intensively on hearing and identifying the different sounds. So, now I know that this sound was actually made up of three individual sounds, To me, it's one sound and after intensive training I can hear, well, two sounds, okay, three, there are four sounds, and then they started introducing letters and then into words, and when you got into trouble breaking a word down, what did the letters make? What are the possible sounds? And then suddenly, I don't know, you can read, and maybe that ability didn't come as natural as for so-called normal kids pick this up fairly rapidly. With me, maybe I was never taught it. Maybe I had a deficit, but with extra time it would have been compensated for, I don't know. (1788-1843) (1900-1933)

Sam denied any history of other medical problems including hearing loss and or visual perceptual problems. He stated that he was quite certain that he had allergies due to grass pollen, dust, and cats. Sam reported that he had audiological assessments done over the years at work and at school and had been told that he did not have any hearing loss and wondered if this was an accurate assessment. Sam stated:

I work around loud machinery and it was tested at work what they tell me I pass with flying colors specifically.” (357-403) However, Sam also doubted the accuracy of the assessment as he had learned to ‘distrust people’. Sam reported that as a child in

school, he recalled being told everything was fine. He said, “What they say to you and what they think aren’t necessarily true.” (1880-1898)

Sam’s college counselor stated that students like Sam would benefit from learning specialists and teachers who knew how to use different learning styles in order to capitalize on their strengths. (1214-1231) She noted that most students were attending a community college because it was the least expensive and they could not normally afford a lot of add-ons. (1332-1375); (1350-1374); (83-96)

It should be noted that Sam had the advantage of specialized programs services paid for by the vocational rehabilitation agency. If Sam had been a young adult still living at home and dependent on his parents for support, he may not have been found financially eligible for the services and the assessments that he required and benefited from.

Sam also came to realize during his interview that he was unable to succeed in college in the past because he had not acquired a foundation of basic study and writing skills. He stated:

Speaking to you I realized a lot – for me to do that objective there were so many other pieces missing. I don’t mean academic pieces, but the pieces that go into academics, I mean before a math class I haven’t had formal Trig. But then there’s these other components that were missing that were so fundamental, just basic study habits, how to sit down and just things I guess you learn in grade school that for me being never given these assignments, you know, I mean, friends of mine have all told me that they learned how to write essays in grade school I never wrote one in my life. I didn’t know what a topic sentence was. Friends were like, oh, I learned them in like fifth grade. (3676-3709)

Sam also reported that he never had any experience doing math homework and never learned how to develop good study habits. Sam stated:

I’ve always wanted to know how far I could go academically, and to know how far I can go academically, I thought I had to go back and what I used to say, you know, fix the potholes means never really being taught anything, learning how to read and write, learning, you know, geometry, all these things you’re supposed to get so when you go to college you have this strong foundation. (2371-2407)

Sam’s college counselor also noted that students need to understand that if they need remediation, it’s not going to all happen in 16 weeks. In addition, she stated some students think that if they just show up for class they will pass. She believed students need to realize that quality counts in college and remediation takes time. Students who are successful need to be prepared to work hard and know it is going to take time. Sam’s counselor stated, “To do otherwise, “you’re just setting them up for failure.” (704-926); (961-990)

Sam reported frustration as to being written off by his teachers as incapable of learning and thus denied the other normal educational experiences that made his chances for academic success even more unlikely. Sam’s anger was apparently further compounded by not being able to understand why ‘solutions’ (easy answers) to his learning difficulties were not offered to him sooner during his most formative years.

Theme III

Support from Friends and Professionals who Cared Enough to Find Solutions

Sam benefited from the encouragement he received from friends.

Sam stated:

I’m lucky I have friends I can depend on, I can call up a friend at work and say, Hey, I got to have this paper out, can you edit?” “Sure e-mail it to me, “ and then maybe in an hour or two it’s done. I’m really dependent on others and your self-worth is viewed

based on your circumstances. I had a girl friend that was interested in that we used to study together, and that helped a lot for the medic's license...and I know if I'm like that, okay, we'll figure out something, so comforting to know that if I get stuck, that I can call her up and say, you know, I'm stuck, can you help me? And she'll say sure, I don't know what I can do, but we'll try to figure out something. I'm so use to all my life just never having a solution. The solution is, you know, what I can do. (3115-3121)

Sam described a supportive friend as a 'psychological pacifier'. He stated:

A friend holds my hand and lets me think about that, and tells me what you want to say, okay just sitting with your kid, letting him do the exercises with the security of having somebody there until you gain your independence and say you know, I can do this myself. (3564-3603)

Sam stressed now imperative it was that parents advocate for their children in order to assure that they receive the necessary support services. Sam believed that if his parents had advocated for him, he would have received a better education and thus made an easier transition to college. Sam also expressed disappointment in the fact that his father had never offered the guidance he required in order to pursue these interests. He stated:

I think I have been pretty much victimized...I think when I was in public school it was kind of, I don't like – I recall the generally assembly or, you know, the massive production assembly line mentality of education, get everybody in and teach them this crap, get them out, and if your parents aren't there or this other institution, the family stuff, or extracurricular type stuff your' screwed. It might be true today, I don't know, but it definitely was preventable.

Sam had become estranged from his father and didn't have any communication with him from the age of 15 to 25. Sam stated, "I had nobody at home to say, you know, you're working on your car, let me work with you." He also stated that even when his father was living with him at home, he offered little to no support.

Sam also reported that he responded best to professors that were approachable and non-authoritarian. Sam stated the professor should be able to communicate a willingness to be supportive. He stated:

I know this stuff, you want to learn it, let's find a common ground. You need help? I'll work with you any way, just show me that you're trying and we'll work with you any way, just show me that you're trying and we'll work on it, the teachers have been great. Every now and then you meet an idiot being authoritarian which makes the person untouchable, for myself when I'm dealing with something that already scares me, I feel inferior, you know, the teacher is saying more, it's not I'm superior to you.

Sam had different experiences with two different community college LD school counselors, one of whom had caused him to drop out and not pursue the program. He related the following experience:

Listen, you gave me all these papers to fill out, I can't fill them out, and I can't even freaking read them." I guess I was a little belligerent, I was totally frustrated, and the lady is like well, you know, "You've got to fill these out, so you better get somebody to help you, and I can't do anything until you fill these out." "That's what I'm here for is for help. If I don't have anybody to help me, why the hell do you think I came here to ask for help? Because I have somebody at home to help me? Well, I wouldn't be here then." And I was just offended by the whole situation, and just figured, you know, well, in 10 or 20 years, since being out of school (15) nothing has changed, and I went back to doing

my stuff, another campus and I look up this lady, a real nice lady, and tell her, you know, she's like, "What do you need?" I said I have problems with reading and spelling. I'm taking classes, and I was kind of wondering if I could get extra help. She said, "Have you applied for it through the school?" I said, "Well, I went to other campuses and they handed me all these forms." And she goes, wait a minute, and gets the forms, and sits down with me and she says, "Listen, we've got to process these. You tell me what to write and I'll fill them out for you." She has been such an instrumental player in my success. She ended up setting me up with rehabilitation counselor and any time I've ever needed assistance, she'll tell you straight up, I don't know, but we'll find out and she'll have me actively participate in the problem solving task. Sam stated, "To do nothing, that's no solution." (1391-1453)

The counselor at one campus had a knowledge base for community resources and was pro-active by making the needed referrals. The campus college counselor was aware of community resources and made the referral, which resulted in Sam receiving remediation and psychological services that enabled him to learn to read. In addition, the campus counselor reported that she had been able to help the student identify his limitations and select appropriate school accommodations.

Sam had not always been successful in college. He stated:

I went to the Gulf that summer and worked and stated, "I had to ask myself, you know what am I going to do and why was I doing so well in trade school and then I took remedial class work at college level, and went belly up? And so those were questions I asked myself that spring and summer, and I decided to come back to NOVA in the fall of 1994. Sam described how professionals made a difference on his second attempt to obtain a degree as they were able to identify solutions that were not previously offered.

Sam stated:

The college counselor, she communicates, She'd say, well, I don't know of anything off hand, but let's look into it, that's a solution, it's not outright no. I'm thinking with my dad, it's always an outright no, it can't be done, and I guess it's changing my perception today and in school. Today, I use the rehabilitation counselor more. I come through a workable solution with the rehabilitation counselor. I know if I'm like that, okay, we'll figure out something, so it's comforting to know that if I get stuck, that I can call her up and say, you know, I'm stuck, can you help me? And she'll say sure, I don't know what I can do, but we'll try to figure out something. I'm so use to all my life just never having a solution. The solution is, you know, what can I do?

Sam also found it helpful for professors to be willing to extend themselves so as to be helpful and learned that he had to be able to initiate the advocacy for himself if he was to obtain the help he needed and treat him as an adult. Sam stated:

I always been very embarrassed and fearful of, you know, asking for help, I had the paper due and I couldn't get the book done, and the tapes in and she gave me an extension, and she told me, "Thanks a lot for commu—" Sam explained why he hadn't been able to advocate for himself as well as insights as to why teachers could not read his mind.

He stated:

I've got to do is become active I've been taught to be passive and hide in the shadows, And I'm in a situation, this is my life, this is my education, I have to become actively, aggressively participating in it Teachers don't know, how would a teacher

know? If I'm doing a job and I've got guys working for me and they're not telling me there're having a problem, how do I know? I can work with you if you tell me. (2874-2903)

Sam's community college special needs counselor believed Sam had been successful in school because he understood what his needs were and had learned how to articulate what he needed (190-219); (578-589). The counselor reported that students needed to be able to advocate for themselves, not be in denial about their learning difficulties, and be willing to self-disclose. The counselor stated:

... once he really understood what his learning needs were, he was very good about meeting with the faculty members to talk about it. He seemed to understand it's not the thing to do after you are in class two weeks. He would sit down with them individually as opposed to handing them a sheet He understood that you had to remind people. (492-509); (874-903)

Sam believed the benefits of technology would mean not having to be dependent on others for assistance when writing papers. He stated:

I mean, we judge ourselves based on our capabilities or our perceptions of capabilities, and to have this where I can rely on a machine instead of a friend, I think will improve my self-worth and therefore, self-esteem. (3125-3132) This quote again denotes how Sam recognized the significance of the need for supportive friends and the important role they played in helping him to overcome obstacles that enabled him to improve his self-esteem.

Theme IV

Self-Determination – the Need for Self-Actualization and Self-Sufficiency

Sam relayed insight as to how he had acquired a more mature attitude about education. He stated:

My role is more interactive than passive. It is no longer enough to just memorize the facts, just knowing the facts is not enough... that is no longer the focus. The process of being at college is for me to learn how to learn and what I need to do and all that stuff so I can survive on the university, they are not teaching you to learn, they are teaching you to be a scholar, and that's different than being a student. It's teaching you how to go out because I guess you get to some point if you go on far enough where you're the one writing the book, like the research you're doing now, if it was in some book somewhere, you'd go read it, maybe read somebody else and see what their opinions are.

Sam also reported that he not only needed to pursue his education to satisfy his own intellectual needs but also overcome employment barriers due to his physical injuries.

He stated:

I just want to go as far academically as I can so making money isn't you know, I mean, anybody can make money. I could go back to the Gulf and swing a hammer, I made enough to pay my tuition I mean, things came out of hopeless situations before in my life, and I think this is far from hopeless. (3205-3228)

Sam's general health was reportedly good until the age of 33 when he sustained a back injury after a D.C. police officer knocked him off his bicycle. He had back surgery several years ago to repair a ruptured disc and he told me that he tried to avoid taking muscle relaxants for muscle spasm relief because it made him too drowsy to study. During my interview with Sam,

he had to stretch out on his bed in order to relieve the pain. Sam stressed that it would be extremely important for him to obtain a degree if he was going to be able to support himself.

He stated, “I do the robots, I usually power the deep sea drillings, I’m in the blue collar, swinging the hammer, let’s harass everybody mentality, Sam would no longer be able to earn a living doing this type of work.”

He also realized that if he wanted to overcome the barriers to employment for most jobs, he would have to become literate. He stated:

A friend got me a job working as a medic, they would not let anybody read the test to me, and they said if you can’t read the test yourself and pass it, we don’t want you in this business. My argument was, well, when I’m out there in the street, you know, I’m not – the patient is not going to say, “Here’s a book, read this question.”

...now I can look back from recent experiences knowing that by biggest problem is the psychological component, I predetermined my ability, and I’ve heard for so long to sit in the closet, be quiet, you’re a dumb kid, you can’t do anything, but I had this great desire to learn and explore and my desire draws me to go take classes because I predetermined I can’t do it. (1637-1650)

The counselor went on to explain, “Sometimes faculty members will read information that’s sent on an accommodation checklist, and they’re not sure how to proceed, and some of them have to call and ask.” (190-217) She reported that faculty members may want to help but are frequently unable to be of assistance because they just don’t have the knowledge base to know what to do to help a student. In addition, the counselor stated:

As an institution, we’ve been trying to figure out some way that we might be able to catch more students when they first come because, of course, there’s nothing on the application asking that question, There’s always the issue of how to catch more students when they first apply. (858-900); 1844-1863)

Students like Sam will be able to overcome the barriers if they are mature and not in denial. They will need to understand their specific needs and know how to request the appropriate assistance from professors who may not be trained to understand the learning needs of students with learning difficulties. (1897-1921)

Theme V

Support Groups, Technology, Other

Language assessment reports recommended: Specifically, he should utilize a student note taker, tape-record all classes, be given additional time for test and in-class assignments, and use a word processor to do essay test and in-class assignments. During my interview with Sam, he acknowledged having experience using some accommodations (e.g., a tape recorder, extra time on tests, computer software programs and support groups for school projects). Except for using a tape recorder for class lectures, Sam did not describe the benefit of most of these typical accommodations.

Sam identified that the benefits of technology would have been more helpful if he had access to more updated software programs. He stated:

Word processing is great for me, but still -- my problem is making sure I have the right word, and when I do spell check it doesn't tell me the words, found a program on the Internet called “Willow”... I don’t know if voice recognition is the right term, it runs with spell check, it will read your entire document, you just highlight what you want, you hit – it will read (need a sound card) your document. Problem is when I hit spell check, I

get a list of potential words that are usually really spelled closely together, I have to mechanically put it into a synthesizer and then have it spit out all the words until I get it right,... (3027-3106)

Sam's community college counselor stated that she would love to have a state of the art lab. She also admitted that she had purchased a number of programs (e.g, Jaws, Dragon Dictate, Naturally Speaking, Zoom Text, Quick Dictionary) but that she was not a technology person and the programs were not always working properly. (1377- 1511)

Tape recorders were also an important assistive device. Sam's counselor stated using a tape recorder was helpful so students could concentrate on what's being said. (665-693) Sam was dependent on Books on tapes and tape recorders especially until he learned to read.

Sam believed that support groups could have been beneficial if students were not labeled. He stated:

I guess if there was some kind of support group, a network with suggestions to call. Support groups you're going to have to meet on your own time, and she gave us plenty of time. Well, nobody would meet, my group wouldn't meet, they refused. They said I don't have time, I've got work, I've got children. I've got this, I've got that, and every time I've been put in class group kind of setting, they don't work. (2555-25760) He stated, "I do learn by actively participating and then capitalize on that. If that's my strong points, why not utilize it?"

Sam reported concerns regarding the stigma of the LD label. He stated:

"The L.D. room is the wrong – I mean, because that's very derogatory." He stated that he would be interested meeting with other students with similar difficulties as he believed it would be 'tremendously beneficial' but that nothing like that existed. (2583-2608)

Sam's community college counselor stated that her experience with her attempts to develop support groups never worked as students did not want to get involved with such groups mostly due to the association with the label. Instead, she noted that students tended to benefit from study groups when they organized them on their own. (730-778)

Sam relayed only one experience when he requested extra time on tests. He reported that the instructor instead encouraged him to ask questions during an exam. Sam subsequently discovered that the extra time wasn't needed because the professor was available and approachable. Sam felt he could perform better at a community college that treated him like a mature adult. He reported that he had attended community college at two different campuses and believed they had 'different personalities'. He stated:

Campus A tends to be a little older, people tend to be more professional, take their studies serious – more serious. The teachers are more relaxed, they teach – they treat you like an adult, and they are not into the rules ... At Campus B, they lock the doors, they give tardies, I don't have time for that, you know, I am here because I want to be... at Campus A, I find the teachers a little bit more reachable, too (2732-2743)

Sam reports the size of the class also matters. He stated, "At VA TECH and you're going to take them with 300 or 400 while at NOVA, I am in small classes maybe like 20 in a classroom I'm comfortable when I have a support group set up here of friends. I'm comfortable, I'm safe."

Summary

In summary, Sam reported two key and essential services that attributed to his academic success. The first service was counseling for his anxiety related to traumatic anxiety related ‘triggers’ stemming from his prior demoralizing educational experiences. The second service included the remediation language program he received that taught him how to read. Remediation for basic skills along with compassionate support from friends and professionals also enabled him to overcome anxiety and find the ‘solutions’ to achieve his educational goals.

Counseling with a therapist enabled Sam to gain the necessary self-awareness to redefine his broken self-image. It helped him acquire self-confidence and gain insight into the causes of his anxiety. He learned how to cope with the educational anxiety ‘triggers’ that were interfering with his academic success. In the process, he also learned how to advocate for himself. He began to recognize that he was no longer dealing with his prior school teachers but rather college professors who if approached appropriately might be willing to understand and help him learn.

Sam’s need to obtain employment that was in keeping with his economic goals, physical, intellectual capabilities and self-actualizing needs appeared to be the basis of his motivational self-determination. Sam refused to give up on his education and was determined to seek out individuals who had solutions. He had failed at prior attempts to obtain a degree but was willing to give it another try. Sam was able to challenge the status quo and ask the important question, Why, if he had been successful in other educational and employment endeavors, why wasn’t he also able to succeed in college?

Accommodations frequently recommended in the literature (e.g., support groups, technology, tutors, extra test taking time) were briefly mentioned by Sam. Instead, the reported most significant factors that Sam attributed to his academic success was the counseling he received for educationally related anxiety disorders, and the remediation that enabled him to learn how to read, and, thus no longer rely on Books on Tape.

Encouragement and advocacy from supportive friends, faculty and referral services from knowledgeable post-secondary professionals also made all the difference for Sam. It appears that the combination of ‘key’ supports services, friends, his own self-determination, reading remediation, and counseling made academic success possible.

Lastly, based on the coding in Sam’s description of how he learned to read (e.g, learning how to hear sounds, relying on visual clues), Sam’s auditory processing deficits may need to be considered a sensory impairment as they required auditory related accommodations (e.g, tape recorders, note takers, Books on Tape). Sam’s ability to learn despite his reading difficulties suggests that he did not have a cognitive impairment. (1128-1174);1265-1315); (3740-3792); (3792-3864)

Note: After the tape recorder was turned off and the interview was completed, Sam reported to me that he had experienced difficulty hearing clearly several of my questions during the interview.

Second Case Study

The participant's name was changed for the purposes of confidentiality.

Linda is a 33-year-old female raised in an upper middle class family who has a younger sister with Down's Syndrome. Her father, a graduate from Harvard business school, is now retired from the public school system as both a principal and superintendent. Her mother was a homemaker and a volunteer for hospice. Linda is married to a computer analyst and has three children ages three, eight and eleven.

Linda responded to the *PEATC Press* newsletter Announcement. She called me to let me know that she was extremely eager to be interviewed, as she wanted to "get the word out." Linda was selected for a case study because she reported that she had a learning disability and was able to submit documentation of mild Attention Deficit (ADD) including verification of treatment with Ritalin and Dexedrine. Unlike Sam who received services from a vocational rehabilitation agency, she had never heard of or had the benefit of obtaining services from this agency. Data were reviewed to explore how a student could overcome barriers to achieve post-secondary education goals without the benefit of a State agency that could offer comprehensive assessments and language remediation services.

Since Linda reported that she received a great deal of support from a coach, a second interview was conducted with this individual. The interview was tape recorded, transcribed, and coded. Linda's coach was considered to be an expert in the field of coaching. She had several years of self-employment experience coaching students with ADD. In addition to coaching students with ADD, she reported taking numerous classes in business, psychology, sociology and education. She was also a member of the International Coach Federation and American Counseling Association. According to Linda, her coach played a significant role in helping her improve her self-esteem and self-advocacy skills. (Triangulation of descriptive data from the coach along with Linda's diagnostic reports made it possible to validate the investigative findings of this case study.)

Despite repeated requests from both parents throughout her school years, Linda stated she was not tested or found eligible for special education services until she was a junior in high school. Linda reported her own understanding of her learning difficulties. She stated that she loved to read but had to read over and over as she had difficulties with comprehension. She also complained of problems with auditory processing and auditory memory. Linda reported that she had difficulty listening in environments with background noise. She also stated she had difficulty-understanding professors with foreign accents. Linda stated, in order to learn, "I need to understand the material".

Linda reported that she had ADD that caused her to be inattentive, impulsive, and talkative. She also stated that being ADD made it difficult for her to concentrate. (However, she noted that when she focused on something that she enjoyed, she did not have difficulties with her concentration.) A 1988 report submitted by Linda, ADSA, (Attention-Deficit Scales for Adults), verified this diagnosis. It stated that the intrasubject reliability score on the Internal Consistency subscale was within the normal range (T=46) and the ADSA total score indicated mild AD/HD symptoms (T=66). The report findings stated there were some symptoms of ADD, but more symptoms of anxiety and poor self-esteem. The report stated multi-axial diagnostic inventory – personality scales showed a mixed personality with hysterical and avoidant features.

In addition to the ADOSA, a 1988 psychological assessment (Scaled Scores indicated Borderline Intellectual Functioning) was submitted. The Digit Span: Short term auditory memory Scaled Score was 5. This assessment report which was obtained for eligibility for college accommodations also stated that the results might not disclose the student's true potential due to her nervousness and tendency to downgrade her own ability. Thus, the validity of this report was apparently in question.

Linda's reading difficulties were also documented. The Woodcock Johnson Psychoeducational Battery- Test of Achievement revealed a Grade Score of 8-0, Percentile rank 20, Mathematics Cluster Grade Score of 10-5, Percentile rank 36; Written Language Cluster 8-2, Percentile rank 21. Linda reported SAT scores to be 400 or less.

Except for a history of having had a tonsillectomy and allergies, Linda denied any health problems. Note: Linda reported after the interview that she had difficulties with hearing during my interview with her. There were no audiological reports to review.

Linda sought academic remediation from the Huntington lab and a tutor recommended that she consider obtaining assistance from a coach that ran support groups of adults with Attention Deficit Disorders.

Linda's coach was interviewed and described her disability. The coach stated:

... to me her Attention Deficit Disorder is mild. I don't see that as pulling her out of focus whether she's medicated or non-medicated ... and the learning disability is the auditory processing difficulty, so trying to sit in a class, take all the notes, get all the information and process it, she really needs to have it read back to her, she has difficulty with her grammar and spelling and proofing. (146-180)

Assessments and verbal reports from Linda and her coach appeared to confirm that she had difficulties with reading and related language skills (e.g., spelling, grammar, and writing). In addition, psychological assessments revealed the presence of an anxiety disorders that were having a negative influence on representing her true intellectual capabilities. Auditory processing deficits were also noted along with hearing difficulties.

Overview of Themes

The findings from this case study revealed five basic themes. The first theme involved Linda's history of educational traumatic experiences that left her with an anxiety disorder that required treatment. The second theme addressed how Linda specifically benefited from a coach that served as a mentor and advocate, as well as the importance of family members' role in support. The third theme considered specific counselor college support services that have been found to be most useful. The fourth theme identified a variety of accommodations that appeared to be related to support for auditory processing deficits. The fifth and final theme related to the self-determination required to overcome educational barriers in order to achieve satisfying employment and career goals.

Theme I

Anxiety Disorder and Treatment

Linda reported residual psychological difficulties that she traced to traumatic hurtful educational experiences beginning in elementary school when she had difficulties keeping up with her schoolwork. Linda stated that she continued to struggle and had to repeat the fourth grade. Nevertheless, her teachers repeatedly told her everything would be all right. (128-141)

Linda stated how devastated she felt the time she had to resort to cheating because she couldn't obtain the assistance she requested to keep up with her peers. She stated, "They would just tell me like I wasn't trying hard enough and what was wrong with me? And they (teachers) ridiculed me." (243-265) When asked what did the teachers say was wrong with you? Linda stated:

Just that I was a bad person because I couldn't keep up, that I had to cheat to be able to keep up, that I had to cheat to be able to pass my classes, and they made me feel bad, and then I would go home and I would cry and I would ask for help, and I'd be – it will be okay.... (272-281)

Linda also reported that she was subject to ridicule by her fellow students. For example, Linda felt badly when students teased her just because she used excessive highlighter when reviewing her textbooks for exams. Linda complained about how badly being labeled LD made her feel. She stated, "Having attention deficit makes me feel like a loner and having a learning disability in addition just brings down my self-esteem even more." Today, Linda attributes her recent 60-pound weight gain to school related stress. She states that she would study two weeks for a test and fail it due to the anxiety. She stated, "I used to be the type who could study two weeks for a test and fail it due to the anxiety."

Linda stated that she currently suffers from panic attacks and relies on medication to control the depression and anxiety. (1683-1723; 1768-1794; 1706-1723) She continues to require treatment follow up with psychologists for discussing her feelings and psychiatrists for medication prescriptions. With all the medication she was taking including Prozac, Linda believed that it was phenomenal that she was able to function at all.

Linda's lack of self-confidence and self-esteem also carries over to her employment as her learning difficulties also make her feel inadequate at work. Linda stated, "I felt like I couldn't keep up particularly when I started a new job. I'd feel very insecure and I would apologize, Oh, I'm sorry, I am not understanding as quickly." It was easier to quit than to feel like a failure."

Linda stated:

I think I just let my learning disability get in the way of it, which I'm not always successful, and so a lot of times with, especially attention deficit, it's easier for us to just have our own job, be our own boss, then to feel the stigma of not being able to be like normal people.

Linda's coach also believed that the basis for Linda's disability had more to do with the label. Linda stated:

...I'm sure how much of that learning disability is built into the self-esteem piece versus a true LD label. Because when she's feeling good about who she is and how she's doing and knows that she has a goal and she's going to go for it, she can do anything. And that's what we work on, is you can accomplish this, but what do you need to make it happen? (186-200)

Linda reported that she benefited from the assistance she received from her coach who helped her gain her self-confidence and self-esteem. Linda stresses the importance of keeping one's self-esteem intact. She stated:

Or if I wasn't successful, I would have had the self-esteem to be able to go somewhere and ask for help, and it wasn't until within the last year that I finally got the confidence to say enough is enough, we have a law, let's act on it.

Linda's coach also reported how Linda's self-worth improved. She stated:

...the biggest part of the leap in the change was being able to advocate for herself and say, Hey, I have certain needs and I may have certain disabilities, however, I'm not incompetent, and I can do this. So that it's allowed her to plow into the classes a little bit more. (115-138)

The coach also stated that Linda began to believe in herself that she did "have a brain" and 'the ability to speak' up for herself. (62-114)

In summary, Linda expressed feelings of frustration and social isolation at not being able to be accepted as an equal as she was unable to excel at school and at work. The teasing and the lack understanding about her learning needs and how to access assistance contributed to her poor self-esteem and eventually lead to her current anxiety disorders. With the assistance of her coach, Linda finally received the support and guidance she required to improve her self-esteem. She also gained confidence in her academic capabilities and began to feel confident enough to advocate for her own accommodations.

Theme II

The significance of support and advocacy from family members and coach

Linda reported that most of her difficulties today could have been avoided if her parents had helped her received the services that she needed. Linda stated that even though her father had been very helpful by teaching her study skills while in high school, he had made mistakes that he was not willing to admit. Even to this day, Linda expressed frustration and anger that her parents had not advocated for her and still failed to understand her needs. She stated, "My father still does not have a clue!" Linda believed parents need to be more proactive. Linda stated:

.... they need to begin with parents, even with senior year, once the child is going into college to really, from the beginning, even before school starts, immediately get the resources in place. My child is coming to college, he has, you know, these problems, what can we do right from the beginning to accommodate?

She stated, "Without a parent having to go to bat for you, you are kind of lost... parents need to see there are other outside resources.... and that begins in elementary school... it's their responsibility...."

Linda repeated her resentment towards her parents for not helping her receive the help she needed sooner. She stated, "What I feel in my heart, if I had been diagnosed earlier and I had gotten the resources, I would be sitting in your seat now." (2091-2116; 2128-2169; 2184-2221)

Linda's husband, however, did provide his wife with the advocacy she required. When Linda did not have the GPA she needed to graduate, he advocated on her behalf. The administration agreed to drop a couple of 'non-required' failing grades, which raised her GPA sufficiently enough for her to obtain the Associate Degree. Her husband also read to her and helped her study for take home exams. Linda stated:

.... It's an open notebook and then I am allowed to take it home, and I do have my husband read the questions to me and to really get me to sit and focus as far as now where do you think you will find the answer? He gives me little hints as to now, let's really listen to what the sentence says. (1740-1761)

Linda also receives individual counseling with her coach for \$60.00 per hour on how to organize projects for school. Linda currently attends a support group the coach

offers for students who have ADD and learning disabilities. Linda's coach described to me what coaching entails:

...connecting to another human being.... That is just having someone sit in a room, I can sit with a client while they're doing their work and not say a word but just being there or occasionally saying you're doing a great job, keep it up, I am actually coaching. I am keeping that person focused and motivated and they know that there's a support system there.

Linda's coach defined coaching as someone who is a mentor and a link that enables students to be successful. (666-717) The coach stated that unlike other professionals who counsel students with disabilities she has the flexibility to coordinate services and visits schools. She reported that she was also knowledgeable about referral sources as she was informed which schools offered the most appropriate accommodations or which professionals would be the most appropriate for her client. (721-737; 483-526)

Linda's coach was aware of the State Vocational Rehabilitation Agency as a referral source, however, she did not refer Linda to this agency for any assistance. It appeared to be the coach's experience that students did not wish to access the State agency services because she believed that students would only continue to suffer the stigma of the LD label and, thus, continue to be considered different and incapable. (775-808)

Linda's coach stated that in order for a student to be successful they needed to receive the necessary resources and advocacy. The coach reported that parents are not always informed and know what is needed. A coach can assist the student understand their learning needs, and not only be a mentor but also a referral source. The coach could also offer an emotional 'warm fuzzy' type of support that doesn't need to come from a highly paid psychiatrist or degreed professional, but rather anyone including another student or peer who can offer simple encouragement and 'hand holding'. The coach reinforced the notion that the LD label needs to be avoided at all costs. She believed that the term LD merely reinforced the concept that the student can't learn, which reinforces the student's poor self-esteem and academic capabilities.

Theme III

Not all Schools are Alike – a Small Private School offers the Academic Support that Makes a Difference

At the time of my interview with Linda, she was attending a small private college that made it possible for her to be successful. She stated that she currently had a 3.5 GPA at this school. Unlike the Community College she had attended, she reported that this school offered her the individual attention due to the small class size (eleven students per class). At this college, students also take one class at a time and follow the same course schedule for the entire 22-month program. She stated that she participates in small group projects (5-6 students) and can thus improve her GPA because the grades of all the students are averaged. Linda stated that she anticipated being able to graduate with a Bachelor's Degree in Business within the year.

Since Linda graduated from high school, she has attended five different colleges (e.g., four-year colleges, community colleges, and colleges for students with physical disabilities, private colleges) over 15 years. She had taken basic classes including Freshmen English and remedial math and received a few Ds, which didn't transfer. It was only with the advocacy of her husband was she able to obtain an Associate Degree in General Studies from the Northern Virginia Community College. However, even after obtaining his degree, Linda was disappointed when it failed to lead to employment as a social worker as she had hoped.

Linda also described her experiences when receiving support services from the Community College as not being very helpful. She also stated:

I did go to a counselor that dealt with learning disabilities at the community college but it was pretty 'wishy-washy'. It was kind of like, okay, well if you have these problems, then what do you want us to do about it? and I would go back and say to this counselor, well, you're the one who is the expert in it, what should I have if this is my diagnosis? And she's like, well, I've got a book we can look at, *College Handbook for the Learning Disabled*, different resources that I can use. It probably wasn't until a year after we had this conversation that I said, Listen, I really need help" and so then she finally wrote out what the accommodations should be. (758-791); (792-821)

Linda also believed that the Community College she attended was not geared to helping the adult student. She stated she had attended a Fair for College students and found them to cater to the graduating high school student going to college. She also stated, "... I had to be kind of firm and say, listen, you know, you've got adults that are struggling, we need people to get us help." (849-872)

Linda also stated that the private school she is currently attending also did not offer any special services. She stated:

...they do not have any learning disability resources – you know, they basically have the feeling of well, if you have a problem, show us the documentation, but you need to work with your professor." However, at the Community College, Linda stated, "At least they had a person that claimed that they knew what they were talking about. No offense, but the person still had some work to do." (1560-1579)

Linda's coach believed community colleges could be more helpful to students if they only would offer services to students without the stigma of the label. The coach believed that student service mentors should be offered for students in need. The mentor would need only to check on students who are overwhelmed so as to check on them, help them to get organized with homework, test taking, and keep them focused and motivated. (470-526)

Linda appeared to learn best and her grades improved when courses were offered one at a time, when she had the opportunity to learn in small groups (class sizes) and when she could take assignments home. She also appeared to benefit from the one-on-one tutoring and mentoring assistance that offered encouragement and support.

Theme IV

Accommodations that Make a Difference

Linda's reported favorite accommodations were open notebook and take home exams. Linda also reported the need to have her exams taken in a room that was quiet. Tape recording her classes were helpful but not if the professor spoke with a foreign accent.

Linda did not use books on tape, although she had heard of it. She wasn't sure how to access this service without undue expense. Instead, she relied on her husband to read to her and help her with her reading comprehension. Linda's coach also stated that in order for her to be successful she needed to have the test read to her, she needs a proofreader and an editor for her documents (166-205)... and that she's been able to use her husband to help her as her home academic coach and it may take her longer to complete an assignment. (146-180)

The coach stated that many students are not successful in college because they really don't believe there is anything wrong with them. They need the extra support to back them up with their schoolwork and help them obtain the accommodations that they require. (567-593)

Linda's auditory processing and reading deficits appear to correlate with her need for tape recording of class lectures. She was apparently able to be successful because she had the opportunity to have the assistance of her husband who would read to her and help her comprehend test questions. Working as a team with other students on group projects also enabled Linda to benefit from the knowledge and grades from other students.

When it came to receiving the assistance Linda required, she did not find all the professors to be cooperative or helpful. Linda stated, "I asked for his lector notes, and he said he'd be glad to give them to me, but they could be incorrect, and he was correct, they were." (1539-1543)

Linda benefited from the use of technology. Her husband bought her a laptop computer, which enabled her to learn more about resources for students with learning disabilities. Linda used the Internet to learn about 504 and legal rights to accommodations. She stated, "Students need to know what their rights are in order to be able to advocate for themselves... they need to be taught about regulations and accommodations." She stated that she only learned about the regulations when she was researching the information for herself on the Internet.

Linda appeared to benefit from accommodations that helped her to compensate for auditory processing and language deficits (e.g., tape recorder, and reader, note taker, proofreader). Linda also used the Internet to gather information that helped her understand how other individuals with learning difficulties coped with their disability. Through the use of the Internet she also learned about Federal regulations and the accommodations that she was entitled to receive.

Theme V

Employment Goals Influence the Need to Achieve Educational Outcomes

Linda's prior employment included experience as fast food worker, a nursing assistant, and activity coordinator in a nursing home. Linda also worked as a receptionist for a government contractor for four years but quit this job as her yearly salary of \$23,000 went mainly to pay for day care. Yet, Linda felt frustrated in being in a job that did not offer the opportunity to advance. She stated:

When they get you in a job, they kind of see the little niche, like wow you know she does very well at this, but we don't want to move her on to anything else because we might not find anybody else that is just as good.

Linda was only able to find a sense of accomplishment by volunteering as a Girl Scout leader. Linda stated, "Due to my learning disability, I didn't feel confident about being able to be a leader until I had the opportunity to prove to myself that I could accomplish this task." Only as a volunteer was Linda able to demonstrate for herself that she might have the ability to achieve her employment goals. (2027-2035)

Linda stated that many employers had told her that without a BS degree, she wouldn't qualify for anything but clerical positions. Linda reported that since she graduated from Northern Virginia Community College with an associate degree that she could not find satisfying employment. She stated, "I've tried for jobs, but I've still been told I'm not going anywhere, I won't make any money until I have my Bachelors." Linda reported that it was a very big deal for her to obtain this degree as she was still working towards this degree 15 years after high school. (1726-1737)

Linda's employment goal now is to be self-employed as a coach for individuals with ADD/ADHD. Linda currently states that her goal now is to learn how to become a coach and help others overcome their disabilities. She stated:

I talk to a lot of authors on the Internet like Tom Harman and Lynn Wise, different people like that, about attention deficit so I have a better understanding of maybe what's not so much my difficulty but what might be for others so that I know how to help them as far as career planning, organizational skills... (1438-1456)

Linda stated how much obtaining a degree meant to her. She stated, "It is very much a painful thing for me 15 years after high school, to still be trying to get a Bachelor's degree. It is a big deal to me." (1726-1737) Linda apparently had the determination and motivation to keep trying various college programs despite numerous failures at school. Her desire to achieve her employment goals appeared to contribute to her self-determination to keep on trying different academic programs until she eventually achieved the degree she required.

Summary

In conclusion, Linda reported that she was very close to graduating and accomplishing her academic degree in business. She was beginning to feel 'normal' and equal to her peers. She believed her degree would enable her to achieve her employment goals. She had been able to overcome her reading comprehension barriers with the assistance she received from her husband. Linda was able to earn higher grades when she attended a college that scheduled one class at a time, offered smaller class sizes, and offered accommodations to include extra time on tests, take home exams and group class projects.

Linda gradually gained self-confidence and self-esteem in her intellectual capabilities with the guidance of a coach and mentor. The coach also helped her to focus on her prior successful volunteer experiences instead of her LD label. Linda was also able to compensate for her auditory processing and language deficits with a variety of supportive accommodations including small class sizes, group projects, take home exams, open book tests, reliable note takers and a tape recorder.

The information Linda gathered by doing research on the Internet gave her an awareness that she was not alone in her struggles. This knowledge inspired her to want to reach out and help others with similar difficulties by becoming a coach like the one that was helping her. The use of technology also enabled her to become cognizant of Federal regulations and her rights to appropriate accommodations. In addition, Linda appeared to have the self-determination to try and try again despite prior failures as she was determined to attain her employment and career goals even though it would take her 15 years or more.

Regretfully, however, Linda reported that she continues to experience school related anxiety disorders for which she takes medication. She continues to cope with her elusive and confusing learning disabilities (e.g., ADD, auditory processing deficits, problems with reading comprehension) by obtaining the support of a coach and a group of individuals who have found ways to overcome their academic barriers and succeed.

Chapter Five

Conclusions and Recommendations

Overview and Final Analysis

In the final analysis of the combined case studies, the overwhelming theme revealed the importance of advocacy. Both students reported overcoming numerous educational and psychological barriers that made postsecondary success possible due to the efforts of dedicated family members, friends, and ‘qualified’ professionals. These students also specifically stated that the lack of advocacy created unnecessary obstacles or barriers. Advocates became the links to services. Advocates also were significant in promoting the student’s self-confidence and self-esteem. Advocates served as role models as they offered encouragement, and information on self-advocacy and accommodations.

Chapter five will describe the various types and stages of advocacy. In addition, the advocacy will be described as a process that evolved over time and required not just one advocate but also a combination of different types of advocates. It is hoped that these findings will support the need for more stringent Federal regulations in order to require, and promote appropriate advocacy so that no student be ‘left behind’ and, thus, denied access to a post-secondary education. It is also hoped that the stories of these students will enable others with similar experiences to understand what is required in order to receive the types of support services that made postsecondary success possible.

The Need for Supportive Advocating Family Members, Friends and Coaches

Both Sam and Linda emphasized that despite prior educational failures, they were nevertheless still encouraged by personal friends, family members, and coaches to continue to pursue a postsecondary education. These individuals believed that they were intellectually capable and repeatedly reaffirmed their capabilities as demonstrated by their volunteer experiences and work accomplishments. These advocates also enabled them to obtain the necessary access services and assistance. For example, Linda’s husband helped her overcome her reading comprehension difficulties and helped her study for exams. He also bought her a lap top computer which allowed her to access LD information and learn more about ADD. Linda’s coach also offered her encouragement and affirmation that she had the ability to complete her education. The coach provided Linda with the guidance of a support group and individual counseling which allowed her to attain the confidence she required to effectively advocate for herself.

Similarly, Sam’s friends sat with him, offered encouragement, and enabled him to experience success as he struggled with math problems. His friends were readily available to help him review and edit school papers. These supportive individuals reminded him that if he was able to learn ‘other’ ways, he had what it took to pursue a post secondary education. Both students appeared to have benefited from significant others that were able to get the message across that they were truly capable and with a little help could make the grade. Lastly, it was the encouragement of those who knew them best that gave the motivation they needed to re-apply to college and give it another try.

The need for parent advocacy was considered extremely important. Both students expressed disappointment and anger that their parents had not done more to advocate on their behalf, especially, in elementary and high school. They each believed that they had been left defenseless and subject to academic neglect. They both attributed their residual anxiety disorders to repeated school failures, teasing, 'unequal' educational opportunities, and abusive educational experiences. They believed that if their parents had only been better informed they would have been in a better position to advocate for appropriate assistance and services. Both students stressed the fact that perhaps they would not have been left with residual poor self-esteem and anxiety disorders (e.g, test taking anxiety, school related panic attacks, fears of failure) had their parents been more involved or knowledgeable of their disabilities. Both students reported that if their parents had done more advocating then they would have been able to overcome their educational handicaps and complete their college education much sooner. It appears that the role of the parent is extremely important as the student reported feeling extremely defenseless and vulnerable to the consequences of their neglect.

At the same time, both students admitted that their parents perhaps lacked the knowledge of what to do or what services were available. The students still expected their parents to take the time and become informed and protect them from the academic neglect and abuse. Since I did not interview the parents of these students, I am unable to comment about their experiences in advocating for their children. It would appear, however, by the comments of both Sam and Linda that educators need to be sensitive to the needs of children by encouraging and educating parents to become advocates for their children. Parents can not expect the service delivery system to work for their children if they remain bystanders during their pre-postsecondary years. By the time the student enters college, it may be too late for college counselors to expect student's to advocate for themselves.

It should be noted both Sam and Linda reported that their parents questioned teachers in elementary school as to their concerns regarding the academic difficulties they were experiencing. Sam and Linda stated that their parents' repeated requests for educational testing were ignored until junior high school. These parents apparently initially advocated for assessments but eventually gave up their demands when they were told, "everything will be fine, trust us, and do not worry."

The Need for Qualified Advocating Counselors

Once these students re-applied to various community college campuses or other college programs, they reported various experiences that indicated that not all schools have similar qualified and knowledgeable professionals. Sam reported that his ability to obtain the remediation for reading was dependent upon a recommendation from his community college counselor. This counselor referred him to a vocational rehabilitation service provider (DRS). Sam subsequently received the benefit of comprehensive educational, psychological, and language assessments that eventually resulted in additional referrals. The DRS agency counselor referred Sam to a private counselor for individual therapy for his educational anxiety disorder and a language specialist for reading remediation. When he had sought assistance years prior from a different community college counselor, Sam didn't even receive the basic assistance he requested to complete a required application for accommodations. As a result, Sam had to drop out of school due to failing grades.

Linda did not receive the benefit of the services provided by DRS. Her coach not only was unaware of specific program services, but also believed that the LD label and the stigma

associated with an agency that assists individuals with disabilities would reinforce her self-confidence. In addition, Linda's coach did not believe that the DRS counselors would understand the self-esteem needs of students with hidden disabilities and did recommend a referral. Linda, however, received guidance from her coach who was knowledgeable about ADD. Linda stated that it was only after she received individual and group counseling from her coach that she felt confident to advocate for herself.

Sam and Linda received the benefits of appropriate advocacy from different professionals with various degrees of awareness of support services. Sam's community college counselor had the knowledge base to know how and when to recommend Books on Tapes; the rehabilitation counselor helped him complete the necessary forms for the required authorizations. Linda did not receive the same referral recommendations. She stated that she had heard of Books on Tape, thought it was too expensive, and didn't know how to access this service.

Sam also gained encouragement and confidence to advocate for himself when he obtained the support and direction from his community college and rehabilitation counselor. Sam had the extra benefit of receiving additional counseling to help him with overcoming his school and test taking anxiety due to the referral to a counselor who had experience counseling students with school related anxiety disorders. Sam reported that even though his anxiety continued to plague him in college, he had learned how to cope with this disorder. Linda, on the other hand, reported a dependency on medication in order to cope with her anxiety. Students who received assistance and appropriate advocacy from school and vocational rehabilitation agency professionals were able to gain access to services that made academic success more likely.

Students in this high risk category appeared to require counselors who understand the many needs of a LD student. It would appear that State certification of postsecondary school counselors is needed to assure that students have access to qualified and experienced counselors. State licensure requirements need to assure postsecondary counselors have the necessary credentials and required experiences and internships. All elementary and high school counselors should also be required to gain experiences and coursework in counseling students with special needs and learn when and how to make appropriate referrals to outside service providers.

The Need for Supportive and Caring Faculty who Find Solutions

Both students reported that not all teachers or community college faculty were willing to support them and find solutions to their academic difficulties. In fact, both students reported educators as inconsistent and noted they would even ignore their accommodation needs. Linda gave an example of how a professor only intensified her difficulties by giving her notes that were incorrect. On the other hand, Sam reported a more favorable experience of a professor who when asked for extra test time, listened to Sam's concerns. The professor helped him with what he needed most, assistance with reading and understanding a difficult test question.

Both students reported that they wished to be treated like mature adults, as they were serious students who were in school to learn. They wanted professors who would be willing to find solutions and identify alternative learning strategies, if needed, in order to help them pass their courses (e.g., take home tests, group projects, alternative teaching styles).

The Need for Alternative Educational Strategies

Sam's community college counselor believed that students needed teachers who were creative enough to find other teaching strategies that would make learning easier for these young

adults. Both Sam and Linda had similar experiences with teachers who were willing or not so willing to be helpful throughout their educational years. It appears that the initiative the teacher takes as an advocate for the student can determine if the student will be able to pass a class. The teacher advocate will take the time to listen to the student and come up with solutions to the student's educational barriers. Unlike Sam and Linda, all students may not come to class as well prepared advocates for themselves.

The Need to Eliminate the Stigma of Labels

Both students acknowledged the need for support groups for the purposes of improved self-advocacy and improved study skills. However, the stigma of the label according to them and verified by both community college counselor and coach revealed that students would avoid services, even if they were helpful, if identification was required. Everyone who was interviewed for both case studies agreed in one way or another that students needed these support services and would be willing to access them if no label was demanded by school officials.

Since both students agreed that group counseling services at the community college level would have been extremely beneficial to the improvement of their self-advocacy skills, there appears to be a need to come up with programs for students to benefit from this counseling service without the need to be identified. The community college counselor noted how some students seem to eventually find their own circle of student friends for help with studying and self-advocacy. Perhaps, colleges could set up programs for all students who want support without the need for the all qualifying 'LD' label.

In summary, the stigma of 'LD' label became merely a meaningless term that the student no longer wished to be affiliated with. The services that were associated with the label thus interfered with students wanting to seek the assistance that they could have benefited from including DRS. One can only wonder, how many students will not seek these and other accommodations and services that they so desperately need due to the stigmatizing label? It appears that if students could be offered services without having to be 'identified' that perhaps they might be able to experience academic success. However, since student's like Sam and Linda reported the disastrous prior educational experiences associated with the label, how would they know that the college experience could be any different?

Linda and Sam reported lack of self-confidence and poor self-esteem related to the ramifications of the negative LD label. If the 'Blue eye, Brown eye' research study (Students with blue eyes were told they were smarter and had more privileges) had long lasting negative memories of their experiences long into adulthood, one can only imagine the negative effects for a student who has been told that they are less than equal by the virtual of the fact that they need to be taught how to read differently. Both Linda and Sam were made to feel dumb and incapable of learning leaving them with poor self-esteem and the lack of self confidence. Their poor self-esteem and lack of self-confidence could have been alleviated if they were given the support that made learning possible. Perhaps, one of the most important recommendations for advocacy would be for educators to re-consider the disastrous residual affects of the LD label, which in itself appeared to offer no beneficial purpose.

The Need for Positive Learning Experiences

Both Sam and Linda experienced enough positive experiences over time and eventually came to recognize there were distinct differences between professor attitudes and from one campus to another. They identified professors who offered solutions and encountered professors

that went out of their way to be supportive, something that they had not encountered in elementary and high school. These experiences enabled them to develop a new trust in an educational system that had previously let them down. These positive experiences also fostered confidence in their self-advocacy with other professors who were not so helpful. They came to recognize that their learning difficulties were no longer their problem but, rather, a failure on the part of the professor to acknowledge their learning needs.

Language Programs for Reading Remediation

Both students also reported similar auditory processing deficits and the need for related accommodations in order to overcome language deficits (e.g., reading difficulties, spelling, and writing). Sam reported that he benefited from a remedial language program that taught him how to read. Sam wondered why he had not received this assistance sooner? There appears to be a need for further research as to why student's like Linda with similar auditory and language deficits are not being referred for specific types of reading remediation when it can be so effective.

The Need for Diagnosis and Treatment of Anxiety Disorders

Likewise, when students report unusual and persistent anxiety disorders including school phobia with a history of educational difficulties, counselors and psychologists may wish to consider specific therapies for these disorders. It appears that a school acquired anxiety disorders will continue to persist and become a barrier for the students like Sam and Linda. It could be assumed that many students would not even attempt postsecondary college if they suffer from school phobia. It also appears to be a need for counselors to be trained in order to identify these students and help students cope with their school related post traumatic educational anxiety disorders.

Since school related 'triggers' may result in test taking anxiety, professors may be more responsive to the student's need for extra time on tests. Sam reported that he was convinced that his anxiety disorder had become his learning disability. If this was true for Sam, then it seems reasonable that educators understand the source of the student's anxiety and become proactive in offering suggestions for coping strategies in dealing with their academic fears especially when it comes to taking exams. Research needs to focus on increasing awareness among professionals including resources that might meet the needs of students with LD and related anxiety disorders.

It was only when Linda and Sam understood exactly what they needed that they were able to request the specific accommodations. It was also only when they had acquired the self-confidence in themselves that they could begin to demand that their professors pay attention to their needs. In order for students like Linda and Sam to get to the point where they can begin to self-advocate and to achieve self-confidence, educators (e.g., counselors, faculty members, educators) will need to take the initiative to advocate and make sure Federal regulations are in place and readily offered and implemented.

The Need for In-service Training and Improved Technology

In order to assist students like Sam and Linda, the field of education will need to make a commitment at the administrative level. The community college counselor reported how useful technology was for students with learning disabilities. Although the counselor reported that teachers needed more training when it came to teaching styles, she reported that she didn't have the authority to initiate any educational programs. She recommended the need for a more

functional technology lab. Consequently, it would appear that professionals who understand and recognize the needs of LD students should be encouraged to offer suggestions to administrative staff for needed improvements.

The Need for Health Insurance

The insurance industry also has an extremely important part to play in enabling students to be successful. Sam's community counselor reported that parents frequently demand their children sign up for 12 credit hours because health insurance policies are based on their children being enrolled as full time students. She felt students were only setting themselves up for failure as some students do better when they are allowed to take only one or two classes at a time. The college counselor also noted that many students are trying to work part time jobs and were even more prone to academic failure. Does legislation need to be passed in order to protect their right to part-time classes?

The Overall Need for Advocacy at All Academic Levels

The advocacy that Sam and Linda required was observed at all levels and stages of their educational development. Starting with the parent, the student reported that they needed to ensure that their educational needs were being addressed. At the elementary and high school level, teachers should not allow other students to tease or torment them due to their LD label. Educators need to demand a zero tolerance of students who torment and tease students with learning disabilities.

Advocates became the significant links for Sam and Linda to obtain the support and services that they needed so as to overcome their academic and psychological barriers. Advocates could be anything from a friend who would just sit with the student and offered encouragement while they studied or a professional counselor who helped the student cope with school related anxieties.

Summary Recommendations and Future Research

Postsecondary success will become more likely when educators make sure that students are not segregated from the mainstream. Sam and Linda's stories report the devastating consequences of the LD label and how it influenced impacted their dignity, self-confidence, and self-esteem. Teachers need to assure that students are also exposed to 'equal' and inclusive educational opportunities in order to obtain the necessary basic skills for postsecondary success. Students need to be offered alternative learning styles to compensate for their auditory processing deficits.

The accommodations they received enabled them to 'hear' better (e.g., small class size, Books on tape, tape recorder, note taker). Tutors were found to be most helpful if they had attained the competencies of the subject they were teaching.

It needs to be noted that it was only when I began to code the data that I realized the significance of the anxiety related to the LD label and related school placements. It also became evident to me when reviewing the transcripts that even when I wasn't sensitive to the anxiety complaints by asking more relevant related questions, the student would return to the anxiety issues on their own. I believe that I may have missed several opportunities to explore the meaning of anxiety disorders by not asking appropriate follow up questions. However, the participant would, on their own, bring up the anxiety issues again as they would relate to other topics. Anxiety issues finally became a most obvious and overriding theme for both students.

These students were also telling me that educators who may have had good intentions when using the LD identification label were apparently unaware of the subsequential long lasting trauma that would continue to impede them long into their adult years. In addition, when label identification appeared to have no relative meaning to the student or even to the school system for implementing accommodations. The accommodations, however, when coded clearing related to auditory processing and language deficits. This association between the two clearly was not identified as such by the student.

The appropriate advocacy should also come from professionals responsible for the student's assessments. If psychologists are to make appropriate recommendations, they also need to learn more about language programs that enable students with auditory (sensory) processing deficits learn to read and advocate for these programs. If specific language programs like the Lindamood Bell are helping children learn to read, why aren't more children and young adults being offered this program? This program can be rather expensive, could this be a factor? Further investigation regarding the long term financial gain, especially, related to under employment needs to be factored and explored.

In summary, every effort should be made to prevent the onset of school related anxiety disorders. Students shouldn't have to leave school emotionally worse off than when they started. Students need to be able to leave high school with not only with basic skills and good study habits but with a strong sense of self-worth. They need to have acquired an understanding of their learning needs and the accommodations that they require. They need to have had experience advocating for themselves before starting postsecondary colleges.

Finally, advocacy needs to take place at all levels of education. It needs to begin in elementary school and continue through out the student's college program. Advocacy needs to be a concern for all parents and educators who are involved with students with learning disabilities. Appropriate assessments, early referrals to language therapists, counselors experienced in treating anxiety disorders will make a difference for students if they are to ever become successful in their pursuit of a post secondary education programs. Without this type of 'unified' support, students will probably continue to meet failure at the postsecondary level.

Not all students will have had the built in supports and advantages of the 'luck of the draw' to find the resources and knowledgeable and caring educators. The luck needs to be developed (made) for all students. Not all students will be willing to try and try again like Sam and Linda. Their self-determination in their goal to find more meaningful employment kept them going despite depression and significant school related anxiety disorders. Not all students will have the supports in place, they need to be developed. As professionals, there needs to be a goal for educating each other. As a society, we can't afford to allow an educational system to deprive even one student from pursuing their employment dreams and ambitions. Like these students stated, "please get the word out!" we need to help them!

Sam and Linda's stories have illustrated that despite the odds, a postsecondary education could be possible for all other LD students as well. Their experiences indicated that their road need not have been so difficult. Federal legislation has been passed but all the regulations can not make up for doing what is morally and socially correct. As professionals in the field of education, we should remember the words of Kirschensteiner, H.M., "Ultimately what really matters is a courageous spirit and a generous heart." In order to assist these high risk students, there needs to be a willingness to speak out for them and advocate on their behalf.

The barriers related to anxiety and related auditory processing relationships to accommodations became new discoveries in this research study. The data appeared to point to

how advocacy played a significant role in whether or not students would be linked to appropriate services providers and/or assured appropriate auditory related accommodations. Coding of significant others were identified as knowledgeable advocates (the essential links) that enabled the two students identified in this case study to achieve postsecondary success.

In order to depict the conceptual consequences of the prior educational experiences and the evolving process as to how the participants were able to overcome barriers and find solutions, Tables 1, 2, and 3 were designed. Table 1 depicts the multiple barriers that both participants reported that contributed to their school failure and poor self-esteem. The end result was a student in crisis with no where to turn. Table 2 depicts the consequences of an ideal school community that offers appropriate services because it is the humanly right thing to do. The student in this instance would not have the opportunity to experience school related stress and would receive the necessary services and self-esteem would always remain intact.

Table 3 represents the Re-building process that the participants reported. The participants represented the students in crisis as depicted in Table 1. Table 3 associates the links of advocacy that they reported which lead to the positive changes that made post-secondary success feasible. In addition, the Table 3 illustrates how positive self-esteem was able to evolve and self-advocacy was made possible. Table 2 represents common sense and empathetic solutions that do not result in anxiety disorders.

The Tables were modified to illustrate the reported findings of this study and help to explain the importance of the final theme of advocacy, the links to necessary services and accommodations that made postsecondary academic success possible for both students. The Tables also help to illustrate the difficulties students will continue to experience if certain administrative and legislative changes do not take place.

Finally, Table 4 (pp.) represents an outline summary of the total necessary educational, administrative, and legislative recommendations to improve services for postsecondary students. It is believed that if these recommendations were to be implemented students like Linda and Sam with learning disabilities associated with auditory processing deficits who have no cognitive deficits would be able to overcome the identified barriers (e.g., reading and language deficits, poor self-esteem, anxiety disorders, lack of advocacy, appropriate services and accommodations) and, thus, be able to achieve postsecondary success.

Formal Theory

Unlike other students who are capable of learning with few, if any educational supports, a more formal theory emerges. These high risk LD students require a type of social intervention that not only is more involved with the needs of the student, but also takes on the essential need to transform people and institutions into understanding and caring entities. To make others more sensitive and empathic to the needs of another person, is central to the problem of teaching morality. It is what makes us truly human.

Table 1
The Development of Poor Self-Esteem

Three Primary Barriers

Auditory Processing Deficits	LD Label	Lack of Advocacy
Results in	Results in	Results in
Language Deficits Reading Difficulties Lack of Basic Skills Lack of Appropriate Accommodations	Lack of Inclusion Lack of Educational Solutions Lack of Education Opportunities	Denial of Appropriate Services and Resources
Results in	Results in	Results in
Academic and Employment Failures	Social Isolation Teasing Feelings of Hopelessness	Unequal Educational Opportunities
Results in		
Poor Self-Esteem		
Results in		
Academic Fears Anxiety Disorders School Phobias Social Withdrawal		
Results in Student in Crisis		
Unemployment Depression Substance Abuse Other Solutions: Postsecondary Solutions?		

Table 2
 Poor Self-Esteem Prevention

A Caring and Supportive Community

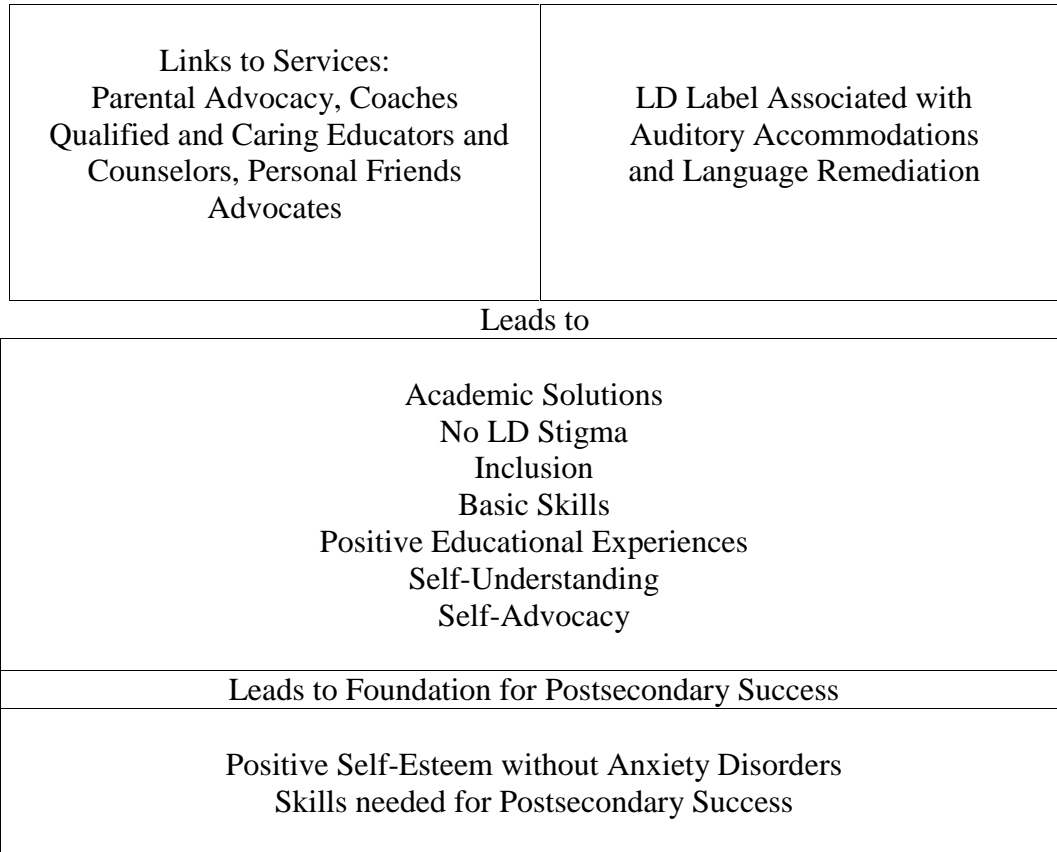


Table 3
Positive Self-Esteem Re-building Process

Interventions: Advocates, the Links to Services and Accommodations

Academic Failures	Auditory Processing Deficits	Anxiety and School Phobias LD Label Stigma Depression	Lack of Advocacy
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Advocates – Links to Services and Accommodations

Supportive Educators and Counselors	Qualified Agency Service Providers for Referrals to Language and Other Private Specialists	Counselors Therapists Coaches Support Groups Other Agency Support Groups	Family Members Caring Friends Advocates Coaches Service Providers Educators Counselors
Academic Accommodations Inclusion	Basic Skills Academic Success	Coping Strategies for Anxiety	Referrals to Service Providers Self-Confidence Self-Advocacy

Results in

Academic and Employment Success and Improved Self-Esteem
--

Table 4

Outline of Recommended Services that would Enable Students with Learning Disabilities to obtain a Postsecondary Education

Audiological educational accommodations:

- Books on Tape
- Written course outline and academic requirements
- Tape recorder
- Note takers
- Visual aids
- Small class size
- Decrease course schedule, as needed
- Quiet classrooms
- Consider FM systems
- Other

Anxiety prevention supports:

- Quiet classrooms
- Extra time on tests
- Pre-tests
- Use alternative methods for evaluating student performance
 - Portfolios
 - Open book exams
 - Take home exams
 - Group and 'hands-on projects' projects
- Encourage study partners and study groups
 - Coaches and supportive friends
 - Group and individual counseling

Pre-college skills that students need to acquire:

- Obtain language evaluations and necessary language remediation for math and reading
- Acquire necessary basic skills and study habits
- Understand learning needs, accommodation requirements and develop advocacy skills
- Acquire organizational skills

Educator teaching strategies:

Offer alternative educational strategies to overcome the auditory processing barriers

Offer subject area tutors

Offer content area instructors

Listen to student's accommodation requests and offer reasonable supports that promote motivation and adult learning

Consider meaningful technology software programs

Counseling educators:

Acquire knowledge of agency providers and make appropriate referrals for language remediation and counseling for anxiety disorders

Offer support groups preferably without label identification

Encourage peer mentoring

Offer guidance and counseling for academic course selections and accommodations

Administrative:

Offer program services for all students without need for label identification

Offer pre-college prep classes and language remediation programs for all students at not cost for students with documentation of educational history of auditory processing deficits to include provisions for health insurance coverage for all students who are eligible

Offer out reach recruitment programs and coaching advocates to assist students in accessing services

Improve computer technology labs for eligible students

Offer inservice training to improve teaching methodologies and sensitivity awareness

Employee postsecondary school counselors certified as school and rehabilitation counselors experienced with counseling students with learning disabilities

Academic Professional Training Opportunities:

Academic preparation to include seminars and courses to encourage Special Education, Counseling Education and Administration partnerships.

Future Research Issues:

Medical, language, and educational relationships related to the prevention and remediation of auditory processing deficits

Follow up research studies related to the consequences and treatment of auditory processing deficits

How auditory processing accommodations improve educational outcomes

Effectiveness of various language remediation programs to improve reading deficits

Out reach research to identify young adults with auditory processing deficits in order to offer remediation and services to access a postsecondary education

How to construct peer mentoring systems on campus to benefit Adult students with learning difficulty.

How to increase faculty sensitivity to the special needs of adult students with learning difficulties

How to increase social/educational agency capacity to discover and monitor young adult students with learning difficulties

How to increase the sensitivity of public schools to presence of these students, the nature of their needs and the delivery of appropriate remediation programs

Legal:

Funding for legal advocacy

Legal remedies for blatant denial and non-compliance of 504 accommodations

Mandate insurance companies not penalize LD students for 3 semester hour classes

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APPENDIX A

NORTHERN VIRGINIA COMMUNITY COLLEGE, IRB REQUEST

LETTER TO NORTHERN VIRGINIA COMMUNITY COLLEGE, IRB REQUEST

LETTER FROM NORTHERN VIRGINIA COMMUNITY COLLEGE, IRB APPROVAL

EMAIL FROM NORTHERN VIRGINIA COMMUNITY COLLEGE, IRB APPROVAL

LETTER TO WOODROW WILSON REHABILITATION CENTER, IRB REQUEST

LETTER FROM WOODROW WILSON REHABILITATION CENTER, IRB APPROVAL

Northern Virginia Community College Research Involving Human Subjects
IRB REQUEST

Title of Project: Case Studies of Postsecondary Community College Students with Learning Disabilities

Investigators:

Yvonne M. Bradshaw, Dr. O. Madison-Colmore, Ed.D.

Researcher's Immediate Supervisor:

Dr. Marvin G. Cline, Ph.D.

Virginia Tech Northern Virginia Graduate Center

7054 Haycock Road, Falls Church, VA 22043

Phone (703) 538-8492

1. **Description of Research Project:** See abstract; the analysis will be dependent of the type of data that emerges; data will be reviewed, analyzed, and coded as patterns emerge in relation to the types of postsecondary accommodations and services.
2. **Justification of Project:** The purpose of this study is to (a) identify educational counseling interventions and accommodations that learning disabled (LD) postsecondary students receive at Northern Virginia Community Colleges that contribute to academic success and (b) identify barriers and issues that LD students experience in accessing services. The time frame for collecting data: Spring, 1999; Dissemination and Publication of data: Summer, 1999.
Literature Review: The literature includes the review of comprehensive postsecondary education studies by professionals who have identified the many variables and factors that contribute to postsecondary college success for students with learning disabilities (Anne, 1991; Aldeman & Vogel, 1990; Bursuck, Cowen, & Yahaya, 1989; Blackorby & Wagner, 1996; Hicks-Coolick & Kurtz, 1996; Fourqurean, 1994; Bursuck, 1989; Ohler, Levinson, & Barker, 1996).
3. **Benefit to NOVA:** I believe that the proposed investigation would be of interest to Northern Virginia Community College system and service providers as it would enable counselors and educators involved in offering assistance to understand from the student's prospective what they consider to be the most significant services. Since the Northern Virginia Community College system has been involved in various postsecondary transition programs for several years, I believe that the information gained by this comprehensive case study design may be of benefit to professionals in field of special education as it will enhance their understanding of how to best prepare future LD students for positive postsecondary academic outcomes as well as how best to prepare service providers.

3. **Researcher's Credentials/Biographical Sketch:**
Ms. Bradshaw has over 25 years experience in the field of medical and vocational rehabilitation and 12 years of experience in providing School-to-Work vocational and career development for students with learning disabilities. Ms. Bradshaw has developed hundreds of successful rehabilitation plans for students who have attended Community College and other postsecondary vocational programs. Ms. Bradshaw is a Virginia licensed Registered Nurse, Pediatric Nurse Clinician, Nationally Certified Rehabilitation Counselor and Certified Disability Management Specialist. Ms. Bradshaw also has her Master's Degree in Health Education and has earned a Certificate of Advanced Graduate Study in Counseling and Student Personnel Services.

4. **Procedures:** Ten postsecondary LD students who have attended community colleges in Northern Virginia will be interviewed with open-ended questions using a two-part questionnaire guide. A questionnaire guide (see attached) will be used for unstructured interviews. Part I includes questions which pertain to the LD student's profile (e.g., medical and social history, employment, volunteer work, hobbies, special education experiences, and assessments). Part II includes questions as they relate to recommended support services identified in the literature research (e.g., disability awareness, accommodations, self-advocacy skills, academic remediation, parent and counselor advocacy, computer technology, career counseling, transition services, rehabilitation counseling and transition services. In-depth comprehensive case studies will also include information obtained from the interviews of any counselor, teacher, and/or parent who may have knowledge of the student's educational program and services. Student records will also be obtained and reviewed to verify the student's LD diagnosis to assure the appropriate student sample. See Questionnaire. The audio-taped interviews will be transcribed onto an Ethnograph v4.0 computer software program. Group information will be coded, and analyzed for themes and core categories. The type of analysis will vary depending on the information obtained.

Students will be recruited using the attached announcement, ATTENTION, Postsecondary College Students with Learning Disabilities. Authorization for this announcement to be distributed to Northern Virginia Community Colleges, and other service providers involved with School-to-Work Transition programs would assist in the recruitment of students. located in Northern Virginia.

5. **Agreements: Informed Consent:** See attached Informed Consent for Participants of Investigative Projects and Confidential Records/Interview Release forms. **Risks and Benefits:** There are no risks to the human subjects as confidentiality and anonymity will be protected (See Informed Consent for Participants). In the event the investigator believes the health or mental well being of the subject to be in jeopardy as a result of the interview, the investigator, at the end of the interview, will make appropriate recommendations for referral. If the students should become upset with any questions or do not wish to answer specific questions, the investigator will immediately comply with the student's request and stop the interview, as appropriate.

6. Confidentiality/Anonymity:

Students, counselors, educators, parents will be assigned case numbers at the time of their interviews. All records will be assigned corresponding case numbers and all identifying information will be deleted and destroyed. In addition, all audio-tapes will be reviewed and identifying information will be deleted prior to being sent for transcription. The transcriber of the audio-tapes will not have knowledge of any identifying information. Students may be permitted to review their tapes and transcriptions to assure that all identifying information is deleted. Data will be compiled with other students at the end of the study and not individually. Names for all other significant persons interviewed will also be omitted and their specific roles as parent, counselor, educator will be coded accordingly. Tapes and records will be destroyed at the completion of the study. The research data will be reviewed with the assistance of the student's advisor and research committee professor for guidance in the analysis of the data.

The researcher agrees to comply strictly with the American Psychological Associations' Ethical Principles in the Conduct of Research With Human Participants and agrees to insure that participation by any faculty member, staff member, and/or student is strictly voluntary and without inducement, and will assure that no negative effects regarding employment, course work, or grades at the College will result from a decision not to participate. See attached Informed Consent for Participants. The researcher agrees to provide NVCC with a final report of the project that includes findings and implications.

Researcher: Yvonne M. Bradshaw

Date: _____

Ms. Yvonne M. Bradshaw
6117 Pond Lily Court
Burke, VA 22015

February 8, 1999

Dr. George E. Gabriel, Ph.D., Director
Office of Institutional Research
Northern Virginia Community College
4001 Wakefield Chapel Road
Annandale, VA 22003-3796

Dear Dr. Gabriel:

Enclosed please find the attached IRB Northern Virginia Community College research request and related attachments for your approval. As discussed with you last week per our telephone conversation, in order to recruit students with learning disabilities, I would like to be able to have my announcements posted at the various Northern Virginia Community College campuses. I'd also like to be able to interview NVCC prospective counselors and professors, as needed, to complete my case studies if requested by the student.

I believe that the proposed research would be of benefit to Northern Virginia Community Colleges campuses as it would enable counselors and educators involved in providing services to learning disabled students to find out exactly what services the students have found to be most helpful. Research also indicates that frequently many students prefer not to be identified and thus may never receive services that could help them improve their academic performance. Any information that can be obtained to find out why students prefer not to be identified may assist professionals in overcoming barriers in helping students access needed accommodations.

In the event you have any further questions, please do not hesitate to contact me at (703) 250-7562 or Dr. Marvin Cline. I look forward to hearing from you in hopes that your office will authorize my research.

Sincerely,

Yvonne M. Bradshaw

Enclosures

Cc Dr. Marvin G. Cline, Ph.D., Research Professor
Dr. Octavia Madison-Colmore, Ed.D., Committee Chairman

NVGC

NORTHERN VIRGINIA COMMUNITY COLLEGE

March 8, 1999

To: Dr. Thomas Butler
Dr. Gail Kettlewell
Dr. R. Neil Reynolds
Dr. Lionel Sylvas
Dr. Barbara Wyles
George Gabriel, Director
Office of Institutional Research

Subject: Request to Conduct Research at NVCC - Ms. Yvonne Bradshaw

Ms. Yvonne Bradshaw has requested permission to conduct a survey of NVCC students and counselors for her doctoral research. Ms. Bradshaw is a student in the Counseling Education program at VA Tech.

Ms. Bradshaw is conducting research on beneficial counseling and accommodations learning disabled students may receive at NVCC, She also hopes to identify barriers and issues that learning disabled students experience while accessing services at NVCC.

She has proposed to conduct her research by conducting interviews with learning disabled students who have attended NVCC. Interviews with counselors, teachers, and/or parents will also be conducted in order to obtain further information and details. The Human Subjects Committee has reviewed her research proposal and has approved it. I am forwarding Ms. Bradshaw's proposal for your review and approval.

According to the Faculty Handbook, the Provost makes the final decision as to whether or not the campus will participate in the proposed project. If you let me know of your decision, I will communicate it to Ms. Bradshaw. However, if you decide to contact her Ms. Bradshaw's e-mail address is

I appreciate your consideration of this request. Thank you for your assistance.

Attachments

George Gabriel, Director '

Office of Institutional Research

Subject:

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According to the Faculty Handbook, the Provost makes the final decision as to whether or not the campus will participate in the proposed project. If you let me know of your decision, I will communicate it to Ms. Bradshaw. However, if you decide to contact her Ms. Bradshaw's e-mail address is ymbrad@erols.com.

I appreciate your consideration of this request. Thank you for your assistance.

J

Attachments

Subject: FW: Rquests to conduct research: Ms. Yvonne Bradshaw

Date: Thu, 8 Apr 1999 09:35:51 -0400

From: "Gabriel, George E." <ggabriel@nv.cc.va.us>

To: "'Bradshaw'" <ybrad@erols.com>

Ms. Bradshaw,

Dr. Barbara Wyles, the Provost at Alexandria campus has given her approval to conduct your research at Alexandria campus. I have not heard from the Provost at the Woodbridge campus. I will try to reach him today. Please call me sometimes tomorrow. I should have his response by then.

George Gabriel George Gabriel, Ph.D. Director - office of Institutional Research Northern Virginia Community College

From: Wyles, Barbara A. To: Gabriel, George E. Subject: Rquests to conduct research: Ms. Yvonne Bradshaw

George--fine as well for Ms. Bradshaw to conduct research on the Alexandria campus. Thank you. Barbara

Ms. Yvonne M. Bradshaw
6117 Pond Lily Court
Burke, VA 22015

March 9, 1999

Dr. Fred Capps, Ed.D.
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939

Re: DRS research committee approval

Dear Fred:

As discussed yesterday, I am sending you a copy of the Research Proposal and related information approved by Dr. Cline's VA TECH research committee for your review and approval for DRS counselor contacts. Also, I heard yesterday from Dr. George Gabriel, Director of Institutional Research, that my research was recently approved by the NOVA committee and that the Provosts at the various campuses were in the process of being notified. In addition, the Fairfax Parent Educational Advocacy Training Center will be posting my Announcement in their Spring, *The PEA TC Press*, newsletter.

If you have any questions, please give me a call at (703) 250-7562. Thanks again for your support and assistance. I am most eager to be able to interview all the necessary professionals including rehabilitation counselors, etc. I look forward to obtaining your committee's DRS approval as soon as possible.

Sincerely,

Yvonne M. Bradshaw

Enclosures

Cc VA TECH, Dr. Marvin Cline, Ph.D., Research Committee

COMMONWEALTH of VIRGINIA

JOHN R. VAUGHN
COMMISSIONER
TEL. (804) 662-7010

**DEPARTMENT OF REHABILITATIVE SERVICES
WOODROW WILSON REHABILITATION CENTER
FISHERSVILLE, VIRGINIA 22939**

March 26, 1999

JUDITH KIBLER DIRECTOR, WWRC . C.
TEL. (540) 332-7265
TDD: (800) 811-7893

Ms. Yvonne M. Bradshaw
6117 Pond Lily Court
Burke, Virginia 22015

Re: Human Subject Review for DRS

Dear Ms. Bradshaw:

The Human Subject Research Review Committee for WWRC/DRS has reviewed your research proposal and found no risk involved to human subjects. Your study involves students with learning disabilities at the various campuses of Northern Virginia Community College. No more than ten subjects will be DRS clients. There would be no risk with interviewing DRS counselors regarding DRS consumers in your study. You would need written approval from the consumer prior to initiating contact with the DRS counselor. You would also need to gain administrative approval through DRS.

Secondly, DRS consumers would not be at risk if their rehabilitation counselors provide written or verbal information regarding the study. Again, DRS counselors would need to gain administrative approval to provide this information. Counselors for the agency should not encourage or discourage participation in the study. Also, counselors should not initiate contact with you without the written consent of the consumer.

I wish you well with your study. Hopefully, the results will help improve our understanding of the transition needs of students with learning disabilities. Please feel free to contact me if you have any questions or concerns at 540-332-7151.

Sincerely,

C. Frederick Capps,
Chair, Human Subjects Research Review Committee

c: Joseph Ashley, Rh.D.
Judith Ashley
William Burnside
Mammen Mathew, MD

APPENDIX B

ANNOUNCEMENT

LETTER TO PEACTC PRESS EDITOR

ATTENTION

Postsecondary College Students with Learning Disabilities

Students with learning disabilities (LD) that have attended postsecondary community colleges are being sought to participate in an interview in order to ask them questions about the types of accommodations and services they have received. The interview is being done to gather information to help counselors better understand the college support needs of LD students.

The study will consist of confidential interviews with the student, parents, and other service providers who may also be aware of their experiences. Educational, medical, and psychological information will need to be provided and reviewed in order to document the learning difficulties. In addition, the student will be allowed to share his or her own personal experiences. All interviews will be taped recorded and all information will be kept confidential.

A Certified Rehabilitation Counselor who is also a doctoral student at Virginia Tech in Counseling Education is conducting this study.

If you think you may qualify and would like to participate or would like more information, please contact:

Yvonne Bradshaw at xxx xxx-xxxx

Ms. Yvonne M. Bradshaw
6117 Pond Lily Court
Burke, VA 22015

January 4, 1999

Ms. Theresa Reborn, Editor
PEATC Press
Parent Educational Advocacy Training Center
103040 Democracy Lane, Suite 206
Fairfax, VA 22030

Dear Ms. Reborn:

Per our telephone conversation today, I am enclosing an announcement for your next newsletter. As a graduate student in Counseling Education from VA TECH, my research for interviewing Postsecondary Students receiving support services has been approved and I would like to obtain a sample of 10 students to interview for a comprehensive case study. Once my research has been completed, I would be able to share my results so you could also report my findings in PEATC. I trust that the information I collect will enable counselors, educators, and other professionals involved with Postsecondary students to understand what services they have found to be most helpful. Again, thank you for your willingness to post the attached announcement. In the event, you have any further questions, please do not hesitate to give in a call.

Sincerely,

Yvonne M. Bradshaw,
Enclosure

APPENDIX C

CONFIDENTIAL RECORDS/INTERVIEW RELEASE

INFORMED CONSENT FOR PARTICIPANTS

CONFIDENTIAL RECORDS/INTERVIEW RELEASE

To Whom It May Concern:

I hereby give permission for exchange of the following information:

___ Eligibility packet (includes most recent eligibility information)

___ Psychological evaluation

___ Social case history

___ Educational assessments

___ Language assessments

___ Other

___ Interview for educational and related issues

REGARDING: _____
Name Date of Birth

School/Doctor's Office Address _____

Between _____ and the following person:

Yvonne M. Bradshaw
6117 Pond Lily Court
Burke, VA 22105
(702) 250-7562

Signature of Student _____

Date Requested _____

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants of Investigative Projects

Title of Project: Case Studies of Postsecondary College Students with Learning Disabilities

Investigators: Yvonne M. Bradshaw, Dr. O. Madison-Colmore, Ed.D.

I. The Purpose of this Research/Project:

The researcher will obtain information about the experiences of Community College students in order to guide policy makers, counselors, and clinicians to carry out counseling duties in the field of special education.

II. Procedures:

The researcher will conduct 2-3 hour audio-taped interviews with the student and other persons who are knowledgeable about the student's educational experiences; the researcher will also review the student's records.

III. Risks: None.

IV. Benefits of Project:

The experiences of students will enable professionals to deliver the types of services and counseling interventions that students have found to be most beneficial.

V. Compensation: None.

Extent of Anonymity and Confidentiality:

1. I have been told the purposes of this research study and grant the researcher permission to use relevant and pertinent case history information (e.g., medical, educational, psychological, social history) from my records and from my interviews for the sole purpose of research and evaluation.
2. I understand that all identifying information from taped interviews and records will be kept strictly confidential. Tapes will be secured and in the possession of the researcher or transcriber throughout the study. Prior to transcription, the researcher will delete all identifying information. Analysis and reports will be grouped later and not by individual. Tapes and records will be destroyed at the completion of the study.
3. I understand that I may also have the opportunity to review the transcript of my interview for accuracy and will be permitted to assure that all identifying information is removed. I understand that I may obtain a copy of the study after its completion.
4. I agree to be interviewed for 2-3 hours and will authorize other persons (e.g., parents, teachers, and counselors) who are knowledgeable about my experiences to also be interviewed.
5. I understand that I may decide not to participate in the research as I can stop the interview at any time and do not have to answer any questions that may be asked.

I HEREBY VOLUNTEER TO PARTICIPATE IN THE RESEARCH STUDY CONDUCTED BY YVONNE M. BRADSHAW, VIRGINIA TECH GRADUATE STUDENT, IN COLLABORATION WITH HER RESEARCH PROFESSOR AND DESIGNATED TRANSCRIBER.

STUDENT SIGNATURE _____ DATE _____
INTERVIEWER'S SIGNATURE _____ DATE _____

APPENDIX D

QUESTIONNAIRE

QUESTIONNAIRE

Date:

Student Profile:

Date of Birth:

Male

Female

Test Data:

Date Administered:

Verbal IQ:

WAIS-R/WISC-R
Performance IQ:

Full Scale:

Reading Achievement:

Math Achievement:

Written Language Achievement:

High School: GPA:

Class Rank:

SAT Total:

Verbal

Math

Essay

Language/Neurological/Other Assessments

Part I

Medical History/Birth History:

Social History:

Educational History

Employment History

Vocational/Career Interests

Hobbies/Interests

Long Term Goals

Part II

Disability Awareness/Understanding of LD/Areas Affected by Learning Disability

Processing Deficits

Strengths and Special Talents

Learning Strategies (Ways I learn best/Ways I can compensate)

Teaching Strategies (Ways teachers can help me learn)

Self-advocacy Skills Math, Reading, Writing, Organizational Skills, Time Management, Word-processing, Test Taking, Study Skills. Research/Library Skills

Transition Services

Parent Involvement

Career Counseling/Job Placement

Rehabilitation Services/Program Services

Computer Technology

Special Academic Advising/Support Groups/Personal Counseling

Accommodations/Modifications Needed/Requested:

Books on Tape/Readers

Notetakers

Tutoring

Proctoring/Special administrations of exams

Other/Experiences/Barriers to Accessing Services

Questions related to School/Rehabilitation Counselors/Educators:

Counselor/Teacher Advocacy/Training and Assistance

Academic Advising for Students/Consulting for Faculty

Coordinator of LD Services/Monitor of Student Support/Special Programs

Qualifications of Personnel that work with LD Students

APPENDIX E

TRANSCRIPT CODING, STUDENT CASE ONE

TRANSCRIPT CODING, NOVA COUNSELOR CASE ONE

TRANSCRIPT CODING, STUDENT CASE TWO

TRANSCRIPT CODING, COACH CASE TWO

Transcript for Coding Sam's Case Study

your intake. Some of these questions 5
are -- one of the first things is 6
to tell me a little bit about 7
yourself, where you're from, 8
where you were born, raised and 9
how you happen to be living here in 10
northern Virginia, tell a little 11
bit about that, where are you 12
from? 13

#-DEMOGRA

Spk2: Okay, I grew up in New York, 15 -#
just outside of the city on Long 16 |
Island. 17 -#

Spk1: Okay, and your family, any 19
family members? 20

#-DEMOGRA

Spk2: One sister, a mother, a 22 -#
father. My father is a New Yorker 23 |
from the city, mother's from New 24 |
England. 25 -#

Spk1: What brought you here to 27
northern Virginia, how did you end up 28
living here? 29

#-EMPLOYMENT

Spk2: It's kind of combination of 31 -#
things. I was working for a company, 32 |
and the office I was out of was in 33 |
Louisiana in the commercial diving 34 |
industry, (interruption in the 35 |
tape) so I'm involved in deep 36 |
sea submersibles. The company I 37 |
worked for had that type of job, 38 |
and they suggested I could come 39 |
over as a mechanic or go to 40 |
trade school and get an electronics 41 |
background, to come over as an 42 |
electronics person. They paid a 43 |

\$.-EDUC HX

little bit more for that. Going 44 -#-\$
to school was something I always 45 |
wanted to do, but I've never had 46 |
any academic success, and I was 47 |
never encouraged or inspired outside 48 |
to go to school. It was just 49 |
something personal I always wanted to 50 |

do, and the winter was rolling 51 |
around and I started looking into 52 |
going that route, and my father 53 |
was living here at the time, and 54 -\$
out of the trade schools I looked 55
at was in New York because I 56
could live up there, here, in 57

#-EDUC HX

Texas, I was living in Texas, and 58 -#
I was working in Louisiana and those 59 |
states, and there was a trade school 60 |
here that had a year program, and 61 |
also the company I worked for had an 62 |

\$.-PARENTS

office here, so I transferred up 63 |-\$
here, and I -- my dad and I had not 64 -# |
spoken pretty much from -- from when 65 |
I was 15 to about 25. When I was in 66 |
elementary -- junior high, my 67 |
folks split up and the family 68 |
kind of went awry at that point, 69 |
and I always said if I ever had 70 |
an opportunity to pursue a 71 |
productive relationship with my 72 |
father, I would, and this was the 73 |
first sign that he gave me that, you 74 |
know, let's try to work towards a 75 |
relationship. And so I thought that 76 |
that worked in -- that was an 77 |
interesting opportunity I never had 78 |
before. I also had a very good 79 -\$
friend living here, so I actually had 80
a place to set up living with a 81
group of friends who were 82
renting a house in the city, work 83
in Maryland for the same company 84
and go to tech. school, and -- 85

Spk1: What year was that? What 87
year? 88

Spk2: I'm going to guess and say 90
93. 91

Spk1: Okay. 93

Spk2: And I came up here and at t 95
last minute from speaking with my 96

#-EDUC HX

dad I decided to live with him and 97 -#
work on the relationship, and I 98 |
went to tech. school, and I 99 |
worked over for the same company, 100 |
and I was in a two-year program. 101 |
They had offered one year -- a 102 |
one-year program and a two-year 103 |

program, and towards the end of the 104 |
one-year program or towards the end 105 |
of the first year, I -- my friends 106 |
who lived here, or my friend and her 107 |
friends were all pretty academically 108 |
successful, technical, electrical 109 |
engineers, computer science guys, 110 |
physicists, they were mostly Ph.D.s 111 |
and in their late twenties, and 112 |
that's stuff I've always been 113 |
interested in, but I've never 114 |
been motivated outside of my own 115 |
curiosity to go for any formal 116 |
education. I was having really 117 |
good success at trade school, and my 118 |
relationship with my dad was more 119 |
productive than ever before, work was 120 |
going good, and when I was here I 121 |
started talking to the local 122 |
colleges, and I met a Director, the 123 |
Director of Engineering School, the 124 |
Director of Admissions for the 125 |
Engineering School at George 126 |
Washington, and he gave me -- he was 127 |
very helpful, and if I wanted to go 128 |
to college for engineering, where I 129 |
had to be as a first-year student and 130 |
where the kids out of high school 131 |

LD DIFFICU

are coming from. I've never had 132 |-\$
formal Algebra, I never had 133 ||
Calculus, Algebra, Trig., 134 ||
Geometry, I couldn't spell, I 135 ||
couldn't read, so academically, 136 ||
I was pretty challenged, and he 137 |-\$
told me about NOVA, and NOVA was 138 |
a place that he recommended to get 139 |
up to speed and then transfer 140 |
right into G.W.'s engineer 141 |
program or then again, anybody's 142 |
at that point. And when I was 143 |
finishing up the first year at 144 |
the local trade school, I was really, 145 |
really interested in going to 146 |
college, and I went back and worked 147 |
at the Gulf -- the Gulf office 148 |
and ended up instead of going 149 |
through the two-year program, I 150 |
just completed the first year and 151 |
just stopped at the first year 152 |
and decided that I would go to 153 |
college here at NOVA. And at that 154 |
time my dad, he relocated, and he 155 |
moved out of the area and I was back 156 |
down at the Gulf and I had to make a 157 |
decision, was I going to stay 158 |

there working in the industry I 159 |
was in now as an ROV 160 |
pilot/technician. ROV is a remote 161 |
control -- remote operated 162 |
vehicle, that's a deep sea drill, and 163 |
that was in the springtime, and I 164 |
decided to come back for classes up 165 |
here at NOVA since I had a year or so 166 |
established here, and I started 167 |
taking classes and I started 168 |
taking classes a NOVA and then 169 |
through the NOVA experience led me 170 |
to xxxxx and one thing after 171 |
another. 172 |

-#

Spk1: What year did you start NOVA 174

#-EDUC HX

Spk2: I think my actual first 176 -#
semester, tech. school finished, my 177 |
first year finished in the fall, 178 |
December of '93, and I was supposed 179 |
to go, if I was going to go into the 180 |
second-year sequel, would have been 181 |
the spring semester or January of 182 |
'94, and I had -- I had decided 183 |
earlier through that last semester -- 184 |
or unit that I wasn't going to 185 |
pursue the tech. school anymore, 186 |
finish the one year, the last 187 |
module to finish the one year. They 188 |
offered a one-year certificate or 189 |
a two-year certificate, and go 190 |
take classes at NOVA. So, my 191 |
first semester was the fall of '94, 192 |
if I remember -- sorry, spring of 193 |
'94, and I took Physics, Conceptual 194 |
Physics, it was college-level, it 195 |
was Algebra based, Chemistry that 196 |
was non-credited, that was pass 197 |
or fail for somebody who never had 198 |
chemistry in high school and 199 |
second-year Algebra for -- that was 200 |
non-credited for all the Algebra you 201 |
were supposed to have in high school 202 |
but didn't have, and I failed both 203 |
the chemistry and the math and got 204 |
an A in the Physics. And it was 205 |
-- and then that was -- I went 206 |
off to the Gulf that summer and 207 |
worked -- I was offshore for about 208 |
three months, and I had to make a 209 |
decision after a really terrible 210 |
start, doing so well at trade 211 |
school and then taking a year -- 212 |
a semester at college and just more 213 |

or less bombing it. Well, the two -- 214 |
the two pass or fail classes I 215 |
failed, and the class that was 216 |
credited, I passed, so that was good, 217 |
strategic -- well, not 218 |
strategically, but I wasn't grade 219 |
penalized, but, you know, I should 220 |
have done good on all the 221 |
classes, and I had to ask 222 |
myself, you know, what am I going to 223 |
do, you know, am I going to do this 224 |
seriously or not and why was I doing 225 |
so well in trade school and then I 226 |
took remedial class work at college 227 |
level, and I went belly up. And so 228 |
those were questions I asked myself 229 |
that spring and summer, and I decided 230 |
to come back that fall and take 231 |
the fall of '94, I guess it would 232 |
be, I'm not exactly sure of the 233 |
years, and I decided to come back 234 |
here and give it an honest shot and 235 |
-- 236 -#

Spk1: Okay, I'm going to come back 238
to your education, I'm going to 239
-- we're going to come back to this 240
point again. What I want to do 241
is go back down, tell me a little 242
bit about your -- your status 243
now, you're living here in your 244
own apartment? 245

Spk2: Yes. 247

Spk1: Okay, and you've been living 249
here now in your own apartment? 250

Spk2: Since '94, I guess. 252

Spk1: Okay, and I want to go over 254
your health history, general health, 255
is it good or have you always been 256
-- 257

#-MEDICAL H

Spk2: Outside of having my back 259 -#
broken, I've been fine. 260 |

Spk1: Okay, and how did you hurt 262 |
your back? 263 |

Spk2: A D.C. cop knocked me off my 265 |
bicycle one day, well, actually it 266 |
was a Federal cop. 267 -#

Spk1: What year was that? 269

Spk2: I think that was the fall of 271
 -- oh, wait, what year is this? 272
 It was three years ago this 273
 October. 274

Spk1: Okay, and what happened, did 276
 you go in the hospital, have surgery 277
 or -- 278

Spk2: Yes. 280

Spk1: -- what happened? 282

Spk2: I ended up -- that was -- 284
 yeah, I ended up having, I can't 285

#-MEDICAL H

remember the name of it, my disk 286 -#
 ruptured, and when it ruptured 287 |
 it blew into the spinal canal and 288 |
 to -- I was having a lot of 289 |
 neurological problems because 290 |
 the cartilage particles were pushing 291 |
 on the spine and on the nerves, and I 292 |
 saw a couple different surgeons, 293 |
 orthopedic and neurologists, and they 294 |
 both concluded that the only way 295 |
 to relieve the problem was to 296 |
 physically remove the pieces. 297 |

Spk1: So, you had back surgery? 299 |

Spk2: They cut me open, broke open 301 |
 the spine and vacuumed out all the 302 |
 artifacts and put everything back 303 |
 together. 304 |

Spk1: Okay. Do you have any 306 |
 limitations right now as to what 307 |
 you can do and you can't do? 308 |

Spk2: Yeah, I have -- every now an 310 |
 then I have -- according to the 311 |
 surgeon, I have a chronic back and 312 |
 back -- I'll have chronic back 313 |
 trouble, and I have to be real 314 |
 careful on -- just doing activities, 315 |
 physical activities. Recently, I've 316 |
 been pretty good as of -- well, as 317 |
 of this Sunday I had a relapse, I 318 |
 don't know why, I need to -- I 319 |
 put on a tremendous amount of 320 |
 weight since this, and the surgeon 321 |
 has recommended I need to lose -- 322 |
 be extra, extra fit because I'm 323 |

extra weak, and it's kind of a 324 |
catch-22 because when I go out, I 325 |
have to be real careful how I do 326 |
things because I can hurt myself 327 |
real easily, so it feels like every, 328 |
you know, two steps -- I have to move 329 |
two steps forward to move one step 330 |
ahead, type of thing. I haven't 331 |
been too successful at 332 |
rehabilitating myself. 333 -#

Spk1: Okay, and you take medicatio 335
for pain? 336

Spk2: Yeah, as needed. I rarely 338
take it. I only take it if I'm 339
really having bad problems and 340
presently I've been taking pain 341
medication and I guess it's an 342
anti-inflammatory and something 343
for muscle spasms, and it kind 344
of makes me a little loofy, 345
mentally, you know, kind of like the 346
commercial calls it medicine head for 347
sinus medicine, so I don't take it 348
during the day, I only take it 349
when I go to sleep at night, 350
especially during the academic 351
semester, my classes are too hard 352
to be out of it. 353

Spk1: Tell me a little bit about 355
your developmental history, as far 356
as you know you had -- you said 357
#-FAMILY
you had one sister, is she older 358 -#
or younger? 359 |

Spk2: She's older, approximately t 361 |
years. 362 |

Spk1: Do you keep in touch with he 364 |

Spk2: No, I'm in contact with her 366 |
throughout time, but -- 367 |

Spk1: What does she do? 369 |

Spk2: She's a housewife. She's a 371 |
college graduate, and she's -- I 372 |
think she has a Masters, and it's in 373 |
foreign language. 374 -#

Spk1: And your developmental 376
history, do you know if you were a 377
normal birth, were you having 378

problems, complications? 379

Spk2: As to my knowledge, everythi 381
was fine. 382

so we can't do anything." And from 575 |
that point on, whatever class I had 576 |
difficulty in, and I hesitate to use 577 |
the term "I had difficulty in", I'm 578 |
not sure what defined difficulty, if 579 |
it was that I was getting poor 580 |
grades, it wasn't anything that I 581 |
did, I didn't say I was having 582 |
difficulty, I just found myself from 583 |
eighth grade on being taken out of 584 |
classes and be put down into a room 585 |
in the basement of the junior high, 586 |
and by ninth grade all my classes 587 |
were in the small room in the 588 |
basement, and I just sat there and 589 |
looked at the four walls, that was my 590 |
day at junior high. 591 |

-#

#-SCHOOL EXP

Spk1: They didn't offer you any -- 593 -#

Spk2: I just sat there, and I just 595 |
looked at the walls, sat there for -- 596 |
I went to lunch, I went to gym, 597 |
and whatever -- I don't know how 598 |
many periods they had, eight or 599 |
nine, six or seven of them I sat 600 |
there looking at the wall in the 601 |
basement. That was my eighth, 602 |
ninth grade. 603 |

Spk1: They didn't -- what was -- 605 |

Spk2: They just told me to do it, 607 |
I did what they told me. 608 |

Spk1: What was that? 610 |

Spk2: I would go to this room and 612 |
what the teacher says to do in 613 |
there. 614 |

Spk1: What did they tell you to do 616 |

Spk2: Sit there and be quiet. 618 |

Spk1: They didn't have an assignment 620 |
for you? 621 |

Spk2: The end result was I sat the 623 |
and looked at the walls, 624 |

Spk1: For four years? 626 |

Spk2: Well, from eighth -- well, 628 |
part of eighth grade it started and 629 |
ninth grade entirely. So, I 630 |
just started, you know, after 631 |
awhile I'll come to class late and 632 |
leave early. 633 |

Spk1: Nothing to do? 635 |

Spk2: Nothing to do. Occasionally 637 |
we'll sit around and read as a 638 |
group, but I was never allowed to 639 |
participate, and I asked the 640 |
teacher, the reading teacher 641 |
towards the -- right before ninth 642 |
grade ended, and she said that she 643 |
didn't want to publicly humiliate 644 |
me in front of my peers. At 645 |
this point it was the same group 646 |
for, well, for three years, 647 |
seventh, eighth, ninth, we were in 648 |
the same reading groups, and in 649 |
elementary school it was the same 650 |
group, too, in the reading groups, 651 |
and then we all knew each other by 652 |
then pretty well, and I'm like, you 653 |
know, I've known these kids since, 654 |
you know, I could formulate my first 655 |
words and I said, you know, so I'm 656 |
the worst out of us, us group of 657 |
12 are the worst of the whole 658 |
junior high, so I guess that would 659 |
make me the worst of the worst as 660 |
far as academic abilities, and I'm 661 |
looking back at that now and I 662 |
find the whole thing, though 663 |
it's very disgusting, it's kind 664 |
of comical, too. 665 |

-#

#-TRAUMA

Spk1: How did that make you feel, 667 -#
were you feeling -- 668 |

Spk2: Well, back then I -- well, I 670 |
guess back then, you know, I wasn't 671 |
able to rationalize what was going 672 |
on. Looking back at it, it's pretty 673 |
disgusting, I mean, to be treated 674 |
like that and just to more or less be 675 |

\$.-SELF ESTEE

farmed out and stuffed in a 676 |-\$

closet, it to me is saying society 677 ||
is saying we really don't give a 678 ||
shit about you, you know, just be 679 ||
pretty, be quiet, you know, be 680 ||
invisible, and we will get along 681 ||
fine with you, and if you need 682 ||
any special assistance, you know, 683 ||
just go off and be pretty and be 684 ||
quiet and smile and be happy. 685 ||
-#-\$

#-EDUCA HX

Spk1: Did you graduate? 687 -#

Spk2: Yeah. 689 |

Spk1: With a regular diploma? 691 |

Spk2: Yeah. I graduated -- 693 |

Spk1: What year was that? 695 |

Spk2: '82, I got left back, '81 wa 697 |
my year I was supposed to graduate 698 |
in, and the week -- two weeks before 699 |
graduation or the end of the 700 |
semester some guy flagged me down 701 |
-- somebody was looking for me and 702 |
I heard him, I was in the hall, 703 |
and I said, "Yeah, I'm so and so, 704 |
who are you?" He introduced 705 |
himself as a counselor, he says, 706 |
"I'm your counselor." "I've been 707 |
in the high school since tenth 708 |
grade, three years, why are you 709 |
introducing yourself to me now?" And 710 |
he laughed, and he said it was no 711 |
big deal, he said, "I've just been 712 |
sent down here to tell you that 713 |
you're not going to graduate." 714 |
And I said, "Well, graduate is 715 |
like in two weeks, why are you 716 |
telling me this now?" And he 717 |
said, "Oh, no real --" some lame 718 |
excuse, and he said -- so I said, 719 |
"Well, why won't I graduate?" He 720 |
said, "You failed gym." And now I 721 |
was -- I never played school sports, 722 |
but I was a very, very athletic 723 |
person. I was on all different 724 |
teams, county team sports, played, 725 |
really, really excellent athlete and 726 |
won tons of trophies and the whole 727 |
nine yards for town support leagues, 728 |
and he said, "Well, you didn't pass 729 |
gym, and you're going to be left 730 |
back because you didn't pass gym." 731 |

I said, "Well, can't I take gym 732 |
in summer school?" And he 733 |
laughed, he said, "You don't 734 |
understand, you haven't passed gym 735 |
since ninth grade, you're not 736 |
going to graduate. There's a 737 |
state law you have to pass gym." 738 |
And I said, "Well, why the hell 739 |
are you telling me two weeks before 740 |
graduation I haven't passed gym in 741 |
four years?" 742 |

-#

#-EDUCA HX

Spk1: Didn't you get a report card 744 -#
with a grade? 745 |

Spk2: Not that I know of. And he 747 |
just laughed and walked away. And so 748 |
a teacher who was a friend of mine 749 |
talked me into coming back the 750 |
second senior year, so I took gym 751 |
for 14, 15 hours a day or 752 |
something. 753 |

Spk1: So you could graduate? 755 |

Spk2: All eight periods a day I ha 757 |
gym, or something like that. 758 |

Spk1: Did they offer you any 760 |
vocational training when you were in 761 |
high school? 762 |

Spk2: Yeah, they had a program 764 |
called Wilson Tech., Wilson is 765 |
obviously named after somebody, 766 |
also known as Bosie's, and the 767 |
acronym of Bosie's, I don't recall 768 |
what it stands for, and it was 769 |
vocational training for 770 |
automotives, commercial art, hair 771 |
design, different vocational 772 |
training, and I went in eleventh 773 |
grade, I think it was, you spent half 774 |
the day at tech. or at the Bosie 775 |
training school and the other half of 776 |
the day at your home campus, and I 777 |
signed up for automotives, but I 778 |
never completed the sequel, and -- 779 |
because I just wouldn't go there all 780 |
the time. By the time I got into 781 |
high school I was -- to call me a 782 |
behavioral problem would have been 783 |

-\$-EDUCA EXPE

accurate, I probably was labeled as 784 |-\$
-- if you pull out my file back 785 ||

there, it's probably stamped right 786 ||
across it, you know, behavioral 787 ||
problem. 788 ||
-# |

Spk1: What kind of -- why would yo 790 |
say that? Why would they have 791 |
labeled you that? What kinds of 792 |
behaviors did you -- 793 |

Spk2: I just didn't go to class, I 795 |
wouldn't go to school. In tenth 796 |
grade I learned -- I would go to all 797 |
normal classes, and I was told just 798 |
to be quiet. I never got homework, 799 |
I never had to turn any -- it 800 |
was obvious when you're in class 801 |
when everybody would -- a teacher 802 |
would collect homework and stop 803 |
at you and go, "Oh, that's right, 804 |
you don't have to do it." I have 805 |
no idea what the guy is talking 806 |
about, and everybody asked me how 807 |
come you don't have to do your 808 |
homework and when we take a test 809 |
how come the teacher asks you to 810 |
leave the room and then come back in 811 |
after the test? It was very 812 |
obviously, and then I asked the 813 |
teacher and the next thing I know 814 |
when I'm asking the teacher how come 815 |
I don't -- how come I can't 816 |
participate? How come you don't want 817 |
me to ask questions in class? Hhow 818 |
come I don't take tests? How come 819 |
you make me leave and come back 820 |
during tests? How come you announce 821 |
to the class that I don't have to 822 |
turn in homework, you know, why 823 |
can't I participate? And then he 824 |
wouldn't answer or anything and just 825 |
say, "Don't worry about it, just be 826 |
here." And the next thing I know 827 |
I'm being called into the 828 |
principal's office for causing 829 |
trouble in class. And I'd say, 830 |
"I don't understand, what's going 831 |
on?" And the teacher would -- I 832 |
remember once the principal 833 |
saying, "Just go to class and be 834 |
quiet and you'll do fine." And 835 |
somewhere, I guess, after the 836 |
first semester I realized all I have 837 |
to do is show up and I'll pass the 838 |
class. So, I figured well, if I'm 839 |
going to pass, why show up? So, I 840 |
started not showing up so much, and 841 |

then that caused a lot of problems, 842 |
and I kept getting called into the 843 |
principal's office for not going to 844 |
class. So, I said, "Well, you're 845 |
going to pass me anyhow, what the 846 |
hell is the difference if I'm here or 847 |
if I'm not?" And then it was a 848 |
major problem, I had to be 849 |
there, but I was going to pass no 850 |
matter what. So, I guess I just 851 |
never really -- just would 852 |
sometimes show up, and then 853 |
somewhere later in tenth grade they 854 |
had started an L.D. program, they had 855 |
a special ed. teacher come in and 856 |
meet with like four or five of us, 857 |
and they had no space for us, so 858 |
they cleaned out a janitor's 859 |
closet, the (UI) in the floor and 860 |
the whole nine yards, put three 861 |
or four desks in there, and 862 |
there's like five or six of us, so 863 |
that means at least two people didn't 864 |
have a desk to sit at, and we 865 |
spent like a class period in 866 |
there, and then it went to like 867 |
two class periods. They went to 868 |
like half the day, and just like 869 |
in junior high, by the time the 870 |
year was ended, all my classes 871 |
were in the closet with like four 872 |
other kids, and I was like, you 873 |
know, here I am in junior high from 874 |
seventh grade to ninth grade, I was 875 |
taken out of all my classes and told 876 |
just act pretty in the corner, smile 877 |
and be happy, and you'll be fine. 878 |
Here it is, you know, instead of 879 |
three years it took, you know, a 880 |
semester -- a school year, and then 881 |
in eleventh grade that teacher 882 |
ended up -- I thought she quit, 883 |
I'm not sure, but I knew she was 884 |
very frustrated, and then we had 885 -\$
another teacher come through the 886 |
#-SELF ESTEE
school district, school system who 887 -#
was a special ed. teacher, and 888 |
she met with us before the class. 889 |
She called in the parents and my 890 |
parents now are in left field, and I 891 |
remember my mom and I going up there 892 |
before the school year started, 893 |
and we met with her and she was 894 |
actually allocated a classroom and 895 |
enough desks for enough students, 896 |

and all my classes were going to 897 |
be with her, and she would try to 898 |
address whatever the state 899 |
requirements are for whatever 900 |
academically you needed to 901 |
achieve, standardized tests, I 902 |
assume. And -- but by the time I got 903 |
to her, she ended up being a very 904 |
good personal friend to me to this 905 |
day, but by the time she got me, she 906 |
was actually somebody who cared and 907 |
somebody who was willing to help, by 908 |
the time she got me, though, I 909 |
was, you know, I was convinced that 910 |
I was stupid, I couldn't learn, 911 |
and I'm not even worthy of 912 |
anybody's time. And so mentally I 913 |
wasn't there, so she did the best 914 |
she could for what state she got me 915 |
at. 916 |

-#

Spk1: Okay. You said you were 918
active in sports, what are your 919
hobbies and interests and things you 920
found success in other areas? 921

Spk2: Back then? 923

Spk1: Uh-huh. 925

#-SPORTS

Spk2: Well, athletics. 927 -#

Spk1: You played baseball? You 929 |
weren't on a team? 930 |

Spk2: Baseball, I played county 932 |
teams -- 933 |

Spk1: County, okay. 935 |

Spk2: -- opposed to high school 937 |
teams. Any sports, I love baseball, 938 |
I used to play Olympic sport Judo, 939 |
Kung Fu. I was never a fighter, 940 |
though. I mean, to me it was a sport 941 |
not a thing to mess around in the 942 |
street with. Is that all right? 943 |

-#

Spk1: Yeah. Hobbies? You were a 945
mechanic, did you repair things? 946

#-HOBBIES

Spk2: Yeah, I loved mechanics, 948 -#
mechanical, anything mechanical, 949 |
anything that I -- electricity, 950 |

anything, anything to tinker with, 951 |
engines, motors. 952 |

Spk1: Would you take them apart, p 954 |
them together? 955 |

Spk2: Oh, loved them, I couldn't g 957 |
anybody to help me, though. I 958 |
\$-SELF ASSES

tried -- I kind of part-timed at 959 -#-\$
this tech. thing, but mentally I 960 |
was not in the right state of 961 |
mind. I probably could have 962 |
done really well through tech. and 963 |
done fine, but I never finished 964 |
-- I finished the first year 965 |
sequel, I don't think I -- I never 966 |
finished the second year sequel. You 967 |
had to do the two sequels, but 968 |
that stuff came all natural, 969 |
anything mechanical came natural to 970 |
me. Anything physical came natural 971 |
to me, that makes sense. 972 -\$

Spk1: Did you fix things at home, 974
repair things? 975

Spk2: No. 977

Spk1: No? 979

#-PEERS

Spk2: There was never anything to 981 -#
fix. My father wasn't in the picture 982 |
there, so, you know, I had nobody 983 |
at home to say, you know, you're 984 |
working on your car, let me work 985 |
with you. My dad had very little 986 |
patience, so if he did something, 987 |
he didn't want me around, and by 988 |
the time I was in high school, 989 |
he was -- him and my mom were 990 |
barely in the picture, if that. 991 |
Every other -- every other semester 992 |
a different one was living at the 993 |
house, they were moving in and out 994 |
constantly, so home wasn't a fun 995 |
place to be. So, a group of kids in 996 |
the neighbor got cars, and we would 997 |
all work on the cars over our 998 |
friends' house and -- 999 |
-#

#-PEERS

Spk1: So, you learned with your 1001 -#
friends? 1002 |

Spk2: Yeah, indirectly, from what 1004 |
learned at tech. and then messing 1005 |
around in the garages over at 1006 |
friends' houses. 1007 -#

#-EMPLOY HX

Spk1: When did you first work? Wh 1009 -#
was your first job? 1010 |

Spk2: In high school, probably, or 1012 |
maybe -- well, my mom had a business 1013 |
when I was in elementary school, 1014 |
junior high and high school, and I 1015 |
used to help out there. 1016 |

Spk1: What did you do? 1018 |

Spk2: She had a florist, I used to 1020 |
go with her on buying expeditions 1021 |
and making arrangements and 1022 |
customer service and typical, you 1023 |
know, running a store, clerical 1024 |
work -- not clerical, but 1025 |
customer, cashier type thing, and 1026 |
that was off and on since I was 1027 |
a kid through high school and it 1028 |
was at a group of other stores and 1029 |
like different summers I would get a 1030 |
job at somebody else's store, you 1031 |
know, if they needed, you know, 1032 |
summertime help or something like 1033 |
that. 1034 |

Spk1: Do delivery? 1036 |

Spk2: It was just in the store 1038 |
premise type thing, you know, working 1039 |
-- one place was a hardware store, 1040 |
one summer working at a hardware 1041 |
store, another one was selling -- it 1042 |
was doing like demonstration stuff, 1043 |
it was some kind of cutting utensils 1044 |
and doing demonstrations as people 1045 |
come in the store and show them 1046 |
how something worked. 1047 -#

Spk1: What were your goals and 1049
objectives for yourself you thought 1050
you wanted to be when you grew up? 1051

#-VOC GOALS

Spk2: Well, what was realistically w 1053 -#
abstract goals and abstract goals 1054 | Spk1: ... a lot of similar question 1
abstract goals and abstract goals 1054 |

#-VOC GOALS

Spk2: Well, what was realistically w 1053 -#
abstract goals and abstract goals 1054 |
was being an astronaut, a 1055 |
firefighter, a mechanic, 1056 |
engineer, a physicist, studying 1057 |
the stars, you know, stuff like 1058 |
that, but I had -- nobody ever 1059 |
taught me how to obtain those -- make 1060 |
a dream into a reality, so I guess 1061 |
if you could classify 1062 |
personalities into three groups, 1063 |
say dreamers, critics and 1064 |
realists, I had -- I was probably 1065 |
a hard-core dreamer. My mom's a 1066 |
classic dreamer and my dad is a 1067 |
classic critic, those are probably 1068 |
the two worst combinations you can 1069 |
get to go together as your mentors. 1070 |
So, I was never taught -- I never had 1071 |
any realism, how to take -- how to 1072 |
use the critic and the dreamer to 1073 |
obtain -- with the strong realism 1074 |
perspective to gage yourself and 1075 |
achieve your goals. So, I never -- 1076 |
my personality was not of that of a 1077 |
critic, so dreamer came pretty 1078 |
naturally. So, I had these great 1079 |
dreams but never knew how to turn the 1080 |
dreams into realities. 1081 |

-#

Spk1: Right after high school what 1083
kind of work did you do? 1084

#-EMPLOY HX

Spk2: My last year of high school 1086 -#
was working in a volunteer fire 1087 |
department, and actually in '91, and 1088 |
that would have been my scheduled 1089 |
last year of high school and then '92 1090 |
when I got left back I was still 1091 |
in the fire department, and I was 1092 |
working -- I was living by myself 1093 |
the start of my -- I'm trying to 1094 |
think if it was my first or my 1095 |
second senior year, must have 1096 |
been my first, I don't recall, and 1097 |
my parents had left and I was in 1098 |
the house by myself, so I was 1099 |
there, I think, several months 1100 |
until I think my mom ended up moving 1101 |
in and I worked at a local 1102 |
supermarket, and I would go from 1103 |
class -- matter of fact, I probably 1104 |
had the best attendance when my 1105 |
parents didn't live there, and went 1106 |
to class and then after class worked 1107 |

at the supermarket and came home. 1108 |
And then I guess my mom somewhere 1109 |
around the fall moved back into the 1110 |
house and worked in the supermarket 1111 |
probably for the rest of the year. I 1112 |
got involved in the fire 1113 |
department and then graduated and 1114 |
right after graduation I got a job 1115 |
-- or roughly that summer I 1116 |
think one of the guys in the 1117 |
fire department had a mason -- he 1118 |
laid bricks, so I worked as an 1119 |
apprentice bricklayer, and I did that 1120 |
for a year, I guess. One of the 1121 |
guys in the fire department, 1122 |
through the fire department I got 1123 |
different medical training and 1124 |
emergency medical training, 1125 |
paramedics, firematics -- 1126 |
-#

#-FRIENDS

Spk1: How did you do with that 1128 -#
training, was that okay for you? 1129 |

Spk2: Yeah, yeah, it was -- it was 1131 |
good. I had a girlfriend that was 1132 |
interested in that and we used to 1133 |
study together, and that helped a lot 1134 |
for the medic's license because 1135 |

\$_LEARN TECH

you had to -- I guess what I ended 1136 -#-\$
up doing was more or less 1137 |
memorizing all the possible 1138 |
questions, so when I saw the 1139 |
questions, I couldn't read, so, I 1140 |
couldn't read the questions, so I 1141 |
would memorize what the question 1142 |
looked like as if like looking at a 1143 |
car, you know, they come in different 1144 |
colors, but you recognize a Ford 1145 |
because it has certain features and 1146 |
I would memorize the sentence by 1147 |
having certain features, I guess, I 1148 |
could tell little words like "a", 1149 |
"and", "in", "how". Usually, the 1150 |
primary nouns or adjectives I was 1151 |
in left field, so I never knew 1152 |
exactly what they were -- I knew, 1153 |
okay, something about heart attacks, 1154 |
but I don't know what, and I would 1155 |
do these study guides that would just 1156 |
have batteries of questions and 1157 |
start memorizing what the 1158 |
sentence looked like more or less, 1159 |
so when I was answering 1160 |
questions I never was exactly 1161 |

sure what the question was, and I 1162 |
ended up -- it's amazing just on 1163 |
that capability of passing the 1164 |
state exam based on not really 1165 |
even be sure what the question 1166 |
is by guessing. So, it tells me 1167 |
now looking back I must have 1168 |
really, really well -- really 1169 |
understood the material well because 1170 |
it wasn't the material I was even 1171 |
being tested on, I was being tested 1172 |
on could I recognize what sentences 1173 |
looked like, not what they say. 1174 |

Spk1: Uh-huh, so fusion? 1176 |

Spk2: Yeah, and it's amazing, I 1178 |
mean, these were hard tests, and 1179 |
since it was, you know, the medical 1180 |
field, they, you know, they don't 1181 |
give any leeway, they would not let 1182 |
somebody read the test to me, and 1183 |
they said if you can't read the 1184 |
test yourself and pass it, we 1185 |
don't want you in this business. 1186 |
My argument was, well, when I'm 1187 |
out there in the street, you know, 1188 |
I'm not -- the patient is not 1189 |
going to say, "Here's a book, 1190 |
read this question." I'm going 1191 |
to have to ascertain what the 1192 |
situation is based on physical 1193 |
evidence, not reading it, you know, 1194 |
and, you know, so this test isn't 1195 |
even testing me on what you want me 1196 |
to know. Well, it didn't matter, 1197 |
so I ended up doing it and one of 1198 |
the guys at the fire department was 1199 |
working as a medic for New York 1200 |
City, and he got me a job as a 1201 |
medic in New York City, so I ended 1202 |
up taking that job. 1203 -\$

Spk1: How did that go? 1205

#-EMPTY HX

Spk2: It went well, it went fine. 1207 -#
did that until about '86, and I 1208 |
just was burnt out from the job, 1209 |
and I got a six-month leave, and 1210 |
I went overseas, I always wanted 1211 |
to go overseas. Back then they 1212 |
had an airline called People's 1213 |
Express, and they were I think the 1214 |
first airline to offer a 1215 |
no-frills, bring your own 1216 |

sandwich, so for \$99 I could fly to 1217 |
Europe, and friends of my earlier 1218 |
that year went to Europe. It was 1219 |
always a dream of mine to go, and I 1220 |
couldn't arrange the time off, so I 1221 |
put in for the leave of absence and 1222 |
like a year later and saved my money, 1223 |
gave up my apartment, sold my car, 1224 |
put my stuff in storage and took 1225 |
the six-month leave. I ended up 1226 |
staying just about -- just shy of 1227 |
two years, and needless to say, I 1228 |
got fired from the job for 1229 |
failure to return on time, and I 1230 |
backpacked all over Europe for 1231 |
almost two years and then came 1232 |
back stateside and then backpacked 1233 |
over across the states, and then 1234 |
ended up back in New York and I 1235 |
always -- you asked earlier what 1236 |
activities came naturally, physical 1237 |
activities, and painting and drawing, 1238 -#
#-EDUC HX

I guess being a dreamer helped 1239 -#
that side. And so, a friend of 1240 |
mine got me involved in art school 1241 |
in New York City, and it was a 1242 |
traditional fine arts school, it 1243 |
wasn't a college of arts, you 1244 |
didn't get -- they didn't have a 1245 |
degree program, but it wasn't 1246 |
your traditional or -- it was your 1247 |
traditional art school but there was 1248 |
no academics, there was no math, 1249 |
there was no history, there was no 1250 |
English, it was strictly fine arts. 1251 |
I studied there for about, I think, 1252 |
two years, and I realized I had no 1253 |
desire to be seen, and why be an 1254 |
artist if -- all my friends had this 1255 |
tremendous desire to move their 1256 |
generation, to make a lasting mark, 1257 |
to profoundly affect man's perception 1258 |
of the world, and I had no 1259 |
interest, I just like painting 1260 |
and drawing. So, I was thinking 1261 |
well, what's the point of this? 1262 |
It's a neat hobby, but why do it 1263 |
if -- plus, it pays really lousy. 1264 |
And so, I ended up knowing this 1265 |
guy who was in the commercial 1266 |
diving business and he told me if you 1267 |
want to go into this, what you had 1268 |
to do, you had to go to trade 1269 |
school, get licensed and told me 1270 |
what the schools were. So, I 1271 |

looked into it, scrounged up money 1272 |
and then when off in 1990 went 1273 |
to dive school, actually the first, 1274 |
December -- January 1st, January 1275 |
something of 1990. It was 1276 |
approximately a six-month program, 30 1277 |
hours a week, five days a week of 1278 |
diving training, and it's the same 1279 |
program if you signed up with the 1280 |
U.S. Navy to become a salvage 1281 |
diver, same exact program. 1282 -#

Spk1: Was this in New York? 1284

#-LD DIFF

Spk2: No, this was in Texas. And 1286 -#
did that and, you know, then again, 1287 |
I still can't read, can't write, 1288 |
I can barely count, whole 1289 |
numbers, don't throw negatives or 1290 |
fractions or anything like that. 1291 |

-#

Spk1: But they had written tests y 1293
had to take? 1294

#-LEARN TECH

Spk2: Right, and it was designed - 1296 -#
it was pretty much designed just 1297 |
like the military program where 1298 |
you're put through modules and 1299 |
you get spoon-fed and absorbed 1300 |
in that module exactly what you 1301 |
need to know, you take your quiz 1302 |
and then you move on, and you're 1303 |
kind of led through, you're not just 1304 |
sent out there on your own. And then 1305 |
it was a lot of practical stuff, 1306 |
too, you just couldn't do this in 1307 |
the book, but you had to go 1308 |
outside and okay, what does this 1309 |
mean in a three-dimensional 1310 |
world? And so, it was being 1311 -#

#-LEARN TECH

reinforced, not just from a book 1312 -#
but real life. And at that time my 1313 -#
dad and I, from the age of 1314

#-FAMILY

approximately 15 to 25 rarely ever 1315 -#
spoke. Around 25 we actually started 1316 |
a relationship again, and I don't 1317 |
know what he did, but his perception 1318 |
changed and that allowed the 1319 |
relationship to at least to try to 1320 |
pursue one and -- 1321 |

Spk1: His perception of you or what 1323 |

Spk2: I think his perception perhaps 1325 |
of life and -- 1326 |

Spk1: It was something he was going 1328 |
through? 1329 |

Spk2: Yeah, yeah, and I got the 1331 |
benefit from it, and I always said if 1332 |
I could be in a state to have a 1333 |
productive relationship with my dad, 1334 |
I would. When I was a kid from 1335 |
birth to roughly when my -- from 1336 |
12 or 13 when my folks split up, I 1337 |
have very, very fond memories. 1338 |
My father was very interactive 1339 |
with my sister and myself, my 1340 |
mother was very interactive, and 1341 |
then when their marriage failed, 1342 |
it was fend for yourself, and it 1343 |
wasn't -- say if that was round 1344 |
numbers, say that was 15, it 1345 |
wasn't for ten years later that 1346 |
he was kind of like, hey, I have a 1347 |
kid, hey, what have you been doing? 1348 |
Oh, I've been fending for myself for 1349 |
the past ten years or more. Anyway 1350 |
-- 1351 |

Spk1: And this was a difficult time 1353 |
for you -- 1354 |

Spk2: Oh, yeah. 1356 |

Spk1: -- you were dealing with a l 1358 |
of things -- 1359 |

Spk2: The worst time to take a 1361 |
hiatus. 1362 |
-#

#-FRIENDS

Spk1: You didn't get involved with 1364 -#
drugs -- 1365 |

Spk2: No. 1367 |

Spk1: -- or nothing like that? 1369 |

Spk2: Never. 1371 |

Spk1: What was, do you think -- 1373 |

Spk2: No, to this day I don't have 1375 |
clue. I had all the friends in 1376 |
the world that could provide me 1377 |
with every kind of (interruption in 1378 -#

the tape) she was real 1379
 #-NOVA
 instrumental, and she -- I guess 1380 -#
 she got me to go back, and it was 1381 |
 the same, you know, I said, 1382 |
 "Listen, you gave me all these papers 1383 |
 to fill out. I can't fill them out, 1384 |
 I can't even freaking read them." 1385 |
 I guess I was a little 1386 |
 belligerent. 1387 |
 |
 Spk1: This time you were like -- 1389 |
 |
 Spk2: I was totally frustrated, an 1391 |
 the lady is like well, you know, 1392 |
 "You've got to fill these out, so you 1393 |
 better get somebody to help you, 1394 |
 and I can't do anything until you 1395 |
 fill these out." I said, "That's 1396 |
 what I'm here for is for help. If 1397 |
 I don't have anybody to help me, 1398 |
 why the hell do you think I came 1399 |
 here to ask for help? Because I 1400 |
 have somebody at home that could 1401 |
 help me? Well, I wouldn't be 1402 |
 here then." And I was just -- 1403 |
 just offended by the whole 1404 |
 situation, and just figured, you 1405 |
 know, well, in 10 or 20 years, 1406 |
 whatever it's been that I've been out 1407 |
 of school, 15 years, nothing's 1408 |
 changed, and I went back to doing my 1409 |
 stuff, and I ended up speaking -- I 1410 |
 don't know if I ended up taking 1411 |
 classes -- I took classes -- I don't 1412 |
 know if it was a teacher or a 1413 |
 counselor, but somebody said go talk 1414 |
 to (interruption in the tape) 1415 |
 disabled students. I said, all 1416 |
 right. I think I came across -- 1417 |
 probably knowing me I probably had 1418 |
 to be told this several times or 1419 |
 come across other people saying go 1420 |
 talk to (interruption in the tape) 1421 |
 campuses because of scheduling, 1422 |
 and I'm at I look 1423 |
 up this lady, a 1424 |
 real nice lady, and I tell her, you 1425 |
 know, she's like, "What do you need?" 1426 |
 I said, "Well, I have problems 1427 |
 reading and spelling. I'm taking 1428 |
 classes, and I was wondering if I 1429 |
 could get extra help." She said, 1430 |
 "Have you applied for it through 1431 |
 the school?" I said, "Well, I went 1432 |
 to other campuses and they handed 1433 |

me all these forms." And she 1434 |
goes, wait a minute, and gets the 1435 |
forms, she sits down with me and 1436 |
she says, "Listen, we've got to 1437 |
process these. You tell me what 1438 |
to write and I'll fill them out 1439 |
for you." A whole -- she had a 1440 |
whole different make-up on how to 1441 |
handle the situation, and I was like, 1442 |
wow, you know, I can work with 1443 |
this. And so, she sat down and 1444 |
assisted me in whatever forms we 1445 |
had to process to get the ball -- 1446 |
get the, I guess, technical ball 1447 |
rolling, and she has been such an 1448 |
instrumental player in my 1449 |
success. She ended up setting me 1450 |
up with (interruption in the tape) 1451 |
giving me, it's just been 1452 |
revolutionary in my -- 1453 |

|-DRS

Spk1: So, she referred you to -- 1455 |-\$
(interruption in tape) 1456 -# |

Spk2: DRS and 1458 |

Spk1: Okay. 1460 |

Spk2: Anytime I've ever needed 1462 |
assistance, she's not -- she 1463 |
handles, I guess the L.D.'s but at 1464 |
the same time she's the counselor and 1465 |
anytime I need assistance, she's 1466 |
-- she'll tell you straight up, I 1467 |
don't know, but we'll find 1468 |
(interruption in the tape) didn't 1469 |
get the end result, but if 1470 -\$
(interruption in tape). 1471

Spk1: Now who said this? 1473

Spk2: xxxxx 1475

Spk1: xxxxx okay. 1477

Spk2: xxxxx has been really dynamic 1479
and -- 1480

#-CSL SUPPOR

Spk1: All right. Tell me some of 1482 -#
the things she did that made the 1483 |
difference for you. 1484 |

Spk2: Probably any time I've had 1486 |
trouble, I know now that I can -- 1487 |

Spk1: What kind of trouble, what 1489 |
kind of solutions? 1490 |

Spk2: Well, I'm trying to think of 1492 |
things in the past. I know now if I 1493 |
have difficulty, I can go find xxxx 1494 |
(interruption in tape) that she's 1495 |
willing to try to find solutions, 1496 |
and she'll have me actively 1497 |
participate in the problem-solving 1498 |
task. 1499 |

Spk1: What would be an example? 1501 |
Spk1: What would be an example? 1501 |

Spk2: Okay, like with getting the 1503 |
ball rolling to get assistance, we 1504 |
sat down and she said let's type up a 1505 |
form, what problems -- what 1506 -#
problems do you have and what 1507
problems -- how could teachers 1508
#-CSL SUPPOR

help you. At the time I was I 1509 -#
would say extra time on tests, 1510 |
using a voice -- not a voice 1511 |
recognition, like an electronic 1512 |
speller, but it's not the speller but 1513 |
it pronounces the word because 1514 |
(interruption in tape) that was 1515 |
together, and then she got me 1516 |
pointed towards (interruption in 1517 |
tape). I ended up having two, I'm 1518 |
answering this indirectly because I 1519 |
don't really know the answer of it 1520 |
because nobody ever asked me, I 1521 |
never thought about it. I have two 1522 |
counselors now I use. I changed 1523 |
campuses from Campus A to 1524 |
Campus B by doing that, xxxx 1525 |
could help me because now I'm a 1526 |
student body of that campus. I 1527 |
have one counselor who helps me 1528 |
on academic things to transfer 1529 |
to a university, what classes do 1530 |
I need, he helps me like on the 1531 |
mainstream end of things, and then 1532 |
xxxx helps me with -- and that's 1533 |
what he's good at, and xxxx is -- 1534 |
she knows that, too, but she's also 1535 |
good with the L.D. end of things, and 1536 |
when I need -- if I need 1537 |
assistance, and actually, for the 1538 |
past couple of years I've become 1539 |
pretty independent, and I've 1540 |
learned how to talk to the 1541 |

teachers one-on-one and -- 1542 |

Spk1: So, at some point she used t 1544 |
interface for you, to talk to the 1545 |
teachers? 1546 |

Spk2: Or I would probably ask her 1548 |
how do I do this. When I go talk 1549 |
to the teacher, what is the 1550 |
teacher -- how should I 1551 |
communicate with that teacher? 1552 |
What information are they 1553 |
looking for? What information is 1554 |
erroneous? How do I present, if you 1555 |
were me with what you know, how -- 1556 |
you know, how would you go up to the 1557 |
teacher and say, I remember her now 1558 |
thinking saying okay, "Sam , I 1559 |
would say, Professor so-and-so, 1560 |
I have difficulty in this area, 1561 |
I'm requesting that, you know, my 1562 |
tests be placed in the testing 1563 |
center," or whatever the scenario 1564 |
was. And I noticed xxxx 1565 |
(interruption in tape) she gives 1566 |
me the same kind of guidance the 1567 |
way xxxx would. I was talking to 1568 |
xxxx recently, I guess I've done 1569 |
that since my relationship with 1570 |
xxxx has developed, I guess I 1571 |
use her more in that role than I 1572 |
would xxxx, and since xxxx works 1573 |
-- I come to a workable solution 1574 |
through xxxx, I guess I for 1575 |
the most part really don't need 1576 |
xxxx or don't utilize her. 1577 |

-#

#-SERVICES

Spk1: Okay. What assessments and 1579 -#
services did xxxx give you, what 1580 |
kinds of things? 1581 |

Spk2: Well, we started off getting 1583 |
tested, current, up-to-date tested, 1584 |
and then we went through the language 1585 |
-- we did the language assessment 1586 |
testing II for xxxxxxxxxx. The first 1587 |
one was through, I don't remember 1588 |
his name, a psychologist, a 1589 |
psychiatrist -- well, a 1590 |
psychologist, who did the I.Q. 1591 |
battery of tests. 1592 |

Spk1: What did you learn from that 1594 |
kind of evaluation? What did you 1595 |
learn about yourself and what your 1596 |

deficits were? 1597 |

Spk2: That I'm a pretty bright guy 1599 |
but I have a -- you know, I can't 1600 |
read, and I can't spell, I can't add 1601 |
or subtract very well. And looking 1602 |
back at it, too, now I see that I 1603 |
had a really strong anxiety 1604 |
component, a psychological 1605 |
component. I was really 1606 |
stressed out, and I remember doing 1607 |
real -- I remember doing a math 1608 |
test, and at that time I had a couple 1609 |
Algebra, you know, college classes 1610 |
under my belt, and it was really, 1611 |
really easy, just basic arithmetic, 1612 |
adding, subtracting, multiplying, 1613 -#
dividing, it was just messy problems, 1614

#-ANXIETY

and I remember being so scared 1615 -#
when he put the sheet in front of 1616 |
me that I looked at, I just 1617 |
started abstractly writing down 1618 |
numbers, whatever looked good. 1619 |
Didn't even try, didn't count, you 1620 |
know, 300 times, you know, 700, 1621 |
well, I know three times seven is 1622 |
21, 2100, you know, I -- 1623 |

Spk1: You should have been able to 1625 |
get the answer but because of your 1626 |
anxiety you couldn't -- 1627 |

Spk2: Oh, yeah. 1629 |

Spk1: -- you just kind of -- 1631 |

Spk2: Yeah, yeah, I really did ver 1633 |
badly on the math side of the test. 1634 |
The language side I did bad, too, 1635 |
but the logical side I did real 1636 |
well, and now I can look back 1637 |
from recent experiences knowing 1638 |
that my biggest problem is the 1639 |
psychological component, I 1640 |
predetermined my ability, and I've 1641 |
said I'm so -- I've heard for so 1642 |
long to sit in the closet, be 1643 |
quiet, you're a dumb kid, you 1644 |
can't do anything, but I had this 1645 |
great desire to learn and explore and 1646 |
my desire draws me to go take 1647 |
classes, but then I fail the classes 1648 |
because I predetermined I can't do 1649 |
it. And xxxx has set me up with 1650 |
(interruption in tape) a year and a 1651 |

quarter now, a year ago this past 1652 |
fall, and I've come to identify 1653 |
that my greatest problem, to read 1654 |
a problem is really minute. That's 1655 |
an easy thing to fix. Believing 1656 |
that it's unfixable, I can't do it, 1657 |
how can you do -- if you can do 1658 |
something really good, but you 1659 |
believe you can't do it, you know, I 1660 |
mean, you've got to come -- I've 1661 |
realized I've got to change that 1662 |
mental perception that I can do 1663 |
things, that's been the hard thing. 1664 |

-#

Spk1: What services did you get fr 1666
DRS? 1667

#-ANXIETY

Spk2: Well, going through the 1669 -#
general I.Q. diagnostics, the 1670 |
psychological profile, the 1671 |
language, mechanically testing me 1672 |

-\$-REMIAT

on strictly language. She sent 1673 |-\$
me through the xxxxxxxxxx 1674 ||
xxxxxx, and now, that form you gave 1675 ||
me, I can actually read. It takes me 1676 ||
a minute, but I can read it. But 1677 |-\$
mostly (UI) now is anxiety, and I 1678 |
have to stay calm, if I stay calm, I 1679 |
can read it. 1680 -#

Spk1: So, after the testing was 1682
done, then what did the testing 1683

#-REMIAT

recommend and what other 1684 -#
services did you get, for 1685 |
example, did you learn how to 1686 |
read? 1687 |

Spk2: Yeah, I can read now. 1689 |

Spk1: You can read, how did you 1691 |
learn -- 1692 |

Spk2: I can read now, I write -- I 1694 |
write brilliantly. 1695 |

Spk1: Okay. Now, what services di 1697 |
you get, was it from the xxxxxxx 1698 |
xxxxxxx xxxxxx? 1699 |

Spk2: Yeah, the program that 1701 |
xxxxxxx, they -- 1702 |

Spk1: What did they do that made a 1704 |

difference? What did they -- 1705 |

Spk2: They taught me how to read a 1707 |
spell. They went through a 1708 |
program, there was three of us, we 1709 |
went through it for about 20 -- 20, 1710 |
25 hours a week, five days a 1711 |
week, I think, I'm trying to think 1712 |
how many hours a day, 25 hours 1713 |
would be five hours a day, I'm 1714 |
not sure if it was four or five 1715 |
days a week, but I would roughly 1716 |
say 30, that might be with the 1717 |
commute involved because it was a 1718 |
little far away, for about eight or 1719 |
ten weeks, maybe eight weeks, it was 1720 |
pretty involved, a pretty-saturating 1721 |
program. 1722 |

-#

#-EDUC HX

Spk1: Do you think if you would ha 1724 -#
gotten that program when you were 1725 |
younger, it would have made a 1726 |
difference? 1727 |

Spk2: Oh, God, yes, God, yes. 1729 |

Spk1: It's not just because you're 1731 |
older, you just think if somebody 1732 |
had sat down -- 1733 |

Spk2: I can't objectively answer 1735 |
that, but, yeah, I would -- 1736 |

Spk1: Would you have benefited -- 1738 |

-#

#-TRAUMA

Spk2: Who I am now with all the 1740 -#
psychological baggage that's on top 1741 |
of it, assuming that my cognitive 1742 |
abilities haven't changed, that I 1743 |
have the same mind, is that the right 1744 |
word? 1745 |

Spk1: Uh-huh. 1747 |

Spk2: Mental -- how do you say it? 1749 |

Spk1: Cognitivability? 1751 |

Spk2: Yeah, that's right. 1753 |

Spk1: Yeah, intelligence. 1755 |

Spk2: Right, and I assume that is 1757 |
pretty finite. 1758 |

Spk1: Right. 1760 |

Spk2: That it doesn't change 1762 |
dramatically. I assume that that's 1763 |
the way I was when I was nine or 1764 |
eight or whatever, and then I had 1765 |
such less psychological trauma 1766 |
subjected, hell, I never -- who knows 1767 |
what I would have done or 1768 |
capabilities I could have gone to at 1769 |
this point in my life academically, 1770 |
that, you know, that was denied to 1771 |
me, consciously denied, not 1772 |
accidental. People made decisions 1773 |
and said, "You are not going to 1774 |
be allowed to do this. We're 1775 |
going to do everything we can to 1776 |
prevent you from doing this." I mean, 1777 |
that's -- 1778 |

-#

#-LEARN TO H

Spk1: What did they -- why -- what 1780 -#
program -- can you identify anything 1781 |
specifically in the program that in 1782 |
the language, in hearing sounds or 1783 |
what things in that were you missing 1784 |
that you automatically learn things 1785 |
other kids aren't -- 1786 |

Spk2: You're asking a layman here. 1788 |

Spk1: Okay. 1790 |

Spk2: All I know is that we -- I 1792 |
remember drilling and drilling 1793 |
identification of sounds. 1794 |

Spk1: Sounds? 1796 |

Spk2: Because I remember, this was 1798 |
really hard in the beginning, but 1799 |
they would say, they'd give you 1800 |
blocks, colored blocks, colored 1801 |
blocks represent particular sounds, 1802 |
say syllables in a word, or not even 1803 |
syllables, I guess like phonies, 1804 |
individual sounds words make or 1805 |
letters make, and they would give 1806 |
abstract words or just sounds, and 1807 |
you would have to identify all the 1808 |
components of the sound, and you have 1809 |
your color blocks, and I would 1810 |
hear -- say, if they gave four 1811 |
sounds, I might only hear two of 1812 |
them. 1813 |

Spk1: So, you weren't hearing the 1815 |
sounds, you needed to learn -- 1816 |

Spk2: I was hearing the sounds, bu 1818 |
I wasn't perceiving, to me it 1819 |
was all the same thing, and then 1820 |
they trained you really intensively 1821 |
on hearing and identifying the 1822 |
different sounds. So, now I know 1823 |
that this sound was actually made 1824 |
up of three individual sounds. 1825 |
To me, it's one sound and after 1826 |
intensive training I can hear, 1827 |
well, two sounds, okay, three, there 1828 |
are four sounds, and then they 1829 |
started introducing letters and then 1830 |
into words, and when you got into 1831 |
trouble breaking a word down, what 1832 |
did the letters make? What are the 1833 |
possible sounds? And then suddenly, 1834 |
I don't know, you can read, and 1835 |
maybe that ability didn't come 1836 |
as natural as for so-called 1837 |
normal kids pick this up fairly 1838 |
rapidly. With me, maybe I was 1839 |
never taught it. Maybe I had a 1840 |
deficit, but with extra time it 1841 |
would have been compensated for, I 1842 |
don't know. 1843 |

-#

#-AUDIOLOG

Spk1: Throughout school did you ev 1845 -#
have a hearing evaluation? 1846 |

Spk2: Oh, yeah, thousands of times 1848 |
I always had normal hearing. 1849 |

Spk1: Normal hearing, did you see 1851 |
do you have a record of what your 1852 |
hearing was? 1853 |

Spk2: Well, that's what I was told 1855 |
I think xxxx sent me through a 1856 |
hearing thing, I know at work 1857 |
there's -- 1858 |

Spk1: You got an audiological 1860 |
evaluation? 1861 |

Spk2: Yeah, I know work has done i 1863 |
because I work around loud 1864 |
machinery, and they do that like 1865 |
every -- once every couple of 1866 |
years and I've always -- what 1867 |
they tell me I pass with flying 1868 |

colors. I don't know if they do 1869 |
the same hearing test as say 1870 |
somebody who's studying language 1871 |
would. I remember having a hearing 1872 |
test, I'm not sure if it was -- I 1873 |
know it was through work, I might be 1874 |
confusing that with xxxx, I'm not 1875 |
sure about that. 1876 |
-#
Spk1: Okay. 1878

#-LD PROFILE

Spk2: She would know. I personall 1880 -#
have no records. I remember being 1881 |
tested as a child through public 1882 |
school, all through public school and 1883 |
always being told that I had no 1884 |
problem, what they tell me what is 1885 |
aren't obviously the same thing, and 1886 |
I remember being told all through 1887 |
public school everything is fine 1888 |
regardless if it was or if it wasn't, 1889 |
because that's usually the 1890 |
standard answer, you know, and I 1891 |
would know at times when things 1892 |
are obviously not fine, you 1893 |
know, and then I know that I'm 1894 |
just being insulted at that point, 1895 |
so my -- I guess that's why I 1896 |
have limited trust in people, 1897 |
especially -- 1898 -#

#-AUDIOLOG

Spk1: Right, there definitely, 1900 -#
though, obviously there are certain 1901 |
sounds you weren't hearing that 1902 |
weren't showing up that -- 1903 |

Spk2: Right. Well, when we did th 1905 |
thing I remember going through 1906 |
words and realizing to me this 1907 |
word would trigger a thought that 1908 |
I would never -- I wouldn't be 1909 |
able to spell it because to me it 1910 |
was just this one particular 1911 |
sound and not recognizing the 1912 |
individual components and then 1913 |
how could I represent that with I 1914 |
guess they call it a Graphy, a 1915 |
symbol, and if I don't know what -- 1916 |
I don't even hear the sound that 1917 |
represents that symbol, let alone 1918 |
know what the accurate sound that 1919 |
represents that symbol is, so there 1920 |
was a lot of training just all the -- 1921 |
they took the symbols and all the 1922 |

possible sounds that go with the 1923 |
symbol, and they -- they consolidated 1924 |
it into a finite limit of symbols 1925 |
with a finite limit of sounds, and 1926 |
then with this bag of tricks, you 1927 |
could put together any word you want. 1928 |

Spk1: So, you had to learn that 1930 |
process? 1931 |

Spk2: Right, had to learn that 1933 |
process. 1934 |

Spk1: It kind of sounds like a 1936 |
complicated process in some ways. 1937 |

Spk2: I am sure it's more 1939 |
complicated than I could ever 1940 |
imagine. 1941 |

Spk1: I mean, you have to be able 1943 |
think about it and obviously, you 1944 |
know, figure out how to do that, 1945 |
that's a whole process in itself. 1946 |

Spk2: Yeah, and I'm sure that with 1948 |
our best minds, man's best mind still 1949 |
probably don't truly understand 1950 |
the way the mind perceives 1951 |
language, you know, so -- 1952 |

-#

#-REMEDIATIO

Spk1: So, now how did that -- did 1954 -#
that make a difference in the rest of 1955 |
the classes you took at NOVA? 1956 |

Spk2: The funny thing about it is, 1958 |
this is the psychological 1959 |
component, it was a year after, it 1960 |
took a full year until I started 1961 |
realizing I could read. I was still 1962 |
convinced I couldn't do it. 1963 |

Spk1: Really? 1965 |

Spk2: Yeah, a year, it was a year 1967 |
later, the following spring semester 1968 |
that I realized, I said, oh, my, God 1969 |
-- 1970 |

Spk1: You're reading. 1972 |

Spk2: I can read enough, I was 1974 |
taking -- I took like my big 1975 |
reading class was Economics I 1976 |
and II, and I didn't get any books 1977 |

on tape or didn't have anybody 1978 |
make efforts to get things taped, 1979 |
and I was able to tape my class, 1980 |
I would come home, and I would 1981 |
transcribe my tape, it took awhile, 1982 |
and then I could sit there and read 1983 |
the book. 1984 |
-#

#-DRS

Spk1: Is this something xxxx help 1986 -#
you get, the books on tape? 1987 |

Spk2: Yeah, that was through xxxx 1989 |
-- no, that was through xxxx. 1990 |

Spk1: xxxx? 1992 |

Spk2: xxxx. 1994 |

Spk1: She helped you get them? 1996 |

Spk2: Yeah, she got me hooked up, 1998 |
she filled out the paperwork, got 1999 |
the paperwork all filled out for 2000 |
me, or I guess we did it 2001 |
together, through the recording 2002 |
for the blind with -- getting 2003 |
the tape recorder, getting on 2004 |
file or registered with the 2005 |
services and, yeah, this year I was 2006 |
taking -- last semester I finished an 2007 |
Associate's, and I took -- 2008 |

-#

Spk1: What did you get your 2010
Associate's in? 2011

#-EDUC HX

Spk2: It's an A.S., Associate's of 2013 -#
Science in General Studies. 2014 |

Spk1: Okay. 2016 |

Spk2: And I got a 3.6, 71 credit 2018 |
hours completed with a final grade of 2019 |
3.6. And I wanted to take all the 2020 |
science transfer classes I need 2021 |
for the university, Calculus, 2022 |

\$_-ANXIETY

Physics, Chemistry. I came back 2023 -#-\$
early this summer to start 2024 |
studying because I realized 2025 |
before I went away this summer to 2026 |
work that when my anxiety kicks 2027 |
in, that's when I shut down, and I 2028 |
call it the "doing the 2029 |
deer-in-the-headlight syndrome". As 2030 |

soon as I get nervous, I do not -- I 2031 |
do not function, and unfortunately, 2032 |
it's like a time warp. Something 2033 |
will happen, somebody in class says, 2034 |
okay, next week you're going to have 2035 |
to do this, and it triggers 2036 |
something, fear kicks in, next thing 2037 |
I know two weeks have gone by, and to 2038 |
me it's like minutes later, I've 2039 |
been catatonic the whole time. And 2040 |
in college, in college-level 2041 |
classes, two weeks, ten business 2042 |
days, counting the weekend, 2043 |
that's 14 days, is an 2044 |
Astronomical amount of time not to be 2045 |
productive, that's a lot -- I mean 2046 |
-- 2047 |

Spk1: It's a lot of down time. 2049 |

Spk2: That's a lot of down time. 2051 |
Yeah, and already working at, you 2052 |
know, twice the pace to produce, you 2053 |
know, working twice as fast to 2054 |
produce the same work everybody else 2055 |
is doing at half the pace, that's for 2056 |
me a month's worth of lost time or 2057 |
more, and I realized that with the 2058 |
psychological component, so I 2059 |
don't understand it fully. So, 2060 |
I knew, I said, okay, when I 2061 |
come back, I'll come back early 2062 |
and I'll start reviewing the 2063 |
material I need for the classes 2064 |
and get that to take that edge 2065 |
off. If I could take the edge 2066 |
off, I should be -- I hope I'm okay. 2067 |
I was taking Calculus, Calculus I had 2068 |
to take, and I was reviewing 2069 |
Calculus, and I could do the problems 2070 |
in the book nicely, and right 2071 |
before, the closer I got to class, 2072 |
the worse I can do the problems. 2073 |
I got to the point where if I 2074 |
had the formal problem with $2x$, 2075 |
say x raised to the second power, 2076 |
I couldn't identify that if that 2077 |
was a multiple rule or if that 2078 |
was a -- 2079 |

Spk1: What do you think the answer 2081 |
to that problem would be, be on 2082 |
your own and take it at home at 2083 |
your own -- do you think that -- 2084 |
that would -- 2085 |

Spk2: Well, my answer was at the 2087 |
time was I have to solve this 2088 |
psychological component that I don't 2089 |
understand. I mean, I don't 2090 |
understand the mechanics, but I could 2091 |
understand why it exists from my 2092 |
background, and I said class is 2093 |
starting now really soon, I haven't 2094 |
slept in about ten days, I'm totally 2095 |
neurotic, I'm losing my shit -- 2096 |

Spk1: Right now? 2098 |

Spk2: No, no. 2100 |

Spk1: No? 2102 |

Spk2: This was this summer going 2104 |
right, this is late August, and I 2105 |
said, man, I can figure out -- I 2106 |
could do all these fancy problems 2107 |
in the Calculus book two weeks 2108 |
ago, three weeks ago, now I 2109 |
can't even tie my shoes, I mean, 2110 |
literally, I was bad. So, I was 2111 |
working with xxxx, the 2112 |
psychologist, and I realized I can't 2113 |
take these classes because I'm going 2114 |
to fail, and it's not a question of 2115 |
my ability, my intellectual ability, 2116 |
can I do it, can I do it, it's a 2117 |
psychological component, and I need 2118 |
-- I need to solve, I need to put -- 2119 |
I need to conclude this somehow so I 2120 |
can do these classes. So, at the 2121 |
last minute, literally, I think the 2122 |
week of class I changed, I dropped 2123 |
all those classes and I needed a 2124 |
humanities and a history 2125 |
requirement for an Associate's, 2126 |
so I said, let me take those, I 2127 |
signed up for those classes, and I 2128 |
said I'll work with xxxx, I'll 2129 |
work on this anxiety component and 2130 |
maybe I'll get a better understanding 2131 |
in a 16-week period of time than I 2132 |
have presently. And I, up until 2133 |
the year before I hadn't worked 2134 |
with books on tape, I was able to 2135 |
read the books, and I was taking 2136 |
Lit., humanities was American 2137 |
Lit. Part I, Puritans to Civil War, 2138 |
and that stuff is pretty hard if 2139 |
you can read normally, and I didn't 2140 |
take this into consideration, and 2141 |
I was taking American Studies Part 2142 |

I, and that was cancelled, so I 2143 |
got American Studies -- I got 2144 |
history, The Study of Americas, 2145 |
and this was an excellent class, 2146 |
brilliant class, but the reading 2147 |
level was really hard stuff, and it 2148 |
was a very intense class, and 2149 |
here I have two classes that were 2150 |
heavy, heavy reading, writing 2151 |
oriented, and a couple of weeks into 2152 |
it I realized I was really -- I was 2153 |
really fucked because I couldn't -- 2154 |
I was reading "Last of the Mohicans", 2155 |
I had to write a paper on it plus 2156 |
we were reading other Puritan 2157 |
literature, early American 2158 |
colonial literature, that stuff was 2159 |
pretty hard to read actually, and 2160 |
I'm falling -- you know, we're 2161 |
reading tons of material a week -- 2162 |

Spk1: Did you get a tape on books? 2164 |

Spk2: Yeah, it wasn't until -- I p 2166 |
in about a hundred hours of 2167 |
reading "Last of the Mohicans", 2168 -\$
and I still had about a hundred 2169
pages to go out of 300. 2170

Spk1: With the books on tape? 2172

Spk2: No. 2174

Spk1: No? 2176

#-ANXIETY

Spk2: No, myself, and the teacher 2178 -#
gave me an extension, and I was 2179 |
losing, I was losing my shit. 2180 |

Spk1: How come you didn't have the 2182 |
book on tape, that one? 2183 |

Spk2: Because I thought I can read 2185 |
now. I accepted I could read, but 2186 |
now I realize -- 2187 |

Spk1: It's just heavy -- the more 2189 |
heavy duty? 2190 |

Spk2: I can read and I can write a 2192 |
I realize writing and spelling 2193 |
aren't related, just because you 2194 |
can't spell, doesn't mean you 2195 |
can't write, and I ended up being 2196 |
an excellent writer. The lowest 2197 |

grade I ever got out of three 2198 |
English classes on an essay was 2199 |
a B-plus. The only B-plus I ever 2200 |
got, from three English classes, 2201 |
they have all been A's on every 2202 |
paper but one, and I chose not to 2203 |
do a revision on that one because 2204 |
I was only allowed one revision, but 2205 |
anyway, and so I realized I had it 2206 |
-- I was sinking fast, so I don't 2207 |
know why, I guess it was pride or I 2208 |
don't know what it was 2209 |
self-control, being in control 2210 |
over oneself and realizing, well, 2211 |
I'm not as independent as I 2212 |
thought I was and I realized I had 2213 |
to adapt. 2214 |

-#

Spk1: Right. 2216

#-ACCCOMOD

Spk2: You know, this was pretty ha 2218 -#
reading and there was a lot of it. 2219 |
And folks who read fine were like, 2220 |
wow, this is a lot, and so I got 2221 |
the books on tape and I ended up 2222 |
saving everything, got A's in all 2223 |
the classes and saved it. But I 2224 |
realize now that, you know, I 2225 |
don't -- it's not like one set 2226 |
rule I've got to adapt for the 2227 |
class work I'm taking, and if I 2228 |
did that again, I would definitely 2229 |
get the books on tape, this way I 2230 |
can have it there. If I don't need 2231 |
it, fine, but if I do need it, 2232 |
it's there and don't worry about 2233 |
this -- because I'm visual oriented, 2234 |
so I can't just listen, I can listen 2235 |
to the tape, but I just don't retain 2236 |
it, but if I have the book in my 2237 |
hand and I read it with the tape, 2238 |
and I just -- I have a speed 2239 |
control on my tapes so I can run 2240 |
it at my reading speed, and this 2241 |
way I don't -- if the word is 2242 |
difficult, I can do it. 2243 |

-#

Spk1: Yeah. 2245

#-CSL SUPPOR

Spk2: And it works out pretty well 2247 -#
But I'm still really terribly 2248 |
embarrassed of it. I would sit on the 2249 |
porch here, but I'm really fearful, 2250 |
I won't go to a library because 2251 |

I'm so -- I'm really ashamed like 2252 |
if somebody saw me do that 2253 |
(interruption in the tape) 2254 |
perception, but I'm getting 2255 |
better. 2256 |

Spk1: xxxx, what did he help 2258 |
you with? Did he play a part in 2259 |
this or -- 2260 |

Spk2: The psychological component, 2262 |
was -- he has been -- 2263 |

Spk1: What did he do to work with 2265 |
you? Were you in a group support -- 2266 |

Spk2: Things I can't comprehend. 2268 |
-- I am where I'm at now and 2269 |
tremendously because of the work I've 2270 |
done with him. 2271 |

Spk1: Really? 2273 |

Spk2: Oh, without a doubt. 2275

Spk1: So he should be someone I 2277
would interview to find out -- 2278

Spk2: In all honesty -- 2280

Spk1: -- can I -- really? 2282

#-SELF ESTEE

Spk2: Yeah. I worked directly wit 2284 -#
him, I have been meeting him I guess 2285 |
on average once a week. During 2286 |
the summer months when I'm off at 2287 |
work I don't meet with him, 2288 |
obviously, and in the winter 2289 |
months DRS pays for it, so to 2290 |
allocate time, and my stress level 2291 |
is pretty low because all this 2292 |
stuff is academic oriented, we don't 2293 |
-- like I'll meet with him Friday 2294 |
because class starts Monday, and 2295 |
that's good because I know my -- I 2296 |
knew my anxiety level was getting 2297 |
pretty high, it's actually -- it's 2298 |
pretty high, and actually I think 2299 |
that has to do with my back problems, 2300 |
too, I think it's got to be some 2301 |
kind of psychological component, 2302 |
really blown away at the dynamics 2303 |
of people's minds and the way our 2304 |
minds work, it's just 2305 |
incredibly, so powerful. I realize 2306 |

now I see life as it's all 2307 |
perceptions, and what really is and 2308 |
really isn't, to me I really 2309 |
question what's the validity because 2310 |
it's what we perceive that is, isn't, 2311 |
and that is so powerful. All 2312 |
these years I always thought I 2313 |
was an idiot because everybody told 2314 |
me I was an idiot, and I realized 2315 |
it doesn't really matter, it's 2316 |
what I perceive. If I perceive 2317 |
myself to be an idiot, I will be 2318 |
an idiot. And my biggest 2319 |
problem now academically is 2320 |
redefining my space or redefining my 2321 |
box, my box of existence, what my 2322 |
dimensions of my universe is, and it 2323 |
could be anything I want it to be, 2324 |
and that's really powerful. How do 2325 |
you change that? I don't know, but I 2326 |
know you can, and I know one comes 2327 |
to identify one's behavior that 2328 |
you can change it, and like I 2329 |
don't mean -- I mean, there's so 2330 |
much -- there's so many 2331 |
subconscious things we do, 2332 |
there's these tremendous -- I mean, I 2333 |
know myself consciously, but then 2334 |
I'm finding out all these 2335 |
behaviors and how I perceive 2336 |
today and how I interact with 2337 |
others and how I interact with 2338 |
myself is all subconscious, and 2339 |
all these subconscious programs 2340 |
that are running sometimes don't 2341 |
have any point, they're like 2342 |
leftover programs from my 2343 |
childhood that were maybe 2344 |
developed as some kind of defense 2345 |
program, but it still runs in the 2346 |
background even though it's obsolete, 2347 |
and how do you go in and re-write 2348 |
it or change it or -- and I found 2349 |
-- I don't know how, but I know 2350 |
when you become conscious of oh, I 2351 |
do these things under these 2352 |
circumstances and suddenly that 2353 |
has something -- that does 2354 |
something to change that -- the 2355 |
action, you know what I mean? 2356 |

-#

Spk1: Uh-huh. 2358

Spk2: I mean, this is more your 2360
field than mine, I know nothing 2361
of this outside of the path I'm 2362

walking down and just say wow, it's 2363
pretty interesting. 2364

Spk1: So, where are you now in you 2366
college program and where do you 2367
#-SELF ESTEE

hope -- what is your goal now -- 2368 -#
where are you now? 2369 |

|-GOALS

Spk2: I want to go -- I've always 2371 |-\$
wanted to know how far I could go 2372 ||
academically, and to know how far I 2373 ||
can go academically, I've got to -- I 2374 ||
guess I've got to wipe the playing 2375 ||
field clean and just go for it, 2376 ||
and I knew going to a college, 2377 ||
going to a university, I knew I 2378 ||
had -- I thought I had to go back 2379 ||
and what I used to say, you know, 2380 ||
fix the potholes in my street so 2381 ||
I can go shoot down the road, and 2382 ||
the potholes mean never really 2383 ||
being taught anything, learning 2384 ||
how to read and write, learning, 2385 ||
you know, geometry, all these 2386 ||
things you're supposed to get so 2387 ||
when you go to college you have 2388 ||
this strong foundation. And now I've 2389 |-\$
learned or I believe that that was 2390 |
really a minor part of it, is going 2391 |
back, changing my perception that I 2392 |
can do this, that's where the 2393 |
foundation is, and that's what we 2394 |
build, you know, skyscraper, that's 2395 |
it, is my perception, and now I'm 2396 |
realizing it doesn't really 2397 |
matter if it's right or wrong, 2398 |
you know, how many people I've 2399 |
met in life that are total idiots, 2400 |
but they think they're great, and 2401 |
they probably go off and achieve 2402 |
things that are maybe great or 2403 |
maybe more than they ever should 2404 |
have because they've perceived that 2405 |
they can, and that's all that 2406 |
matters. 2407 |

-#

#-ACTOR

Spk1: How did you get around over 2409 -#
the years (UI), did you hide it 2410 |
from people you couldn't read or 2411 |
write -- 2412 |

Spk2: Oh, yes. 2414 |

Spk1: -- or did you go around it, 2416 |
you made other ways of getting the 2417 |
information? 2418 |

Spk2: Yeah, that's where my anxiety 2420 |
comes from because I've been taught 2421 |
since I was a kid that you hide this 2422 |
at all costs, never let anybody 2423 |
know. 2424 |

Spk1: Oh, you were told -- 2426 |

Spk2: Never, and now I'm a nervous 2428 |
wreck, and I don't even admit it to 2429 |
myself, and I found myself -- I could 2430 |
see really being a good theatrical 2431 |
performer, being a professional 2432 |
actor because I know how to act, 2433 |
I've been taught from a kid how 2434 |
to act, how to be things I'm not, 2435 |
how to fool people indirectly 2436 |
because I was also unfortunately 2437 |
the bad side of that is I've been 2438 |
taught how to fool myself and 2439 |
how not to be honest to myself, 2440 |
and that working with xxxxxx has shown 2441 |
myself that, you know, I guess 2442 |
there's times in one's life that that 2443 |
might be, you know, the safety 2444 |
mechanism that should be good for 2445 |
that circumstance, but I think what 2446 |
#-DECEIT

I'm left with has been really 2447 |-\$
destructive and try and go back and 2448 ||
change that. 2449 ||
-#-\$

Spk1: You're still working on that 2451

Spk2: Yeah, yeah. I'm taking 2453
Calculus II this semester and 2454
Physics I for science majors, the 2455
hard stuff, and I haven't had a 2456
Calculus class since a year ago this 2457
past fall semester, it's been a year 2458
and a semester. 2459

#-EDUC GOAL

Spk1: What's your academic goal? 2461 -#
Do you want to go on and transfer to 2462 |
another college? 2463 |

Spk2: I've been looking at Virgini 2465 |
Tech. for their Engineering school. 2466 |
George Washington I was interested 2467 |
in, but I just can't justify the 2468 |
tuition. Nothing against the school, 2469 |

it's just that one year's tuition 2470 |
there is four years at Tech. and to 2471 |
me is it four times better, do I 2472 |
come out four times more brilliant? 2473 |
Probably not, I just can't justify 2474 |
the tuition. 2475 |

-#

#-EMPLOY HX

Spk1: Are you working now? Where 2477 -#
you work? 2478 |

Spk2: I work for the diving compan 2480 |
I work the summer months and the 2481 |
Christmas months. 2482 |

Spk1: Do you got out and dive? 2484 |

Spk2: No, I do the robots. I 2486 |
usually power the deep sea 2487 |

\$-ANXIETY

drillings. This year I didn't go 2488 -#-\$
away this Christmas because I felt 2489 |
that last -- when I've done that 2490 |
in the past it takes me a couple 2491 |
weeks to get the academic -- I'm in 2492 |
the blue collar, swing the 2493 |
hammer, let's harrass everybody 2494 |
mentality, and then I come into this 2495 |
academic world and there's this 2496 |
transition period and I did a lot of 2497 |
this keep studying, I knew I had to 2498 |
deal with the anxiety component. 2499 -#

Spk1: Do you go full-time as a 2501
student? 2502

Spk2: Yes. 2504

Spk1: Do you work part-time? 2506

Spk2: No, no. 2508

Spk1: No? 2510

#-ANXIETY

Spk2: The anxiety component takes 2512 -#
hours to do a few minutes worth of 2513 |
work a lot of times, and I 2514 |
identify that now and this past 2515 |
semester I really did brilliant, 2516 |
I mean, really did good. I wrote 2517 |
excellent -- the best papers I've 2518 |
ever written before I think, the 2519 |
history class I had, actually 2520 |
really hard reading assignments in 2521 |
class, plus lecture and I would 2522 |

write my notes out and then I had 2523 |
to produce papers, I wrote about 2524 |
five papers for that class, and 2525 |
that was really good training as far 2526 |
as -- and I -- and that was the first 2527 |
semester that I didn't go 2528 |
catatonic because of working 2529 |
with John, and that semester, if I 2530 |
did, if I lost a week, I would 2531 |
have been dead. I almost did, 2532 |
but I recovered. 2533 |
-#

#-GROUPS

Spk1: Was it all individual, or do 2535 -#
you have any group, support group -- 2536 |
are there any groups? 2537 |

Spk2: Well, that's the problem wit 2539 |
the J.C.'s is that, junior colleges, 2540 |
they're not designed for -- they 2541 |
try to get the kids, students into 2542 |
group work -- 2543 |

Spk1: Who does? 2545 |

Spk2: The teachers. 2547 |

Spk1: Alice? 2549 |

Spk2: No, the teachers do. 2551 |

Spk1: They do? What do they do? 2553 |
Spk1: They do? What do they do? 2553 |

Spk2: Class projects, I had -- in 2555 |
English we ran out of time and we 2556 |
were going to do each -- our final 2557 |
she changed from a written exam to a 2558 |
presentation on -- everybody was 2559 |
assigned a piece of poetry and you 2560 |
would have to get up and read a poem 2561 |
and then discuss what your 2562 |
interpretation of it and because we 2563 |
ran out of time she saw the group 2564 |
together and said okay, we're going 2565 |
to do groups, and groups, you're 2566 |
going to have to meet on your own 2567 |
time, and she gave us plenty of time. 2568 |

Well, nobody would meet, my group 2569 |
wouldn't meet, they refused. They 2570 |
said I don't have time, I've got 2571 |
work, I've got children, I've 2572 |
got this, I've got that, and 2573 |
every time I've been put in a class 2574 |
group kind of setting, they don't 2575 |
work. 2576 |

-#

Spk1: I was thinking more, when I 2578
asked you the question with John 2579
Thomas as a group therapy with other 2580
L.D. students? 2581

#-GROUPS

Spk2: Oh, no, no, you know, I didn't 2583 -#
actually -- for me, personally, 2584 |
what I can see that would benefit 2585 |
me is having a counselor or 2586 |
having a group setting with other 2587 |
students, study groups or I don't 2588 |
know why, I was going to call it 2589 |
an L.D. room, but an L.D. room is 2590 |
the wrong -- I mean, because that's 2591 |
very derogatory. I would be 2592 |
interested in how to set up -- 2593 |
having it -- like if there was a 2594 |
group on campus that was students 2595 |
with say some kind of disabilities, 2596 |
physical, emotional, psycho, 2597 |
whatever, mechanical, I don't know 2598 |
what the hell mine is, I would be 2599 |
interested in meeting and then -- 2600 |
because maybe just, you know, meeting 2601 |
other students who are my age or 2602 |
younger, whatever, go up and having 2603 |
the same difficulties in what they 2604 |
learned and stuff like that would 2605 |
have been tremendously beneficial, 2606 |
but nothing like that exists and 2607 |
that has never -- 2608 |

Spk1: There was a group I knew of 2610 |
woman that she said she was -- she 2611 |
ran a support group for L.D., you 2612 |
know, adults who are in college and 2613 |
that they had a support group. 2614 |

Spk2: I would have liked -- I would 2616 |
participate in that, I don't know of 2617 |
any, I've never come across any. 2618 |

Spk1: Yeah, I forget -- 2620 |

Spk2: I tried to get one started, 2622 |
and then it kind of crashed and 2623 |
burned. 2624 |

Spk1: I think one of the DRS 2626 |
counselors told me about her and I 2627 |
contacted her, we've been trying to 2628 |
get -- a couple of years ago and I 2629 |
talked to her so I know she was doing 2630 |
it, I think it was at Arlington 2631 |

Hospital, I mean, she was running the 2632 |
group. 2633 |

Spk2: But it was outside the school 2635 |
though? It wasn't really related. 2636 |

Spk1: Oh, yeah, it was -- but it w 2638 |
like she had -- they were a group 2639 |
that had been students, like 2640 |
yourself, that had, you know, and 2641 |
they were college graduates really, 2642 |
and they were professionals in their 2643 |
own field, but they were a group 2644 |
because I guess they had unwinding 2645 |
from their past in many ways. 2646 |

Spk2: Well, outside of this projec 2648 |
you're doing now, you're welcome to 2649 |
pass my name or number on or pass 2650 |
somebody's name or number on to me. 2651 |

Spk1: I've written your name and 2653 |
number somewhere, but you didn't do 2654 |
that with xxxx, there were no 2655 |
other students? 2656 |

Spk2: No, no, xxxx is -- 2658 |

Spk1: It's individual? 2660 |

Spk2: -- strictly myself in that 2662 |
one. 2663 -#

Spk1: Now, does the community 2665
college offer any study groups or 2666
any other things that you can -- 2667
any other things that -- 2668

Spk2: Not normally, nothing I'm 2670
aware of. Teachers have always 2671
encouraged students to work 2672
together in a group, and 2673
unfortunately -- 2674

Spk1: Because you're older now? 2676

Spk2: Yeah, that's a factor. 2678

Spk1: How does that fit in with yo 2680
in classes? 2681

#-NOVA

Spk2: No, I fit in -- xxxxxxxx 2683 -#
campus I fit in real well because the 2684 |
average study body is pretty old, 2685 |
and everybody's a professional, 2686 |

most people there I meet have 2687 |
degrees and they're doing it -- 2688 |
they want to go for a graduate 2689 |
degree and they need -- 2690 |

Spk1: And they have to pick up a 2692 |
class or something. 2693 |

Spk2: -- yeah, they need something 2695 |
for the requirements or some of them 2696 |
are changing like major change in 2697 |
gears, they have a degree, they've 2698 |
been working in field X, they want to 2699 |
go to field Y and to do that they 2700 |
have to get all the stuff they 2701 |
didn't take -- 2702 |

Spk1: So, it's not just young kids 2704 |
out of high school? 2705 |

Spk2: Well, Campus xxxx is a younger 2707 |
campus, and I really don't have much 2708 |
patience for those guys. Matter of 2709 |
fact, I think NOVA is excellent. 2710 |

Spk1: It's the same community 2712 |
college system, but you're saying 2713 |
that there's differences between 2714 |
the two -- 2715 |

Spk2: Different personalities 2717 |
between campuses, yes, very different 2718 |
personalities, very different, and I 2719 |
like xxxx -- xxxx 2720 |
personality because it tends to be a 2721 |
little older, people tend to be more 2722 |
professional, take their studies 2723 |
serious -- more serious. The 2724 |
teachers are a lot more relaxed, they 2725 |
teach -- they treat you as more of 2726 |
an individual and as an adult, 2727 |
and they're not into the rules, 2728 |
and they just say, "Listen, if you 2729 |
really want to be here, you're 2730 |
going to be here and do your 2731 |
work." At xxxx, they lock 2732 |
the doors, they're given tardies, 2733 |
I don't have time for that, you know, 2734 |
I'm there because I want to be, I 2735 |
don't want to play this attendance 2736 |
game and I've had teachers who sit 2737 |
there and lecture the class every 2738 |
five minutes over the stupidist 2739 |
issue. Like, you're taking more time 2740 |
away from the class giving these 2741 |
stupid ass lectures than the person 2742 |

who interrupted it, and at 2743 |
xxxx, that just doesn't go on, 2744 |
and usually, if some teacher has to 2745 |
say something it's a one-time deal, 2746 |
and it's never -- the behavior 2747 |
changes instantaneously, so I tend to 2748 |
do all my classes out of xxxx 2749 |
because of that. I find that 2750 |
teachers are a lot -- a little bit 2751 |
more reachable, too. 2752 |

-#

#-PROFESSORS

Spk1: Could you give some examples 2754 -#
of some things that, you know, 2755 |
you're sharing this with me now 2756 |
that some of your teachers, your 2757 |
professors have done that had made 2758 |
a difference -- interchanges with 2759 |
some of the teachers, can you give 2760 |
me -- 2761 |

Spk2: You know, I guess it's the 2763 |
body -- I guess it's the 2764 |
communication language, body and 2765 |
verbal communication, not what 2766 |
the person says, but the non- 2767 |
verbal communication a person gives. 2768 |
I've always felt that the teachers at 2769 |
xxxx have been more -- they 2770 |
don't pull -- they don't do this 2771 |
authoritarian role, they're just 2772 |
like, listen, I know this stuff, you 2773 |
want to learn it, let's find a 2774 |
common ground. You need help? 2775 |
Don't take advantage of me, I'll 2776 |
work with you any way, just show 2777 |
me that you're trying and we'll 2778 |
work on it and the teachers have 2779 |
been great. You know, every now 2780 |
and then you meet an idiot. Nine 2781 |
out of ten they've been great. 2782 |
xxxx -- I'm sorry, xxxx, 2783 |
most of the teachers were okay, but I 2784 |
guess it's more of this high 2785 |
school teacher -- you know, it's 2786 |
like oh, I'm Mrs. so-and-so, or I'm 2787 |
Mr. so-and-so. This is 2788 |
authoritarian and that kind of 2789 |
makes the person untouchable, and 2790 |
when you're dealing with, for 2791 |
myself when I'm dealing with 2792 |
something that already scares the 2793 |
living daylights out of me, and then 2794 |
to go to somebody who's already 2795 |
taken this authoritarian, I'm 2796 |
inferior to you, psychologically 2797 |

I'm drawn away from that and at 2798 |
xxxx I find it easier to 2799 |
communicate or say, hey, listen, 2800 |
I'm having difficulty, can we 2801 |
work something out? And I think 2802 |
the only thing I can think of is the 2803 |
teacher is seeing more, you know, 2804 |
it's not I'm superior to you. 2805 |

-#

#-DRS CSL

Spk1: What's your rehab. counselor 2807 -#
role now with you now as far as 2808 |
services? 2809 |

Spk2: Same, same. 2811 |

Spk1: Follow-up once a month or a 2813 |
year or is she helping you with the 2814 |
financial aid, is that, tuition? 2815 |

Spk2: No, no, I pay, I pick up 2817 |
expenses. She helps like with xxxx 2818 |
, she provided those services, 2819 |
for testing, she provided the 2820 |
services, for her time she provides 2821 |
her services. I have applied for a 2822 |
government internship for students 2823 |
with disabilities, and I have some 2824 |
friends that have, they are in 2825 |
positions where if I get myself on a 2826 |
government (UI), they might be able 2827 |
to get me a job where I don't 2828 |
have to do the offshore stuff 2829 |
anymore, and it's more in the 2830 |
direction academically where I 2831 |
want to go. 2832 |

Spk1: What kind of job is that, is 2834 |
that with? 2835 |

Spk2: R&D, engineering internships 2837 |
positions for engineering students 2838 |
at different research facilities, 2839 |
technology type of facilities, and 2840 |
I have to fill out all these 2841 |
government paperwork forms and I 2842 |
looked at them and just went 2843 |
catatonic, and I know if I call 2844 |
xxxx and say, listen, I have 2845 |
done this many times, I want to do 2846 |
this, I'm trying to go in this 2847 |
direction or I have to do this or 2848 |
whatever the case is, and I can't, 2849 |
and now I'm realizing, I always 2850 |
thought it was because of my 2851 |
disability, I can't read and write, 2852 |

but now I can read for the most part 2853 |
and I can write pretty good, can't 2854 |
spell that well, but anyway, I'm 2855 |
realizing that when I have that 2856 |
response it's due to something else, 2857 |
and I know if I'm like that, I could 2858 |
call xxxxx up and she's like, okay, 2859 |
we'll figure out something, and 2860 |
knowing that you have somebody out 2861 |
there who will say all right, don't 2862 |
worry about it, let's set up an 2863 |
appointment and we'll try to come to 2864 |
some -- we'll try to resolve it. 2865 |
It's such a solution, so comforting 2866 |
to know that if I get stuck, that I 2867 |
can call her up and say, you know, 2868 |
I'm stuck, can you help me? And 2869 |
she'll say sure, I don't know what I 2870 |
can do, but we'll try to figure out 2871 |
something. And that is -- I'm so 2872 -#
used to all my life just never having 2873

#-FEAR

a solution. The solution is, you 2874 -#
know, drown, and you know, I would 2875 |
tell my parents, you know, hey, I 2876 |
need help with this (interruption in 2877 |
tape). I always been very 2878 |
embarrassed and fearful of, you 2879 |
know, asking for help, and I asked 2880 |
that English teacher telling her 2881 |
that I was really in trouble, I 2882 |
couldn't get the reading done and I 2883 |
got the tapes coming in and I had 2884 |
the paper due and I couldn't get 2885 |
the book done, and the tapes in 2886 |
and she gave me an extension, and she 2887 |
told me, "Thanks a lot for commun -- 2888 |
thank you for telling me where 2889 |
you're at," you know, and 2890 |
realistically, how would she know 2891 |
if I didn't tell her this, and I've 2892 |
learned what I've got to do is 2893 |
become an active -- really in my 2894 |
situation I have to probably be even 2895 |

\$.-SELF ADVOC

more active. I'm taught to be 2896 -#-\$
passive and hide in the shadows, 2897 |
and I'm in a situation, this is my 2898 |
life, this is my education, I 2899 |
have to become actively, 2900 |
aggressively participate in it. 2901 |
Teachers don't know, how would a 2902 |
teacher know? If I'm doing a job and 2903 |
I've got guys working for me and 2904 |
they're not telling me they're having 2905 |
a problem, how do I know? The day 2906 |

I fire up the machinery and it 2907 |
blows up, then I know there's a 2908 |
problem and I get all mad and say, 2909 |
well, why didn't you tell me you 2910 |
never worked with this before? I 2911 |
can work with you if you tell 2912 |
me. After the fact -- 2913 |

-\$

Spk1: Right. 2915

#-SELF ADVOC

Spk2: -- you know, it's all our 2917 -#
asses are on the line, and now 2918 |
I've learned to take my education 2919 |
actively, and I don't think 2920 |
anybody has ever taught me that. 2921 |
I don't think teachers actually 2922 |
-- I think they kind of assume you 2923 |
know that and every now and then 2924 |
because I guess maybe at the junior 2925 |
college you get people who aren't 2926 |
formally prepared more so than 2927 |
perhaps at a traditional university 2928 |
college setting that occasionally 2929 |
teachers will say, listen, you've got 2930 |
to let me know where you're at. 2931 |
If you don't tell me, I'm just 2932 |
going to assume and assume 2933 |
everything's all right, and I think 2934 |
I would in the past hold teachers 2935 |
guilty or accountable for not 2936 |
knowing, but -- because that's why 2937 |
when you asked me before how do 2938 |
I rate teachers, I think I was 2939 |
more at fault by not actively 2940 |
communicating to them that I'm 2941 |
having a problem and thinking 2942 |
that they're at fault and they're bad 2943 |
teachers because they don't know I'm 2944 |
having a problem. In reality, how 2945 |
the hell would they know? They 2946 |
wouldn't. And I think kids in my 2947 |
situation should be taught, if I was 2948 |
to do this over again, and God 2949 |
forbid, I would never do that, I 2950 |
wouldn't do it over again, but if I 2951 |
was young and got to relive this with 2952 |
the insights I would know now, I 2953 |
think 99 percent of everything I've 2954 |
gone through as an adult wouldn't 2955 |
even need to exist if it was 2956 |
addressed early as a youngster and 2957 |
taught, you know, taught me as a kid 2958 |
how to -- okay, you know, you can 2959 |
taught, you know, taught me as a kid 2958 |
how to -- okay, you know, you can 2959 |

learn these things, it might be a 2960 |
little bit more difficult, you might 2961 |
have to try multiple ways, 2962 |
techniques of getting this 2963 |
information in than say somebody 2964 |
else, but you can do it, and just 2965 |
be, you know, just be persistent 2966 |
and actively participate in class, 2967 |
and I learned by actively -- I do 2968 |
learn by actively participating 2969 |
and then capitalize on that. If 2970 |
that's my strong points, why not 2971 |

\$.PARENT ROL

utilize it? And, you know, that's 2972 -#-\$
the role of your parents, I think, 2973 |
you know, I think I've been pretty 2974 |
much victimized by being I think when 2975 |
I was in public school it was kind 2976 |
of, I don't like -- I recall the 2977 |
general assembly or, you know, the 2978 |
massive production assembly line 2979 |
mentality of education, get 2980 |
everybody in, teach them this 2981 |
crap, get them out, and it was 2982 |
all by this strict time frame, 2983 |
you know, this goes in, then this 2984 |
other part, this other part, wait a 2985 |
minute, somebody's not learning, 2986 |
well, don't screw up the assembly 2987 |
line, you know, throw them in the 2988 |
reject pile, and if your parents 2989 |
aren't there or this other 2990 |
institution, the family or 2991 |
extracurricular type stuff, you're 2992 |
screwed. It might be true 2993 |
today, I don't know, but it was 2994 |
all -- it definitely was preventable. 2995 |

Spk1: Did they have then rehab. 2997 |
services or any other programs, 2998 -#-\$
they didn't have that probably, 2999
the program they have today for 3000
school students, they have -- 3001

Spk2: I have no idea. 3003

Spk1: -- refer you to -- 3005

#-DISTRUST

Spk2: I have no idea. You know, 3007 -#
it's funny, when I was in school 3008 |
everybody's, you know, smiley face, 3009 |
you're doing fine, just sit there, 3010 |
and then when I got out, they were 3011 |
like, oh, yeah, you were fucked, oh, 3012 |
you know, and then, you know, the 3013 |

smiley face was gone, and they were 3014 |
like, yeah, you were a disaster. I'm 3015 |
like, wait a minute, you loved me 3016 |
up until graduation, now you got 3017 |
rid of me, you know, it's a 3018 |
totally different attitude, you 3019 |
know, and I was always wondering, 3020 |
I think that has to go with my 3021 |
distrust of people, too, because, 3022 |
you know, what they say to you and 3023 |
what they think aren't necessarily 3024 |
true. My public -- my experience 3025 |
with public institutions reinforces 3026 |

\$.COMPUTER T

that belief. Oh, I was 3027 -#-\$
telling you about mechanical 3028 |
things. I know with a computer, 3029 |
word processing is great for me, 3030 |
but I still -- my problem is making 3031 |
sure I have the right word, and 3032 |
when I do spell check it doesn't 3033 |
tell me the words, what the right 3034 |
word -- what the word is I want, and 3035 |
a friend of mine just found a 3036 |
program on the Internet called 3037 |
"Willow" that is a, I don't know 3038 |
if voice recognition is the right 3039 |
term, it runs on top of -- it will 3040 |
run with the spell check, and with 3041 |
the spell check, what it does is 3042 |
it will read your whole document, 3043 |
you just highlight what you want, 3044 |
you hit -- it comes up like a 3045 |
little car radio with your player 3046 |
and all that, you push things 3047 |
and you hit your sound button and 3048 |
then it will mechanically -- you 3049 |
just need audio capability of 3050 |
sound card, and it will read, you 3051 |
know, it's legible speech and it 3052 |
will read your document, and my 3053 |
problem is when I spell check and 3054 |
I'm in the midst of trying to get 3055 |
upgraded or like Office 99 I 3056 |
understand when you do -- write 3057 |
your word and you misspell it, you 3058 |
get a wiggly red line under it, so 3059 |
your document's always -- 3060 |

-\$

Spk1: Right, right. 3062

Spk2: -- identified wrong -- 3064

Spk1: Uh-huh, which words. 3066

Spk2: -- wrong spelling, and then 3068

what I can do -- my problem is when I 3069
 hit spell check I get a list of 3070
 potential words that are usually 3071
 really spelled closely together, a 3072
 variation of a letter, could be 3073
 profoundly different, and what I do 3074
 is I have to mechanically put it into 3075
 a synthesizer and then have it 3076
 spit out all the words until I get 3077
 it right, it's very laborious. 3078
 #-COMPUTER T
 I've said to myself, man, there's 3079 -#
 got to be a program out there 3080 |
 that I can just hit a button and 3081 |
 it automatically checks it and 3082 |
 make it more efficient, and a 3083 |
 friend of mine found this. And 3084 |
 my other problem is I'll put in -- 3085 |
 I'll spell check it and if it's 3086 |
 the right word, but it's spelled 3087 |
 correctly, like I have "their", 3088 |
 but I have -- I spelled "they", it 3089 |
 screws up the sentence, but it 3090 |
 doesn't spell check. 3091 |
 |
 Spk1: Right. 3093 |
 |
 Spk2: And I understand 97 comes up 3095 |
 with the green wiggly line for the 3096 |
 syntax is wrong. 3097 |
 |
 Spk1: Uh-huh, right. 3099 |
 |
 Spk2: But it's the right word, but 3101 |
 it doesn't fit grammatically. 3102 |
 |
 Spk2: Right, right. 3104 |
 |
 Spk1: And those are the situations 3106 |
 where when I -- I can't -- I don't -- 3107 |
 I edit my documents, but usually I 3108 |
 edit them with a lot of errors 3109 |
 because I miss these things, and I'm 3110 |
 finding technology now exists, and 3111 |
 that's going to make my life so much 3112 |
 \$-SELF ESTEE
 easier, and it gives me a greater -- 3113 -#-\$
 I think it increases my 3114 |
 #-FRIEND
 self-esteem because I'm lucky I 3115 -#-\$
 have friends I can depend on, I 3116 |
 can call up a friend at work and 3117 |
 say, "Hey, I got to have this paper 3118 |
 out, can you edit?" "Sure, e-mail 3119 |
 it to me," and then maybe in an 3120 |
 hour or two it's done. I'm really 3121 |

lucky I have that, but still 3122 |
 dependent on others and your 3123 |
 self-worth is viewed based on your 3124 |
 \$-SELF ESTEE
 circumstances. I mean, we judge 3125 -#-\$
 ourselves based on our capabilities 3126 |
 or our perceptions of capabilities, 3127 |
 and to have this where I can rely on 3128 |
 a machine instead of a friend, I 3129 |
 think will improve my self-worth 3130 |
 and therefore, help increase my 3131 -\$
 self-esteem. So, if I knew about 3132
 #-SOLUTIONS
 those things, and it's funny because 3133 -#
 my dad was saying oh, the 3134 |
 technology, you know, this stuff 3135 |
 has got to be out there, and my 3136 |
 brother-in-law is an IBM guy, 3137 |
 software sales actually, and 3138 |
 corporate, and he told my dad, 3139 |
 "Oh, yeah, they have these speech 3140 |
 recognition things, but they're like 3141 |
 \$20,000 programs." And I was 3142 |
 telling a friend this, and a 3143 |
 friend who is a professor at one 3144 |
 of the universities and they're 3145 |
 like, there's got to be something 3146 |
 out there. She found this thing 3147 |
 for 30 bucks and downloaded a 3148 |
 trial thing and it works great, and 3149 |
 I'm just -- there's a lot of 3150 |
 solutions out there, and I'm 3151 |
 realizing it's sometimes hard finding 3152 |
 the solutions, but -- I'm trying to 3153 -#
 think where my thought is going. 3154
 #-SUPPORT
 It's -- sometimes it seems -- it 3155 -#
 seems like there's no -- like Star 3156 |
 Trek, it's, you know, resistance is 3157 |
 futile, but yet the crew always finds 3158 |
 a solution to not to submit, and 3159 |
 it's kind of like that. 3160 |
 |
 Spk1: You're still working on it's 3162 |
 okay to get help from other people 3163 |
 because basically everybody has to 3164 |
 get help from other people anyway. 3165 |
 |
 Spk2: Right, but -- 3167 -#
 |
 Spk1: And somebody who writes very 3169
 well may give it to an editor to 3170
 proof and do things, so -- 3171
 |
 Spk2: Right. 3173

Spk1: -- I mean -- 3175

#-SUPPORT

Spk2: Right, and just because 3177 -#
somebody doesn't have a solution, 3178 |
that's what I like, I guess the 3179 |
way xxxxxx communicates. She 3180 |
doesn't say there isn't a 3181 |
solution. She'd say, well, I 3182 |
don't know of anything offhand, but 3183 |
let's look into it. That's a 3184 |

\$.-SOLUTIONS

solution. It's not an outright no. 3185 -#-\$
I'm thinking with my dad it's always 3186 |
an outright no, it can't be done, 3187 |
and I guess it's changing my 3188 |
perception today and in school 3189 |
that seeing teachers and seeing 3190 |
how I behave in school or my 3191 |
interaction, it's not that it 3192 |
can't be done, there's a solution, 3193 |
we just don't know what it is 3194 |
yet, and keeping that open mind. 3195 -#

Spk1: Bottom line, what is your go 3197
now for -- are you still kind of 3198
trying to figure out what -- 3199

Spk2: Long term or short term? 3201

#-EDUC GOAL

Spk1: Long term, what's your goal? 3203 -#

Spk2: I just want to go as far 3205 |
academically as I can. 3206 |

Spk1: But for employment goal, I 3208 |
mean, what -- 3209 |

Spk2: I don't know, I don't think 3211 |
about it, I mean, I know -- I've had 3212 |
every shitty job one could have in a 3213 |
lifetime and then ones that are 3214 |
really bad, so making money isn't -- 3215 |
you know, I mean, anybody can make 3216 |
money. I could go back to the Gulf 3217 |
and swing a hammer, I mean, I've done 3218 |
the crappy stuff, and, you know, I 3219 |
made enough money to pay tuition 3220 |
this year, so this is something 3221 |
that -- this school thing is just 3222 |
something I have to do for self, 3223 |
and stuff will come out of it, I 3224 |
mean, I know it will. I mean, 3225 |
things came out of hopeless 3226 |
situations before in my life, and 3227 |

I think this is far from hopeless. 3228 |
-#

Spk1: So, you want to be an engine 3230
or -- 3231

Spk2: No. 3233

Spk1: No, no? 3235

#-PSYCHOLOG

Spk2: No, I just find the stuff 3237 -#
fascinating. I just love knowing how 3238 |
things work. Some kind of -- some 3239 |
kind of researcher, I guess. My 3240 |
immediate plans are do good this 3241 |
semester, overcome the psychological 3242 |
component, and then I think if I can 3243 |
turn the corner on the 3244 |
psychological component, I mean, 3245 |
the world -- anything I dream of I 3246 |
can achieve. 3247 -#

Spk1: When do you think you'll be 3249
finished with NOVA to transfer 3250
credits, are you almost there? 3251

Spk2: Oh, right now. 3253

Spk1: Right now? 3255

Spk2: I mean, I've got an 3257
Associate's. I could have transferred 3258
last year. 3259

Spk1: Oh, okay. 3261

#-EDUC GOAL

Spk2: It's -- I met with Virginia 3263 -#
Tech., and I was going to transfer 3264 |
this past fall, and I set it up with 3265 |
them for the past fall or this 3266 |
coming year, and I knew that 3267 |
there was a component still 3268 |
missing, something that I knew. 3269 |

\$.FEAR

I understand what it is now, it's 3270 -#-\$
this fear issue, this self-worth 3271 -\$
-- 3272

#-FEAR

Spk1: Self-confidence? 3274 -#

Spk2: Right, right. 3276 |

Spk1: You're just not ready to 3278 |
tackle that? 3279 |

Spk2: Well, I won't be able to 3281 |
succeed if I'm not able to just sit 3282 |
down and do what I need to do, and I 3283 |
can't go catatonic, you know, have 3284 |
something happen and just be 3285 |
overwhelmed and shut down, and that's 3286 |
what I'm addressing now. 3287 |

-#

#-ENVIRONMEN

Spk1: But Virginia Tech. will have 3289 -#
support services, too, and there's a 3290 |
difference? 3291 |

Spk2: I don't know, you know, when 3293 |
met with Virginia Tech. they 3294 |
recommended, admissions recommended 3295 |
that I contact their L.D. support 3296 |
group, and I have never done because 3297 |
at the time I decided, they told me, 3298 |
listen, you've got to take these 3299 |
classes, you can take them at NOVA, 3300 |
you can take them with us, you can 3301 |
take them anywhere, it doesn't 3302 |
matter, we don't care, take them here 3303 |
or take them there, and they said 3304 |
you take these classes at Tech., 3305 |
you're going to take them with 3306 |
three or 400 kids, Chemistry, 3307 |
Physics, Calculus, Calculus would 3308 |
probably be small. Take them at 3309 |
NOVA, I know the science 3310 |
department, I know the math 3311 |
department, I'm in small groups, 3312 |
maybe like 20. A classroom of 20 to 3313 |
300 is tremendously different, 3314 |
dynamics right off the bat different. 3315 |
I'm comfortable where I'm at, I have 3316 |
a support group set up here of 3317 |
friends. I think it's -- this is a 3318 |
good environment for me to be in, I'm 3319 |
comfortable, I'm safe, and I can 3320 |
go -- I think this is the right 3321 |
environment for me to tackle the 3322 |
issues I need to tackle, and then I 3323 |
hope they're done, I hoped they'd be 3324 |
done by now. I have some work, I 3325 |
could still do more course work next 3326 |

-\$-FEAR

year, fall, here that transfers. I 3327 -#-\$
have a bunch of maths I could still 3328 |
take and I have the sciences, and in 3329 |
all realistic honesty, I hope all 3330 |
these issues are finished this 3331 |
semester, I put a rest to them, 3332 |
and then that's the real thing I'm 3333 |

just waiting on. It's this kind of 3334 |
freeing the shackles and then just 3335 |
-- just going at it, you know, 3336 |
just everyday fear is fine, but 3337 |
when it just leaves you 3338 |
incapacitated, you know, I've done 3339 |
that too many times, and that's not 3340 |
#-LD DISABIL
good. I feel like I'm in the process 3341 #-
of turning the corner on that, and 3342 |
now all this stuff has developed 3343 |
because I think my disability was 3344 |
caused by the way I was taught how to 3345 |
react to it, and it wasn't 3346 |
necessary. Does this make sense? 3347 -#

#-LANG PROGR

Spk1: Well, I think that the 3349 -#
academic barrier needed to be 3350 |
addressed, and that's been 3351 |
addressed, and that the academic 3352 |
barrier, for me, it's my 3353 |
perception, okay? 3354 |

Spk2: Uh-huh. 3356 |

Spk1: For maybe those in the schoo 3358 |
didn't know any other way, and that 3359 |
was the linkage. The language 3360 |
therapy was very important -- 3361 |

Spk2: Oh, yeah, yeah. 3363 |

Spk1: -- a very critical piece. 3365 |

Spk2: Yeah, definitely. 3367 |

Spk1: Okay, but those people, thos 3369 |
teachers in the schools they don't 3370 |
know that that's out there, that 3371 |
program, you know, is an evolving and 3372 |
it wasn't always there, so -- 3373 |

Spk2: Yeah, 15 years ago, 20 years 3375 |
ago, yeah. 3376 |

Spk1: So, we need to -- so, 3378 |
hopefully I will be able to 3379 |
share, you know, this in my report 3380 |
to anybody reading it so they'll 3381 |
say, oh, there's a program out 3382 |
there, how do we find out about 3383 |
it, how do we access it, you know, 3384 |
to help our other students and 3385 |
they'll see that there's something 3386 |
that can be done. 3387 |

-#

#-KEY SERVIC

Spk2: My world changed dramaticall 3389 -#
with (language program for reading) and then with xxxx, 3390 |
the psychological component. 3391 -#

Spk1: I think it's -- from a, you 3393
know, from frustration on their part 3394
they didn't know what to do, they 3395
didn't know what to -- you know, 3396
frustration and so, you know -- 3397

#-SOLUTIONS

Spk2: But to do nothing, I mean, 3399 -#
that's no solution. 3400 -#

#-INCLUSION

Spk1: To -- but that's not -- that 3402 -#
not what I hear you saying. I 3403 |
said it's even -- it's even -- it's 3404 |
even -- it's still not right to 3405 |
say okay, we'll put you in a 3406 |
corner, you know, that's not 3407 |
right. That has nothing to do 3408 |
with the other piece of it that's 3409 |
inappropriate, you know. There's a 3410 |
whole lot out there on inclusion and, 3411 |
you know, there's a lot where 3412 |
there's a whole group advocating 3413 |
for keeping kids in the classroom. 3414 |
You'd have been better -- you 3415 |
would have learned more in the 3416 |
regular classroom than sitting in 3417 |
the (UI) walls, you would have 3418 |
gotten it -- 3419 |
-#

Spk2: At least some kind of (UI), 3421
yeah. 3422

#-EDUC EXPER

Spk1: You would have -- yeah, I 3424 -#
mean, what was the point, they 3425 |
had nothing to offer, you would 3426 |
have gotten it just by being in 3427 |
the room. 3428 |

Spk2: Yeah, I would have picked up 3430 |
something. 3431 -#

#-SELF ESTEE

Spk1: Yeah, yeah, and your 3433 -#
self-esteem wouldn't have been bad 3434 |
because you're part of the group, so, 3435 |
I mean, that -- that's not 3436 |
acceptable, and that's, you know, so, 3437 |
but that happened, and it's 3438 |

happening today, too. 3439 |
|
Spk2: Yeah, that's the sad part. 3441 |
|
Spk1: That's the problem, yeah. 3443 -#

#-SERVICES

Spk2: Well, I've been real lucky b 3445 -#
stumbling on like with xxxx, she's 3446 |
been great, and then xxxx at 3447 |
community college and just being willing to 3448 |
say I don't know what to do, but we 3449 |
can figure out, we can work together 3450 |
and come up with a better solution 3451 |
than doing nothing, and that's, 3452 |
you know, at least you'r trying, 3453 |
you know, and trying is okay, 3454 |
it's better than not trying. 3455 |
Yeah, the language thing was big, 3456 |
and the xxxx thing with the 3457 |
psychological pieces, those, I think, 3458 |
are the two key issues. And the 3459 |
people at NOVA have been really good, 3460 |
the teachers, because it's also my 3461 |
perception and I think a friend of 3462 |
mine a little while ago asked me 3463 |
something, I was talking, I was 3464 |
really pissed off at something, and I 3465 |
was talking really bad, and she 3466 |
said, "Wow, you know, I didn't 3467 |
realize you were having that bad 3468 |
of a time at NOVA, and, you know, 3469 |
the teachers do that", and then I 3470 |
realized it wasn't -- the 3471 |
feelings were back from high school 3472 |
or public school and that my 3473 |
experiences with the people at NOVA 3474 |
have been actually really good, and 3475 |
everybody's been pretty helpful. And 3476 |
I guess it's -- I guess, you know, 3477 |
if there was some kind of support 3478 |
group or maybe not so much a 3479 |
support group, I don't like to 3480 |
sit around and B.S., but maybe 3481 |
somebody who knows like if I was 3482 |
a counselor at NOVA just to handle 3483 |
L.D.'s or at least people with my 3484 |
background I can relate to and I 3485 |
can at least guide them into, you 3486 -#

#-SUPPORT

know, all right, if you're nervous, 3487 -#
come and do your work here, just sit 3488 |
here, I'll help you if I can, but 3489 |
you've got to do it, but you're not 3490 |
by yourself, that there's a -- we'll 3491 |
set up a support group or some kind 3492 |

of network. You need proofreading? 3493 |
We can work with that. You've got 3494 |
your thoughts, but you're having a 3495 |
hard time organizing and putting on 3496 |
paper, come in, you tell me what you 3497 |
want to say, I'll get it on paper 3498 |
and then -- or on the p.c. and 3499 |
then juggle with it, and juggle 3500 |
with it. It's not -- I used to -- I 3501 |
can see now I would go from 3502 |
assignment to it's futile, 3503 |
there's no solution. 3504 |

-#

Spk1: Well, you would call that a 3506
tutor, so there weren't really any 3507
tutors assigned to help you? 3508

#-TUTORS

Spk2: The kind of tutors I needed 3510 -#
didn't exist because these kind of 3511 |
activities, this is how to be a 3512 |
student or how to learn, it's assumed 3513 |
you know this at the point. You can 3514 |
do all this stuff, you're having 3515 |
trouble with this particular concept. 3516 |
I've been through the course, 3517 |
maybe I can explain it better than 3518 |
the book can, you know, but I 3519 |
needed a more basic, more 3520 |
fundamental level. I needed -- 3521 |
I would be given the assignment and 3522 |
I'm already convinced that I'm 3523 |
going to fuck up and fail and 3524 |
crash and burn, and I needed 3525 -#

#-SUPPORT

somebody to -- I guess this is what 3526 -#
my friends did, the girls who live 3527 |
down the road, they would more or 3528 |
less hold my hand, psychologically 3529 |
hold my hand and let me -- and then 3530 |
help me, okay, you're stuck, let me 3531 |

\$_LN STRAT

read that sentence, okay. All right, 3532 |-\$
think about that, tell me what you 3533 ||
want to say, tell them what you 3534 ||
want to say, okay. Think about 3535 ||
what you want to say, what you told 3536 ||
me and what you wrote there. Are 3537 ||
you conveying that thought? How 3538 ||
can you re-word this so you're 3539 ||
saying what you told me, how can 3540 ||
you get that on paper? And then 3541 -#-\$

#-STUDY SKS

I'd go off and play with it, and 3542 -#
now this is the process of 3543 |
learning, this is the process of how 3544 |

to solve problems, how to do your 3545 |
work and developing good study 3546 |
habits. I was never taught any of 3547 |
this, and I was -- I'm lucky that I 3548 |
have my friends that can play what I 3549 |
call the hand-holding role or more 3550 |
like probably what my parents didn't 3551 |
give me, how to just -- how to do 3552 |
your homework. 3553 |

-#

Spk1: So, you didn't get tutors 3555
assigned through NOVA, you kind of 3556
created them yourself in your own 3557
network, but you had them? 3558

Spk2: Right. 3560

Spk1: Without them you would have 3562

#-SUPPORT

Spk2: The guy who really reads bad 3564 -#
but he's a Ph.D. physicist, he would 3565 |
come over once a week and help me 3566 |
with math, and he got to the point 3567 |
where he was more or less just a 3568 |
psychological pacifier because he'd 3569 |
say, "You can do the problems great. 3570 |
When I sit next to you, you do the 3571 |
problems great. As soon as I leave, 3572 |
you can't do shit." It was the 3573 |
psychological component going on 3574 |
here. At the time I didn't know it 3575 |
because I remember talking to him 3576 |
just before the last semester 3577 |
started, the end of the summer, and 3578 |
he said, "Sam, you know this stuff 3579 |
better than most people I know, and 3580 |
I work in this, math is my 3581 |
language, and the only problem 3582 |
is Sam doesn't know that Sam 3583 |
can do it." And that's when I 3584 |
started realizing the 3585 |
psychological side of things, but 3586 |
then I found what he was doing, he 3587 |
was developing that self-esteem by 3588 |
sitting with me and letting me go 3589 |
through the exercises. He already 3590 |
wasn't even -- I mean, to show the 3591 |
type of guy he was, he wasn't even 3592 |
there to help me with the math, it 3593 |
was more of a fundamental block, just 3594 |
sitting with your kid, letting him 3595 |
do the exercises with the 3596 |
security of having somebody there 3597 |
until you gain your independence 3598 |
and say, you know, I can do this 3599 |

myself, and I never had this, I 3600 |
never did math homework in my 3601 |
life, you know, and where do you 3602 |
learn it? 3603 |

-#

Spk1: One of the things I didn't a 3605
you -- 3606

Spk2: Does that answer anything? 3608

Spk1: Yeah. One of the other 3610
questions I wanted to ask you was 3611
you're wearing glasses, did you get 3612
an eye exam or do you have -- 3613

Spk2: Yeah, yes and no. xxxx we 3615
through the -- 3616

Spk1: The visual? 3618

Spk2: The visual. 3620

Spk1: Did you have visual -- 3622

#-VISUAL

Spk2: I had glasses, I just -- a 3624 -#
couple years ago I just started 3625 |
wearing glasses and they're for 3626 |
distance. I never wore glasses before 3627 |
in my life up until three years 3628 |
ago, something like that. And 3629 |
supposedly, I don't need them for 3630 |
up close, but it's just easier 3631 |
than taking them off, taking them 3632 |
on. From what I understand my 3633 |
vision isn't that terribly bad. 3634 |
I can't -- I don't recall what it 3635 |
is. xxxx sent me through a 3636 |
program that an ophthalmologist, I 3637 |
presume, did a series of eye 3638 |
tests and said that all the 3639 |
parameters were in the so-called 3640 |
normal range for it. She wanted to 3641 |
rule out, make sure that there was 3642 |
no eye difficulties, that I was 3643 |
seeing things in the way everybody 3644 |
else sees them, and at that parameter 3645 |
was good enough. 3646 |

Spk1: Okay. So, you didn't have 3648 |
visual perceptual problems? 3649 |

Spk2: From my understanding I do 3651 |
not. Then again, she's the person 3652 |
to check with. 3653 |

Spk1: Yeah, okay. 3655 |

-#

Spk2: If I did, nobody said anythi 3657
to me. If they did, I missed it. 3658

Spk1: Okay. Okay, I can't think o 3660
anything else. I think you've 3661
covered everything that I can think 3662
of. 3663

Spk2: I kind of got off, I don't 3665
know if I got -- I went down an 3666
avenue that was away from your -- 3667

Spk1: No. 3669

Spk2: I don't know how my 3671
experiences -- you know, because 3672
that's the thing, schools are 3673
teaching -- you're coming there on a 3674
certain level and you go to class and 3675

#-BASIC SKIL

you have an objective, you go 3676 -#
achieve the objective and leave, 3677 |
and then I found looking -- 3678 |
speaking with you I realized a lot 3679 |
of the -- for me to do that 3680 |
objective there were so many other 3681 |
pieces missing. I don't mean 3682 |
academic pieces, but the pieces that 3683 |
go into the academics, I mean, before 3684 |
a math class I haven't had formal 3685 |
Trig., but then there's these other 3686 |
components that were missing that 3687 |
were so fundamental, just basic study 3688 |
habits, how to sit down and just 3689 |
things I guess you learn in grade 3690 |
school that for me being never given 3691 |
these assignments, you know, I mean, 3692 |
friends of mine have all told me 3693 |
that they learned how to write 3694 |
essays in grade school, fifth or 3695 |
sixth grade. I never wrote one in 3696 |
my life. I didn't know what a 3697 |
thesis was up until I took my 3698 |
first English class. I didn't know 3699 |
what a topic sentence was. 3700 |
Friends were like, oh, I learned 3701 |
them in like fifth grade. They 3702 |
were like one paragraph type things 3703 |
they were writing, but the 3704 |
concept of how to take abstract 3705 |
thought and put it in a paragraph 3706 |
with objective, body, conclusion 3707 |
was developed, you know, for them 3708 |
20 years ago. 3709 |

-#

Spk1: Did you have to go through a 3711
orientation and basic skills 3712
classes? 3713

Spk2: No. 3715

Spk1: No, you never did? You kind 3717
of bypassed that part? 3718

Spk2: It's open admissions. 3720

Spk1: Open admissions and -- 3722

Spk2: Walk in, pay your -- sign up 3724
for a class, pay the fee. 3725

Spk1: If you come in and supposedl 3727
if you -- didn't you even have to 3728
pass a test before you took the math 3729
or -- 3730

Spk2: Oh, yeah, I had -- you know, 3732
this is the thing that really kind 3733
of like, well -- 3734

Spk1: You have to -- if you don't 3736
pass the test, you have to take a 3737
basic skills to get there to here? 3738

#-BASIC SKIL

Spk2: The math class, I took a mat 3740 -#
written exam and I placed for 3741 |
Calculus. I never had formal 3742 |
Algebra, in all honesty, I never did. 3743 |
I had basic -- I had math -- I had 3744 |
Calculus and well, I had -- well, I 3745 |
had Calculus in trade school, but it 3746 |
wasn't fundamental Calculus, it was 3747 |
applied Calculus, you're dealing 3748 |
with rates of change, but you're 3749 |
not deriving anything. 3750 -#

Spk1: You kind of went, bypassed a 3752
got there to pass the test? 3753

#-INTELLIGEN

Spk2: Right, and my common sense, 3755 -#
when I took, you know, the guy said 3756 |
you could go take Calculus I, and I 3757 |
never had Calculus, and he goes, 3758 |
okay, well, he circled the maximum 3759 |
class I could take was Pre-Calc., and 3760 |
I just thought common sense, I 3761 |
said I never even had an Algebra 3762 |
class. I mean, I can guess -- I 3763 |

mean, you know what the thing is, 3764 |
I think I'm a pretty smart guy, 3765 |
if it's multiple choice and I can 3766 |
sit there and figure out things, I 3767 |
can't tell you why this answer is 3768 |
this, but out of the choices and 3769 |
what I got here and the little I 3770 |
know, I can preclude between two, 3771 |
and I can do that probably for 3772 |
all the damn tests, so I've got -- now 3773 |
I've just got a 50/50 shot, and 3774 -#
then from the two I could just more 3775
or less -- I also knew I could 3776
take the answer that this equals 3777
that, well, I could stick what the 3778
choices in there and find which 3779
one it equals, I mean, that's 3780
just, you know, a round hole and a 3781
#-INTELLIGEN
round peg type stuff. That's not 3782 -#
what they want you to do, they 3783 |
want you to crunch it and say 3784 |
yes, this is D. I'm just sitting 3785 |
there going no, D doesn't fit, E. 3786 |
No, A fits, that's A. I did it 3787 |
backwards, I guess. So, I guess 3788 |
maybe they were -- I got tested on 3789 |
ingenuity. 3790 -#

Spk1: What about on the English 3792
part? 3793

Spk2: Well, that I studied for. 3795
Well, I don't know. Well, they don't 3796
-- they don't test you on how 3797
well you can write or they don't 3798
test you -- I mean, Composition 3799
I and Composition II, English I 3800
and II, what they test you for 3801
and what you do in the classes 3802
are two different things. They 3803
teach me -- I had -- I had 3804
really, really excellent 3805
comprehension. They have you read 3806
something and then say, okay, 3807
who ran up the hill? What did they 3808
get? How far did they go? You 3809
know, stupid -- you know, you 3810
read some paragraph and then it 3811
says, you know, one's comprehension 3812
and one's grammar based, and I took 3813
the Princeton Review, I don't mean to 3814
#-SELF TAUGH

be plugging that, but I got their 3815 -#
Princeton Review, went to the 3816 |
bookstore and said if you've got to 3817 |

take an English placement test, what 3818 |
kind of stuff do you got? The guy 3819 |
points me in a corner, goes here, 3820 |
it's on the bottom shelf. I pick out 3821 |
what package looks pretty. I 3822 |
can't read it, so I get what 3823 |
looks nice. I got the book and 3824 |
an audiotape. Well, I can read the 3825 |
book if I have the audiotape, so 3826 |
I did, and I sat up for a couple 3827 |
of nights and I went over the 3828 |
Princeton Review and they tell 3829 |
you about -- then again, what they 3830 |
tell you about is nothing on the 3831 |
test, but it tells you like I guess 3832 |
sentence structure, and they go into 3833 |
mechanics, I don't know any of 3834 |
that crap, I still don't know what 3835 |
nouns or verbs or adjectives 3836 |
are, but I know when it sounds 3837 |
right and when it doesn't sound 3838 |
right. So, I capitalized on 3839 |
that, and the test was based on 3840 |
two parts, one just reading stupid 3841 |
stories, and then asking a whole 3842 |
series -- answering a whole series 3843 |
of questions of what you read 3844 |
about. And I had -- was given a 3845 |
limited time, so I just took my time 3846 |
and read and I missed a word here or 3847 |
there, but I got a good idea, you 3848 |
know, about some boring guy who flies 3849 |
kites, and they just said, okay, 3850 |
what does the guy fly? Kites. 3851 |
What's he like? He's boring. 3852 |
Okay, big deal. I know I aced that 3853 |
part. The second part would be 3854 |
sentence structures. Read this 3855 |
sentence and say -- and pick which 3856 |
sentence is right. I would just 3857 |
read it and then go, well, this 3858 |
one felt comfortable or felt 3859 |
easier, so I picked that, you know, 3860 |
that one's right or this one just was 3861 |
awkward, something about it, mark 3862 |
it wrong. I got honors. And 3863 |
that's like just common sense. 3864 -#

#-EXTRA TIME

Spk1: Did all your professors alwa 3866 -#
give you extra time, was that 3867 |
always routine? 3868 |

Spk2: If I requested it. Now I te 3870 |
the -- I'll the teacher to be in 3871 |
the class, but, you know, it's 3872 |

funny, the history teacher guy 3873 |
 said, he said, well, he said, "If 3874 |
 you're well prepared, you won't 3875 |
 need it." And I'm thinking, I'm 3876 |
 fucked. I was thinking but 3877 |
 that's right, I mean, you know 3878 |
 it or you don't, and so what it 3879 |
 takes you five extra minutes to 3880 |
 figure out what the hell it is that 3881 |
 you're asking, I can go up and ask 3882 |
 him. He's like, come up and ask me, 3883 |
 I'll read it to you. Then you know 3884 |
 it, you know it or you don't, you 3885 |
 know, okay, that's solved. You know, 3886 |
 I can at least know what the 3887 |
 question is, then I have to write 3888 |
 it. I said, "Well, what happens if 3889 |
 I have problems writing it?" 3890 |
 "Talk to me after, I'll tell you 3891 |
 how to spell the word." Because I 3892 |
 know what the question is, and 3893 |
 then if I know the answer, then I 3894 |
 can get the answer on the paper and I 3895 |
 said you know what, he's right, 3896 |
 you know it or you don't. And I 3897 |
 said, you know what, I better 3898 |
 know these damn questions, and I 3899 |
 guess what he did was your job 3900 |
 is to know the questions, I'll 3901 |
 help you in any way so you can 3902 |
 show me you know the questions, and 3903 |
 that kind of I found indirectly 3904 |
 helped my anxiety because now I 3905 |
 wasn't all worried about not being 3906 |
 able not to answer the question. 3907 |
 It's just solely up to me to 3908 |
 know the information, and I was -- 3909 |
 I got -- actually the books, I found 3910 |
 out later, all our textbooks were 3911 |
 all graduate course work, well, 3912 |
 this was pretty serious stuff, and 3913 |
 our tests were based on class 3914 |
 lecture and outside reading 3915 |
 assignments, and because I ended up 3916 |
 getting the books on tape, 3917 |
 they're excellent books, too, and 3918 |
 one of them I got on tape but it 3919 |
 was -- this was the second 3920 |
 edition and it was completely redone, 3921 -#
 and I went looking -- he said, okay, 3922
 #-SOLUTION
 "Well, you know, go to another 3923 -#
 library." I asked him for help, and 3924 |
 he said, "Well, did you try any 3925 |
 other libraries?" I said "No." 3926 |
 He said, "Why not?" I said, "I 3927 |

didn't think anybody would have 3928 |
these." He goes, "Well, there 3929 |
are colleges all over here, 3930 |
let's try these other school 3931 |
libraries." He goes, "This is normal 3932 |
graduate course work, all the 3933 |
universities have graduate schools, 3934 |
they should have it, we'll find it." 3935 |
Well, it ends up that I did find it 3936 |
on the shelves, but then there was a 3937 |
time factor and I couldn't -- it 3938 |
took like two weeks for me to 3939 |
ascertain and the test was in a 3940 |
week and I waited too long, but 3941 |
there was a solution. The guy was 3942 |
more than -- gave very constructive 3943 |
solutions to these things. It was 3944 |
my fault I waited too long, and I 3945 |
realized this for next time, and 3946 |
I ended up using that tape, I just 3947 |
listened to the tape without the 3948 |
book and I did okay on that test, 3949 |
but he -- hard class, but then 3950 |
again, he made -- he made me 3951 |
feel that he was very approachable 3952 |
and made me feel that listen, you 3953 |
let me know what your problem is, 3954 |
we'll find a solution. If you don't 3955 |
let me know, don't tell me 3956 |
afterwards, and that's when I -- 3957 |
you know, I've realized now that 3958 |
it's my job to be constructively 3959 |
interactive with the people at hand 3960 |
because it's a partnership. They 3961 |
can't teach me if I don't want 3962 |
to learn, and I can't learn if 3963 |
they don't want to teach me, and 3964 |
they're there obviously because 3965 |
they want to be or they wouldn't, and 3966 |
me, too, so let's work together. 3967 |

-#

Spk1: Yeah. 3969

#-EDUC EXPER

Spk2: And I don't know, I guess yo 3971 -#
learn that somewhere along the way. 3972 |
I guess this whole process of being 3973 |
at NOVA is me learning how to learn 3974 |
and what I need to do and all this 3975 |
stuff so I can survive on the 3976 |
university. I realize that I used to 3977 |
shoot down schools and say, you 3978 |
know, schools -- teachers don't 3979 |
teach you crap, they don't -- 3980 |
they're not teaching you. I 3981 |
realize I don't -- I'm curious of 3982 |

your opinion, I'm thinking of 3983 |
universities now as, and colleges, 3984 |
they're not teaching you to learn, 3985 |
they're teaching you to be a 3986 |
scholar, and that's different than 3987 |
being a student. It's teaching you 3988 |
how to go out because I guess you get 3989 |
to some point if you go on far 3990 |
enough where you're the one 3991 |
writing the book, like the 3992 |
research you're doing now, if it 3993 |
was in some book somewhere, you'd 3994 |
go read it, maybe read somebody 3995 |
else and see what their opinions 3996 |
are. 3997 |

-#

Spk1: Right. 3999

#-LEARN EXPE

Spk2: And you can't because the 4001 -#
information is out there, it just 4002 |
doesn't exist, nobody went out and 4003 |
said, let me gather this information 4004 |
and let me see what this -- and then 4005 |
see if this information agrees, 4006 |
supports or contradicts my 4007 |
hypothesis, and if it does, what can 4008 |
I -- what sense will it make from 4009 |
that? And that's what school 4010 |
teaches you, but I think in our 4011 |
system higher learning teaches how to 4012 |
go off and be a scholar. 4013 -#

Spk1: Right. 4015

#-MENTOR

Spk2: I finally realized that, and 4017 -#
then by realizing that my perception 4018 |
of what my role is became more 4019 |
interactive than passive, saying okay, 4020 |
here I am, give it to me, and I'll 4021 |
come and get it. And I'm here, 4022 |
I'll work with you, I'll -- I see 4023 |
teachers now as more not as a 4024 |
teacher but as a mentor. They've 4025 |
done this, I'll help you get there, 4026 |
too. 4027 -#

#-MENTOR

Spk1: Become more involved in your 4029 -#
own learning process? 4030 |

Spk2: Yeah. 4032 |

Spk1: I've got the information, he 4034 |
it is for you to assimilate -- 4035 -#

Spk2: Right. 4037

Spk1: -- what you want, do you need 4039
more? Well, we'll find more. 4040

Spk2: Right, right, yeah. Yeah, I 4042
think my concept of the schooling 4043
process or my schooling process has 4044
matured and -- 4045

#-EDUC EXPER

Spk1: It goes back to what -- when 4047 -#
we teach kids at the 4048 |
undergraduate level or elementary, 4049 |
it's like, well, memorize these 4050 |
facts, that's all you need to 4051 |
know, memorize this. 4052 |

Spk2: That's all I knew. 4054 |

Spk1: But we're saying no, you need 4056 |
to think how -- not just know the 4057 |
facts, but how did you get to those 4058 |
facts, and that's what you've been 4059 |
trying to -- you always wanted to 4060 |
know that, but that wasn't the focus. 4061 |
You didn't even get a chance to do 4062 |
that. 4063 |

-#

#-EDUC EXPER

Spk2: No. That was interesting about 4065 -#
this history teacher, he would -- 4066 |
I would ask him how do you draw 4067 |
conclusions? I mean, we have so 4068 |
much information out there, and 4069 |
he'd say, you always check where 4070 |
the information comes from. If 50 4071 |
books are written about say JFK 4072 |
conspiracy hypothetically, and 4073 |
then you read the credits and 4074 |
they all take their information, 4075 |
all 50 -- all 50 novelists or 4076 |
whoever, writers all reviewed one 4077 |
piece of information, well, then it's 4078 |
just 50 versions of the same 4079 |
information, and then you weigh it, 4080 |
you know, how diverse is that 4081 |
information are they coming from, 4082 |
is it 50 original sources or 50 of 4083 |
the same source, and he said that's 4084 |
what's important especially in 4085 |
history, modern history is not what 4086 |
somebody says, but it's a mixture of 4087 |
what they say, why they're drawing 4088 |
the conclusion, where are they 4089 |

getting their information from and 4090 |
then weighing it with all other 4091 |
information, and is all the other 4092 |
information coming from the same 4093 |
place? Well, then they're all going 4094 |
to probably say similar stuff, and 4095 |
that was real interesting, and he 4096 |
said you'll always -- he says -- I 4097 |
asked him, how do you decide what 4098 |
you're going to believe and not 4099 |
believe and he said it just becomes 4100 |
a pool of keeping an open mind and 4101 |
weighing things and constantly 4102 |
re-evaluating because I guess I 4103 |
was taught history as this happened, 4104 |
it's written in stone, everybody 4105 |
agrees on it and just remember the 4106 |
date. And I found history is so 4107 |
much grayer than that, and depending 4108 |
on what point you view something at 4109 |
can render a different conclusion. 4110 |
If everybody is standing on this side 4111 |
viewing it from here, they're 4112 |
going to have this circle of 4113 |
opinions, and somebody from over 4114 |
here could real reasonably draw a 4115 |
different conclusion, and it's 4116 |
not black and white. It's a world 4117 |
of grayness out there, and that's 4118 |
real interesting, but anyway -- 4119 |

-#

Spk1: Thank you. I think I've 4121
gotten -- I think that's pretty 4122
much it for now. 4123

Spk2: Too much information. 4125

Spk1: No. 4127

Spk2: I hope it wasn't erroneous 4129
and redundant and hours of boring 4130
stuff. 4131

Spk1: No. 4133

Transcript for coding Sam's Case Study

He had 3
gotten some services initiated really 4
through you and had been in 5
another campus (UI) because of 6
your interventions you referred him 7
to the Virginia Department of 8
Rehab. Services where assessment 9
was done, and he had used books 10
on tapes and improved his reading 11
and academic performance and has 12
subsequently been successful and 13
is now looking to go to another 14
four-year university. So, I 15
would like to find out from you 16
today if you recall from your 17
experiences this particular client 18
and what services he received from 19
your perspective of what happened and 20
what you thought issues were 21
because from my interview he was 22
pretty frustrated. He's a young 23
adult, and he had had some bad 24
experiences, but he's pretty 25
determined and has some support 26
from friends to pursue, go back, 27
try again and do that. So, can 28
you tell me a little bit of what you 29
recall? 30

Spk2: Well, I really -- I recall h 32
coming into the office and 33

#-FRIEND

basically it was the suggestion 34 -#
of one of his friends that they 35 |
find -- that he find out if there 36 |
were any kind of services or way 37 |
that they could find out if he 38 |
had a learning disability because 39 |
apparently this person -- I'm not 40 -#
real sure how she knew about learning 41
disabilities and perhaps she had 42
read an article or something and 43
felt that based on what she 44

#-LD DIAGN

read, he seemed to meet that 45 -#
criteria, very smart, very 46 |
capable but seemed to always be 47 |

\$.-NOVA REF

struggling academically. And he did, 48 -#-\$
he came in and he asked if there was 49 |
somebody who did that kind of, you 50 |
know, thing, and I'm not sure what 51 |
he meant by that "thing", but we 52 |
met and basically I felt based on 53 |

what he described, it sounded like 54 |
there might be the possibility 55 |
of a learning disability, and so 56 |
#-LD ABILIT

then I referred him to DRS. And 57 -#-\$
what it was is he seemed to be 58 |
able to understand and remember 59 |
things pretty well when people 60 |
talked to him, but it was the 61 |
printed material, learning through 62 |
print and writing that was very, very 63 |
difficult for him. He had to work 64 |
very hard, and certainly there's 65 |
nothing wrong with hard work, but 66 |
you'd like to think that if you put 67 |
in the hours, you see the results, 68 |
and that's -- that's part of what 69 |
wasn't happening for him. And then 70 |
when the results came back, he 71 |
obviously was very, very smart, you 72 |
know, had a lot of potential, he 73 |
just needed some accommodations to 74 |
help. And he went on and did really 75 |
well, he wound up being nominated 76 |
for "Who's Who" among students in 77 |
America's junior and community 78 |
colleges and took a field study in 79 |
engineering and seems to be, you 80 |
know, really excited about it, 81 |
and he got accepted into a really 82 |

\$.-PROFESSORS

good school. So, you know, he's 83 -#-\$
ready, you know, he's a little 84 |
nervous, of course, about the 85 |
transition, but, you know, we also 86 |
talked about the kinds of professors 87 |
that might teach to his strengths a 88 |
little more than those who might use 89 |
the things more frequently that he 90 |
wasn't as strong in, and that's 91 |
not to say that the professor is 92 |
not good, they just -- they just 93 |
perhaps didn't match his learning 94 |
style as well. And so, you know, 95 |
he went on and did quite well. 96 |

-\$

#-BOOKS ON T

Spk1: Now, he used books on tapes, 98 -#
did you initiate that or did DRS? 99 |

Spk2: I think it was the kind of 101 |
thing where we realized that his 102 |
strongest mode of learning was 103 |
auditory and that he needed books on 104 |
tape, but at the time the 105 |
certification process was a little 106 |

more complication for books on tape, 107 |
so I'm sure DRS certified the 108 |
application. I'm not real sure who 109 |
suggested it or what, but I'm 110 |
positive at that time they had to 111 |
certify because they needed a 112 |
rehab. counselor certification or 113 |
a diagnostician. 114 |

-#

Spk1: What's the process once they 116
get that, do they get the books here 117
from NOVA or -- 118

#-BOOKS ON T

Spk2: No, they call directly to th 120 -#
recording for the blind and 121 |
dyslexic. What they do is, if 122 |
they know, for example, the 123 |
classes that they plan on taking 124 |
in the fall, the book list really 125 |
is sent off to the company 126 |
sometime in April requesting 127 |
textbooks for fall. So, I will call 128 |
the division and ask the division to 129 |
supply me with a book list, and they 130 |
will give me the list and then we 131 |
can take the information off based 132 |
on who the instructors are and so 133 |
on. Some students don't even 134 |
come to me, they go directly to the 135 |
division and ask, and it really 136 |
depends on the student. I try to 137 |
encourage them to do it themselves 138 |
because I like them to be able 139 |
to advocate for themselves, but I 140 |
had one division where there were so 141 |
many students coming up they just 142 |
sent me the book list because they 143 |
felt if the student just came to one 144 |
place, then I would always have it. 145 |
So, every semester they just send 146 |
the list regardless of whether 147 |
they have students that use it 148 |
or not, they just find it's easier. 149 |
And, you know, he would call 150 |
and get the books in advance and 151 |
start reading. 152 |

-#

Spk1: Where's the division, is tha 154
at NOVA? 155

#-BOOKS ON T

Spk2: Yeah, each academic division 157 -#
each set of classes subject area, 158 |
it's housed in an academic division, 159 |
so you have like the natural 160 |

science, natural and applied 161 |
sciences, and they would have 162 |
all the sciences and math and 163 |
engineering, and -- and they 164 |
oversee all those courses, and so the 165 |
division secretary and staff, 166 |
they're responsible for getting 167 |
the book list from the faculty 168 |
and then phoning it in to the 169 |
company and getting it to the 170 |
book store for ordering and stuff 171 |
like that. 172 -#

#-PROFESSORS

Spk1: One of the things I had to 174 -#
review the literature to find out 175 |
what services accommodations were 176 |
real helpful, and one area was a lot 177 |
of issues regarding professors, 178 |
sometimes they're amenable, sometimes 179 |
they're confused, they don't 180 |
really understand what this is, 181 |
how do you interface with -- does 182 |
that come up with the student and 183 |
how does that interface with 184 |
some of the accessing or support 185 |
you alluded to a little bit ago 186 |
about the professors to help with 187 |
more accommodations (UI)? 188 |
-#

#-SELF ADVOC

Spk2: Well, with this particular 190 -#
student, he's very articulate and I 191 |
think once he really understood his 192 |
needs, he was more comfortable just 193 |
going himself and asking for whatever 194 |
he needed. Certainly that's not 195 |
true with all students, and what I 196 |
try to do is work with the 197 |
students so that they're in a 198 |
position to ask themselves, and 199 |
certainly if it's not working, 200 |
I'll go with the student. 201 |
Sometimes faculty members will read 202 |
information that's sent on an 203 |
accommodation checklist, and they're 204 |
not sure how to proceed, and some of 205 |
them will call and ask. I haven't 206 |
had very many situations where the 207 |
instructor just was adamant. I just 208 |
really haven't had very many like 209 |
that, I'd say a few, of course, but, 210 |
you know, I've been here 15 years, 211 |
and you're always going to have a 212 |
few, but with this particular 213 |
student he's very articulate, and 214 |

once he understood what his needs 215 |
were, he was very good about asking 216 |
for that. 217 |

-#

Spk1: Yeah, he seemed to be very 219
persistent. 220

!-STUDENT DE

Spk2: Yeah, he's very articulate. 222 !

Spk1: What, of all the -- there's 224
whole checklist of the different 225
accommodations, they're pretty 226
standard, extra time on tests, what 227
accommodation do you find for this 228
student and other students that is 229
probably most useful, you know, 230
that if you were to, say, create 231
your list of accommodations that (UI) 232
that you would say I found to the 233
most beneficial? 234

#-SERVICES

Spk2: Well, certainly the extra ti 236 -#
on tests, I think that's really 237 |
helpful. For many students, writing, 238 |
having the access to a word 239 |
processor that has a spell check 240 |
at least. Some certainly have 241 |
grammar check, and they need 242 |
that. And depending on the 243 |
student's learning style, a tape 244 |

\$_-CLASS SELE

recorder is very helpful, and then I 245 -#-\$
think it's an accommodation that's 246 |
not generally shared with faculty 247 |
which is course selection. I think 248 |
that's really, really key. If a 249 |
student has a memory issue, you know, 250 |
and they need a lot more 251 |
repetition or it's just a lot of 252 |
terms and it's very overwhelming, 253 |
they don't need to take as many 254 |
courses, and I think that's not 255 |
something we would ever put on an 256 |
accommodation sheet because 257 |
generally it's not the faculty 258 |
members that are helping students 259 |
select courses, it's more the 260 |
counseling and also having the 261 |
student understand that they need to 262 |
take less to do better. And I think 263 |
that's probably one of the key 264 |
things is that, you know, you 265 |
don't have to have five classes, 266 |
you don't have to have six 267 |

courses, you don't necessarily 268 |
have to be full-time, how many 269 |
hours a week are you working, 270 |
because many of these students are 271 |
still working, they're like every 272 |
other student, they work and they go 273 |
to school, and I think that's 274 |
probably one of the main things is 275 |
helping students understand the 276 |
balance based on how long it takes 277 |

#-INSURANCE

them to learn and to process. And 278 -# |
sometimes that's more difficult 279 ||
because if the student is younger, 280 |-\$
you have a parental issue and 281 |
sometimes there's insurance, and, you 282 -#
know, that makes it, you know, a 283

OF HRS

more complicated dynamic. But for 284 -#
students such as this particular 285 |
student, that was something he could 286 |
work out because he had more control 287 |
over the number of hours he was 288 |
going to work, and so, you know, 289 |
he had a better understanding of 290 |
what it took to get through, and it 291 |
didn't always mean that you took 292 |
15 credit hours, and also, the 293 |
combination of those credit hours. 294 -#

Spk1: A student I recently 296
interviewed indicated that it was 297
helpful to her, at least it was, I 298
think, from the mother, was doing a 299
pre-test, have you heard of the 300
pre-test concept where they at least 301
learn what the kind of questions, 302
it's not the same question they have, 303
but the format of the test that 304
they found -- 305

#-PRE-TEST

Spk2: I have a few faculty members 307 -#
that do that, they actually provide 308 |
the entire class with a pre-test 309 |
because they want them to get used to 310 |
their questioning style, and so 311 |
they give them the opportunity to 312 |
get used to the questioning style 313 |
and also to make sure that they 314 |
understand the material in a 315 |
general way. And, you know, I 316 |
think that's great, but the 317 |
majority of faculty do not do that. 318 |

-#
Spk1: No? 320

#-PRE-TEST

Spk2: No, they do not, they don't 322 -#
have time to give pre-tests. 323 |
They're trying to cover the course 324 |
content, and so they don't -- they 325 |
don't do that. They may give 326 |
outlines and they discuss what will 327 |
be on the test, but -- and I have a 328 |
faculty member who will give 329 |
different kinds of tests, like 330 |
they'll give an essay test one time, 331 |
they'll give fill in the blank, 332 |
they will do multiple choice. They 333 |
try to hit all kinds of questioning 334 |
modes, but they won't give pre-tests. 335 |
-#
Spk1: Oh, I see. Do you have 337
available tutors for students -- how 338
do you -- for labs and other support 339
services -- 340

#-TUROR

Spk2: We use a peer tutoring system 342 -#
and if the student is a special 343 |
needs student, we try -- I don't 344 |
coordinate tutorial services, but 345 |
I work very closely with the 346 |
person who does, so she's very 347 |
familiar with the tutors, and we 348 |
talk about the student, this 349 |
particular student's needs and the 350 |
kind of tutor that might work best 351 |
with that student, and then we try to 352 |
do that kind of -- kind of match. 353 |
And I always explain to the student, 354 |
they have their disability data 355 |
sheets, and I always suggest that 356 |
they share that with the tutor, 357 |
and then if the tutor has any 358 |
questions, that maybe the three 359 |
of us can sit down and talk about 360 |
those things. I have a certain 361 |
little group of tutors that work 362 |
best with special needs students 363 |
and very often just because they're 364 |
very patient, they're willing to try 365 |
lots of approaches to the subject 366 |
matter. They're just more creative 367 |
as tutors, and so, you know, every 368 |
tutor doesn't tutor special needs. I 369 |
have some tutors that they're the 370 |
ones, yeah. 371 |
-#
Spk1: What about for remediation, 373
you -- when a student comes, say, 374

from a high school or comes in, do 375
they have to be evaluated or they 376
identify themselves? What kinds of 377
experiences, if you have, how they 378
get (UI) you think that they're going 379
to need more help before they get 380
started? 381

#-REMEDIATIO

Spk2: Well, all students who are 383 -#
going to take math and English or 384 |
they're in a degree program have to 385 |
take placement tests in both math and 386 |
English, and so hopefully, that's, 387 |
you know, what the test basically 388 |
is going to say is either you're 389 |
ready for college-level English 390 |
or you're not, and if you're not 391 |
ready, they will recommend 392 |
developmental reading and 393 |
writing courses for students. 394 |
Unfortunately, depending on the level 395 |
of the student, they may really have 396 |
to be in those classes for awhile. 397 |
You can't come in with a 398 |
fourth-grade reading average and 399 |
expect, you know, level, and 400 |
expect in 16 weeks to suddenly 401 |
be at the eleventh grade, it 402 |
just doesn't happen. And so for 403 |
some students it's a very, very slow 404 |
process getting their reading level 405 |
so that they can pass on to the next 406 |
level. We have two levels of 407 |
reading, Reading Improvement I and 408 |
Reading Improvement II, and the same 409 |
with the writing that, you know, 410 |
sometimes depending upon the 411 |
student's level, it may actually be 412 |
more beneficial to stay in high 413 |
school another year if they're in 414 |
high school, you know, because they 415 |
have to come here and they're paying 416 |
for that same information. 417 |

-#

Spk1: Do you have labs they can go 419
to for support? Is there someone 420
-- 421

#-LABS

Spk2: Yeah, we have reading labs, 423 -#
reading lab and writing lab, we have 424 |
both of those, math, they have labs 425 |
for all of that, and certainly the 426 |
students can still get tutors outside 427 |
of class along with the lab 428 |

\$-PROFESSOR

support. They can meet with a 429 -#-\$
faculty member individually for 430 |
awhile, but I think one of the 431 |
things that sometimes new 432 |
students don't understand in 433 |
particular coming from high 434 |
school is that the teacher cannot 435 |
sit with you and teach you the 436 |
content of the lecture again. 437 |
They can answer questions, and it's a 438 |
different way of thinking for many 439 |
students. 440 -\$

#-NOTE TAKER

Spk1: How about note takers, do yo 442 -#
have a group of note takers that -- 443 |

|
Spk2: No, we don't. What we do is 445 |
we have note taking paper, which 446 |
is NCR paper. We supply the 447 |
student with the paper free, one of 448 |
the accommodations on the 449 |
checklist can be assistance 450 |
identifying other students 451 |
willing to take notes on special 452 |
paper, which I will provide, and 453 |
the faculty member helps the 454 |
student identify someone. That 455 |
person basically takes their own 456 |
notes and at the end of the lecture 457 |
they tear off the bottom copy and 458 |

\$-COURSE OBJ

they give it to the student. We also 459 -#-\$
usually have as an accommodation 460 |
an outline with course objectives 461 |
so that the student understands 462 |
what are the main details to be 463 |
learned in this course. 464 -\$

Spk1: Are you able to get that for 466
all the classes? 467

#-COURSE OBJ

Spk2: Pretty much, you know, many 469 -#
faculty members write their syllabus 470 |
like that. 471 -#

Spk1: Right. 473

Spk2: Yeah, and so, if they're doing 475
it for one student, they just give 476
the whole class the information. 477
It's not as if they really have to do 478
anything special for this one 479
student, they just do that. 480

#-INDEPEND

Spk1: The student that we're 482 -#
discussing, did he pretty much -- he 483 |
was pretty much independent then, he 484 |
didn't really need -- 485 |

Spk2: Yeah, he was very independent 487 |

Spk1: -- he didn't need to be coming 489 |
to you every week, every day? 490 -#

#-SELF SUFF

Spk2: No, no. No, once he really 492 -#
understood what his learning needs 493 |
were, he was very good about meeting 494 |
with the faculty members to talk 495 |
about it. He seemed to have this -- 496 |
he seemed to understand it's not the 497 |
thing to do in the middle of the 498 |
class, it's not the thing to do after 499 |
you're in class two weeks. He was 500 |
very good about trying to meet the 501 |
faculty members maybe before 502 |
class, if possible. If not, the 503 |
first day he would sit down with 504 |
them individually as opposed to 505 |
handing them a sheet necessarily 506 |
in the hallway, and, you know, he 507 |
understood that sometimes you had 508 |
to remind people. 509 -#

Spk1: How do you deal with the 511
students that maybe come in and they 512
don't want to be identified and 513
they're struggling? 514

Spk2: I don't know they're here, I 516
can't help them. 517

Spk1: Right, but do they come in 519
later to you, or how do they find out 520
about you? 521

Spk2: Sometimes they come in later 523
sometimes they're a faculty referral 524
like they're sitting in the 525
classroom and the faculty member 526
recognizes that there's something 527
going on here, and the faculty 528
member will actually say to the 529
student, you know, when you were 530
in high school were ever identified 531
with any special learnings needs? 532
Some faculty members have 533
actually put it on their syllabus 534

that if you are a student who has a 535
special learning need, please be sure 536
to see me after class or something 537
like that. And so then the 538
student can come up quietly and 539
not identifying in the middle of 540
class or whatever. Yeah, and so 541
sometimes students will, you 542
know, come to me after the fact, 543
and if they come to me after the 544
fact, the best thing we can do is 545
to get them started, you know, 546
moving forward. 547

Spk1: When they call to have a 549
learning disability, how do they -- 550
do they have an understanding of what 551
the difficulties are or do you 552
have to spend time helping them 553
figure out what the issues are or 554
what accommodations are appropriate 555
for what issues, how do you, as a 556
counselor, deal with all the 557
variability's there? 558

#-SELF SUFF

Spk2: In all honesty, the students 560 -#
coming from the high school are 561 |
getting better. They really are 562 |
coming in more informed. They're in 563 |
a much better position to speak for 564 |
themselves and so on, and when we sit 565 |
down after I've read the 566 |
documentation and everything, I 567 |
always sit down and ask them what do 568 |
they see their learning needs are and 569 |
some of them are very specific and 570 |
they really can tell me what they 571 |
think and then we talk about the 572 |
kinds of accommodations and ask 573 |
them if there's anything that has 574 |
ever been done in school or that 575 |
they've just done on their own that 576 |
they find are especially 577 |

\$\$-DENIAL

helpful. Now, of course, you 578 -#-\$
have some students who they 579 |
haven't a clue and so then, you know, 580 |
then it's more of a teaching 581 |
process, and I find that many of 582 |
the students who are in that 583 |
category are in some ways in 584 |
denial, and, you know, we have 585 |
to talk about -- talk about that, 586 |
you know, how -- when you've done 587 |
that in the past what have the 588 |

results been? 589 -\$

Spk1: Is this because they were 591
never identified or they were 592
identified and they don't want 593
the label, or is it a combination? 594

Spk2: It's kind of like -- it's th 596
same old thing, there's always an 597
excuse, you know, and while you 598
understand the reason, it's not an 599
excuse, you know. It's a little hard 600
to describe. I think some of it 601
is also the attitude that some 602
parents have had because if some 603
of these students show up with 604
their parents and their parents 605
have always in some way helped 606
them through and they can't do 607
it here, so now the student 608
doesn't have the tools to do it 609
themselves, so you have some 610
education that goes on. I have some 611
students because of that that they 612
weren't really educated all along and 613
given the opportunities to be 614
independent, they come and see me 615
once a week. I had one student 616
every day who came by. For the first 617
semester I saw her every single day, 618
and we had to kind of laugh about 619
it, you know, everybody in the 620
office knew, oh, she's here, come 621
and (UI) you know, but at the end 622
of the year she had become so 623
much more independent, and I 624
didn't see her that often, you 625
know, she still came in a couple of 626
times a semester, but she could 627
be very specific about what her 628
needs were at the time, you know, 629
we'd talk about how to handle it, you 630
know. If I needed to intervene 631
for her or with her, then I could 632
do that, but it was a slow 633
process, like I said, every 634
single day for a semester I saw 635
her, I mean, it was to the point, 636
should I cross the street to go 637
to the bookstore. But she's doing 638
okay now, you know, she's 639
graduated and working, but it was -- 640
she really -- you know, she knew she 641
had the learning disability, it was 642
that she wasn't real sure about what 643
that meant. 644

Spk1: As you see students go through 646
the program, do you see that 647
making a difference for them in 648
employment with being able to 649
earn a more competitive salary and 650
moving out of the fast food work 651
into something -- do you get 652
involved in the vocational 653
internship training and other jobs 654
skills or -- 655

Spk2: No, I don't. 657

Spk1: -- there's a lot -- there's 659
lot -- well, now we've got an 660
associate degree, how is that going 661
to relate to the issues on the job, 662
the learning difficulties? 663

Spk2: Well, depending on the 665
student, you know, depending on the 666
student and depending on the 667
degree, some degrees require 668
internships, and so when they're 669
doing the internship that's really 670
their opportunity to start working 671
#-TAPE RECOR

on some of those things. Also, we 672 -#
try to talk a little bit about 673 |
how they can present that part of 674 |
themselves during the 675 |
internship, you know, what that means 676 |
when they're in a meeting, you know, 677 |
taking notes, making sure they use 678 |
a tape recorder, if they need 679 |
to, to make sure they get the 680 |
gist of the meeting and explaining 681 |
to someone that, you know, it's 682 |
more helpful if they have a tape 683 |
recorder so they can concentrate on 684 |
what's being said, and it seems 685 |
to work okay. But like I said, 686 |
the internship, I think, is real 687 |
important because it gives them a 688 |
chance to apply what they're learning 689 |
and at the same time get a better 690 |
feel for how their learning 691 |
disability would actually affect them 692 |
in that work setting. 693 |

-#

Spk1: And not all the programs are 695
geared for that, but that's probably 696
the ideal -- 697

Spk2: Yeah. 699

Spk1: -- is to have a program that 701
has that component? 702

Spk2: Well, many of the -- most of 704
the transfer programs are not going 705
to have that because it's more of an 706
academic program. They're at this 707
level learn -- taking foundation 708
courses, you know, the general 709
English and biology and history, and 710
so they really wouldn't have any of 711
the academics in their major behind 712
them until their junior year, and so 713
the internship is probably more 714
appropriate for those four-year 715
students when they get to the 716
four-year school. Those who are in 717
the Associate and applied science 718
degree here tend to find work in the 719
field earlier because they're taking 720
content-related classes in the 721
major subjects, and so, you 722
know, very often we can -- we can 723
help them in that process. 724

Spk1: Do you run any orientations 726
for your students as a whole, as a 727
group? 728

#-ORIENTATIO

Spk2: We have orientations, each 730 -#
campus is a little different. I know 731 |
there's one campus in particular 732 |
that was running orientation for 733 |
learning disabled students. I used 734 |
to do that and then I stopped. 735 |
The reason I stopped is the 736 |
students weren't signing up. They 737 |
came here and they wanted to be 738 |
like everybody else, and so I 739 |
figured some of the issues that 740 |
they had were things we can take care 741 |

\$.-SUPPORT GR

of individually. I even tried to 742 -#-\$
get a support group together, and 743 |
I had two students come in to 744 |
see me, both of them said the same 745 |
thing, they did not want to be in 746 |
a session where everybody's sort 747 |
of lamenting. They wanted to be 748 |
someplace where it was more 749 |
positive, and I said, "Well, we 750 |
can make it like that." And they 751 |
said, "Look, I've been in the L.D. 752 |
program, I've had Resource, I just 753 |

don't want anymore involved. I'd 754 |
rather have -- be with other 755 |
students." And so I couldn't get the 756 |
group going. 757 |

-\$

Spk1: Do you think that would be a 759
component if it were sort of outside 760
the campus setting, that they would 761
be more amenable to a support group? 762

#-SUPPORT GR

Spk2: I don't know, some students 764 -#
maybe. Some of them have just 765 |

!-SCARRED

been so scarred by their previous 766 !|
situations, they really just don't 767 |

!-SCARRED

want to all be together in a 768 !|
group. Although, I noticed that 769 |
somehow some of those students 770 |
find each other, and I'll be 771 |
walking down the campus, and I'll 772 |
see like maybe three students and I 773 |
know those students didn't come from 774 |
the same high school, but somehow 775 |
they've become friends and they 776 |
work -- they'll help each other out, 777 |
yeah. 778 |

-#

#-SUPPORT GR

Spk1: (UI) well, actually this 780 -#
particular student working with other 781 |
adults that may not have 782 |
disabilities, just in work 783 |
groups like you do studying in a 784 |
group, found that real helpful. 785 |

Spk2: Uh-huh. 787 -#

#-SUPPORT GR

Spk1: But it looked like they were 789 -#
finding groups that may or may not 790 |
have disabilities, they're just other 791 |
adults who want to study, it was 792 |
important. 793 -#

#-SUPPORT GR

Spk2: Other groups, yeah, and that 795 -#
true, they didn't want to be 796 |
together as a group. One of the 797 |
things that they said, well, you 798 |
know, how can I get together to 799 |
organize a study group, and I said, 800 |
you know, at the end of class just 801 |
ask -- say to them, or before class 802 |
say, you know, "I really enjoy 803 |

studying in a group, is there 804 |
anybody else who might like to do 805 |
that?" And they've found that if 806 |
they've done that, it's helped. 807 |
Some instructors actually have 808 |
tried to build it in by having 809 |
them work in groups in the classroom, 810 |
and sometimes those translate into 811 |
study groups outside. 812 -#
#-FM LISTEN

-#
Spk1: How you ever used FM systems 814 |
for students with hearing or 815 |
auditory processing, hooked up in 816 |
the classroom, is that available 817 |
here? 818 |

|
Spk2: Uh-huh, I have FM listening 820 |
devices, I've never had a student 821 |
with a learning disability ask for 822 |
it, I mainly have students with 823 |
hearing issues (UI). 824 -#

Spk1: I guess there's certain 826
auditory processing where maybe it 827
would be beneficial, I'm not sure, 828
but that's available. 829

Spk2: Yeah, if they want it. 831

Spk1: Is that hooked up in the 833
class, or does the teacher or 834
professor has to wear a mike? 835

#-FM LISTEN

Spk2: No, the teacher wears the 837 -#
mike, and then the student wears 838 |
-- or if it's a hearing student, 839 |
they can put it on to the hearing 840 |
aid. 841 |

|
Spk1: So, you just contact the 843 |
professor and they wouldn't have a 844 |
problem with using it? 845 |

|
Spk2: I've never had anyone say th 847 |
wouldn't, you know. 848 |

-#
Spk1: What about the legal or the 850
legalities of accommodations? Do 851
students come in prepared to have a 852
knowledge of your 504 and they have 853
access to -- or is that a need for 854
training in that area as to how to 855
approach those issues? 856

#-PARENTS

Spk2: I don't have too many -- most 858 -#
of the legal issues that have come 859 |
up have come up more from faculty 860 |
and less from students. The main 861 |
training of 504 really seems to have 862 |
to be with the parents. You know, 863 |
the students come in and some of 864 |
them, you know, I'll say, well, you 865 |
know, "You're entitled to this, you 866 |
know, it's okay, you know," and then 867 |
-- then, you know, they'll -- 868 |
they can -- seem to understand it, 869 |
but I think the main difference in 870 |
the difficulty is in the 871 |
transition anyway is with 872 |
parents having to understand that 873 |
you've got to step out of it now, and 874 |
the issue is that the student has 875 |
to identify, they cannot call me 876 |
up and say, "I've got this son or 877 |
daughter here," the student has to 878 |
identify, and I think for some 879 |
parents that's the hardest thing 880 |
especially if the son or 881 |
daughter doesn't want to identify, 882 |
you know, you can't make them. And 883 |
so, you know, that's a real 884 |
important piece. As an 885 |
institution, we've been trying to 886 |
figure out some way that we might be 887 |
able to catch more students when 888 |
they first come because, of course, 889 |
there's nothing on the application 890 |
asking that question, but it is in 891 |
the catalog saying if you need these 892 |
services. but some students don't 893 |
buy the catalog and some students 894 |
don't ask, and so there's always 895 |
the issue of how to catch more 896 |
students when they first apply. 897 |
You know, it's a little 898 |
difficult because we believe you're 899 |
not supposed to have it on there. 900 |

-#

Spk1: Do you have any studies or d 902
you have kind of a tracking where 903
you, you know, students that do 904
identify, you know, are able to 905
be successful if they get x, y 906
or z, or they're dropping out and 907
not making it, do you have any 908
way of knowing or projecting as 909
to how -- 910

#-BASIC SKIL #-WORK HARD

Spk2: I have a sense of who is -- 912 -#
who has the potential to do better 913 |
but an actual study, no. There 914 |
are some students that when they 915 |
come in I know it's going to be 916 |
extremely difficult for them and 917 |
that they're going to have to work 918 |
real hard and there may be a 919 |
probability of not having 920 |
success, and there are students 921 |
that come in that I know they're 922 |
going to be fine, and then 923 |
there's others that they're kind of 924 |
like on the border, but I have a 925 |

!-MOTIVATED

sense of whom that could possibly be. 926 ! |

Spk1: What would you be looking fo 928 |
as to those symptoms of success or 929 |
not, what would those be? 930 |

Spk2: The understanding that you're 932 |
going to have to work really hard, 933 |
they have to be really hard working 934 |
and motivating, that's one of things. 935 |
They have to have a high sense of 936 |
understanding about their learning 937 |

!-ARTICULATE

needs and be able to articulate that 938 ! |
well. Their reading and writing 939 |
skills, if they're not too weak, 940 |
because in all honesty, third, fourth 941 |
grade is not truly remediation, 942 |
it's more of a literacy issue, and 943 |
in a 16-week course, like I said, 944 |
you just really cannot bring a 945 |
student up, you know -- 946 |

-#

Spk1: Yeah, yeah. 948

#-READING SK

Spk2: -- to college-level reading, 950 -#
and I think the students -- some 951 |
students think okay, if I stay in 952 |
this class for 16 weeks, at the end 953 |
I'm going to suddenly be reading and 954 |
writing at the English (UI) level, 955 |
and that's just not -- 956 |

Spk1: I feel like you're almost 958 |
setting them up for failure -- 959 -#

Spk2: Yeah. 961

Spk1: -- if you allow, even though 963
they have open entry and they can 964

pursue it, you're just setting them 965
up for a failure. 966

Spk2: And I try to tell them that, 968
you know, you really have to 969
understand that you're not going to 970
have it in 16 weeks, you know, you 971
may not be out in 16 weeks, and 972
sometimes that's very discouraging 973

#-WORK QUALI

for students. Also, for some reason 974 -#
we have students who -- there's this 975 |
whole concept of I came to class 976 |
every day, I turned in the work, 977 |
okay, how come I didn't pass? 978 |
There's no sense of quality with 979 |
that, and every year there are some 980 |
students who don't understand that 981 |
quality is part of what gets you out 982 |
of the class, and it's not just 983 |
going through the motion, and 984 |
that's a very difficult one for 985 |
some students. I don't know if 986 |
it's because they've been passed 987 |
along. 988 -#

Spk1: If you were to teach a class 990
to parents who have kids who are 991
coming in, what would you want 992
the parents to know? 993

#-NEGOTIATIO

Spk2: I want them to know that the 995 -#
need to, like any other parent, 996 |
gradually put in some things that 997 |
make people independent and 998 |
self-confident, even if it's just 999 |
stuff like it's your responsibility 1000 |
to wash the dishes and to clean up, 1001 |
and you need to do it well. I'd also 1002 |
have them start explaining to them 1003 |
earlier, you learn differently 1004 |
from other students, these are the 1005 |
things where you're not strong, 1006 |
these are the things where you 1007 |
are strong, let's see what we can 1008 |
do to somehow bridge this gap, 1009 |
you know, getting them to 1010 |
understand how to ask for things 1011 |
because in all honesty, every 1012 |
time you ask, it's a negotiation. 1013 |
-#

Spk1: What do you have for student 1015
do you have a check-off sheet when 1016
they come in and say, okay, this 1017
is a list of what we can offer, do 1018

you have a list like that? 1019

#-LD DISABIL

Spk2: I have a list, but the list 1021 -#
I have something that we use at 1022 |
all five campuses, what I do is I 1023 |
give the student a check-off list, 1024 |
like, you know, auditory 1025 |
learning, visual other than print 1026 |
and they check off strengths and 1027 |
weaknesses and anything not 1028 |
checked we consider of average 1029 |
ability, and then on the back there 1030 |
are some accommodations, but when I 1031 |
give those to the students, I ask 1032 |
that they sit down, not with the 1033 |
parent, that they sit down with a 1034 |
counselor, a special educator, you 1035 |
know, the diagnostician, anyone other 1036 |
than their parent, so that as 1037 |
these things are being 1038 |
discussed, they can get an 1039 |
understanding because I find when I 1040 |
sit down with a parent, the 1041 |
parents are checking, and when I say 1042 |
to -- when the student hands it to me 1043 |
and I look at it and I notice that 1044 |
things -- they're just not (UD), 1045 |
and I say to them, you know, "Who 1046
helped you fill this out?" "Oh, 1047 |
yeah, my parents just checked it 1048 |
off," you know, I really want the 1049 |
student to sit down so that they 1050 |
have an understanding, you tell 1051 |
me that auditory processing is an 1052 |
issue for you and you're more 1053 |
print, and then on the back it says 1054 |
they want to use a tape recorder and 1055 |
they don't want a note taker, you 1056 |
know, or everything is checked off, 1057 |
and it just doesn't make sense based 1058 |
on the documentation. 1059 |
-#
Spk1: Yeah. 1061

#-UNDERSTAND

Spk2: So, when they hand me that, 1063 -#
that's why I always ask them to give 1064 |
me the information in advance, let 1065 |
me read it, you bring the 1066 |
checklist with you, I can look at 1067 |
the checklist, it's just exactly 1068 |
that, I have my own notes, and 1069 |
then we can talk and see how much 1070 |
of this really matches. When I 1071 |
give the faculty members 1072 |

information, I don't give them a 1073 |
checklist. I use -- my form is a 1074 |
little different from some other 1075 |
forms, it's not even a form, all it 1076 |
says is, you know, these are my 1077 |
strengths, these are my weaknesses, 1078 |
and these are the accommodations, but 1079 |
I write it out, and I try to 1080 |
relate them like, you know, I'd 1081 |
say that the person doesn't have 1082 |
good note-taking skills, I try to 1083 |
let the faculty member know why 1084 |
they don't have good note-taking 1085 |
skills, and sometimes it has 1086 |
nothing to do with auditory 1087 |
processing, sometimes they physically 1088 |
cannot write fast, you know. And 1089 |
then you have students who can't copy 1090 |
from one surface to another and so 1091 |
I'll write that down as a 1092 |
weakness, and then in the 1093 |
accommodations I'll say because I 1094 |
cannot copy from one surface to 1095 |
another efficiently, you know, it 1096 |
would be helpful to have handouts 1097 |
of anything that is projected 1098 |
overhead or on the -- written on 1099 |
the board, so I can concentrate on 1100 |
listening, you know, that's better 1101 |
than just checking off, it gives, 1102 |
you know, it gives the faculty 1103 |
member some understanding of the 1104 |
situation, and the student, too, if 1105 |
they're not real sure. 1106 |

-#

Spk1: That's one question I don't 1108
think I've asked that's 1109
important, how do you decide 1110
who's eligible? What kind of 1111
assessment do they have to bring to 1112
you, a school record or what do you 1113
-- 1114

#-ASSESS LD

Spk2: We use the Psycho-Educational 1116 -#
Evaluation. 1117 |

Spk1: From either the school or if 1119 |
they're not, then they need to -- 1120 |
it's not a service you provide, you 1121 |
need to contract out for that -- 1122 |

Spk2: Right. 1124 |

Spk1: -- so you have a gage of whe 1126 |
they're at? 1127 |

Spk2: Right, yeah, definitely. An 1129 |
you know, you always -- you get 1130 |
students who come in sometimes and 1131 |
they say, "Well, you know, I have a 1132 |
learning disability, I think I have a 1133 |
learning disability," and you're 1134 |
listening to them and it doesn't even 1135 |
sound like, you know, a learning 1136 |
disability and then you say, "Well, 1137 |
you know, how many hours do you study 1138 |
in a day?" "An hour", you know, 1139 |
well, maybe this is just a hard 1140 |
subject for you, you know, or I've 1141 |
had students who have eventually gone 1142 |
for the testing, and it's come 1143 |
back that it's really an emotional 1144 |
issue, you know, or else I've had 1145 |
a couple of students where it's 1146 |
I.Q., and that's not a learning 1147 |
disability. 1148 |

-#

#-PROFESS ED

Spk1: Yeah. As far as do -- do yo 1150 -#
do any in-services with 1151 |
professors on learning 1152 |
disability issues, are they -- 1153 |

Spk2: I'm trying to do something, 1155 |
we've had, I think two this year, 1156 |
we've had some campus-wide programs 1157 |
where faculty and staff are invited 1158 |
to come, and, you know, you have some 1159 |
people who show up and some who 1160 |
don't, but, yeah, I try to do some 1161 |
educational kinds of training. 1162 |

Spk1: What kinds of things do you 1164 |
try and focus on? 1165 |

Spk2: Right now -- right now we're 1167 |
at a point where we really need 1168 |
to bring in some instructional 1169 |
people. Most of the faculty here, 1170 |
and it's a little more difficult 1171 |
when you have a large part-time 1172 |
faculty contingency because that 1173 |
changes so much, but I'd say the 1174 |
majority of faculty who are full-time 1175 |
and those who have been consistently 1176 |
part-time, they have an 1177 |
understanding of what really 1178 |
constitute a learning 1179 |
disability, they understand the 1180 |
accommodations and so on, but what 1181 |
they would really like is some 1182 |

techniques, some specific techniques. 1183 |
They want someone who can come in 1184 |
and say this is how you can teach 1185 |
Algebra to this person, you know. 1186 |
They understand they need extra 1187 |
time, they understand the need 1188 |
for a calculator, but how am I 1189 |
going to get this concept across 1190 |
to this student, that's more of 1191 |
what they're looking for. 1192 |

-#

#-PROFESS ED

Spk1: So you're really looking for 1194 -#
an outside consultation training 1195 |
seminar -- Spk2: Uh-huh. 1196 |

Spk1: -- to kind of -- or 1198 |
sensitivity awareness (UI)? 1199 |

Spk2: No, I think they're sensitive 1201 |
I think what it really is, is 1202 |
stuff like, you know, a learning 1203 |
-- having manipulative m in the 1204 |
room so that they can understand 1205 |
well, this is something that I 1206 |
can use to help this student 1207 |
understand how to use graphs 1208 |
better. 1209 |

Spk1: More learning style, different 1211 |
learning style? 1212 |

Spk2: They understand that, too. 1214 |
They -- that's why, you know, you 1215 |
have many faculty members who will 1216 |
give tests in more than one format 1217 |
because they know that's not an 1218 |
L.D. issue, that's a learning 1219 |
issue in general, so they will 1220 |
have that, but one of the things 1221 |
that will happen is when the 1222 |
student -- I went to a workshop 1223 |
and this faculty -- this guy was 1224 |
showing how he teaches Algebra and 1225 |
graphs, and he had, I mean, literally 1226 |
manipulative things that could get 1227 |
the students to understand the 1228 |
concept and that's what it was, it 1229 |
was the understanding of the 1230 |
concept. 1231 |

Spk1: Right, I think one student 1233 |
brought up, and this may be relative 1234 |
to this kind (UI), she learned well 1235 |
in groups, so sometimes I've 1236 |
heard math -- you know, they get 1237 |

on the board and they're teaching a 1238 |
class, but they have learned that 1239 |
if they give the assignment to a 1240 |
group, the students together as a 1241 |
team can learn that way, and that 1242 |
may be -- is that an example of 1243 |
a technique that they -- they 1244 |
may not have thought that could 1245 |
be relative? 1246 |

Spk2: No, no, that's really not -- 1248 |
you know, there are some people 1249 |
who can't -- they really can't 1250 |
understand what an adjective is, 1251 |
they just can't seem to get it, and 1252 |
so, it's not just saying it 1253 |
describes something. They may 1254 |
really have to say -- they may 1255 |
have to like pull in something and 1256 |
have the person really look at 1257 |
something, they may have to have them 1258 |
move the letters around on a piece 1259 |
of paper. They, you know, there 1260 |
are actual things they need -- 1261 |

-#

#-TEACH TECH

Spk1: Uh-huh, hands-on. 1263 -#

Spk2: -- hands-on things, and, you 1265 |
know, when you're -- like I said, 1266 |
when you're teaching the content, 1267 |
certainly some faculty members will 1268 |
do different -- will do different 1269 |
things, they'll do some small group 1270 |
interaction, they'll do individual 1271 |
interaction, but I think for the 1272 |
hardest group it's math and science, 1273 |
it is truly math and science. 1274 |

Spk1: Those are areas where -- 1276 |

Spk2: Those are areas that are ver 1278 |
very difficult, and part of it is, 1279 |
I think sometimes students think 1280 |
that all of this is so concrete, 1281 |
and it's not always that concrete, 1282 |
you know, it's like anything 1283 |
else, you have this concept and 1284 |
then they ask the student to 1285 |
apply it to this, and they have a 1286 |
great deal of difficulty with 1287 |
applied learning, and, you know, 1288 |
we're past that point usually in 1289 |
college where rote memory is the 1290 |
issue. They can learn that rote 1291 |
memory, it's when they have to 1292 |

apply it, that it becomes very 1293 |
difficult. 1294 |

-#

Spk1: Any other things that you feel 1296
would be beneficial to make your 1297
job easier? 1298

Spk2: Sure, I'd love to have a 1300
learning specialist. 1301

#-TEACH TECH #-LEARN SPEC

Spk1: A learning specialist? 1303 -#

Spk2: A learning specialist who 1305 |
works here on the campus, not 1306 |
just for L.D. students but all 1307 |
students run into difficulties 1308 |
from time to time, and I would 1309 |
really like somebody -- 1310 |
relationship of the characters to 1311 |
each others. So, I had this grid, 1312 |
and I said, "Well, why don't you try 1313 |
this grid when you leave, write down 1314 |
the name of the character, write 1315 |
what they look like, write who 1316 |
they're related to, write their 1317 |
importance to the story," and 1318 |
once she had it on the grid, she 1319 |
was able to understand that. But I 1320 |
don't have the time to do that 1321 |
for every student, so I would like 1322 |
someone who that's their job, you 1323 |
know, "I'm having difficulty 1324 |
remembering this stuff, what can I 1325 |
do?" And they sit down with them and 1326 |
show them some actual things 1327 |
because the faculty don't have the 1328 |
time to do it for every student 1329 |
either. 1330 |

-#

#-LEARN SPEC

Spk1: Do you feel that outside 1332 -#
tutors or do you have access to 1333 |
other job coaches or learning, 1334 |
you know, that help with that, 1335 |
educational consultants? Because 1336 |
I know for DRS they have one 1337 |
person that does it, and maybe 1338 |
you're familiar with that 1339 |
person, but you're saying that that 1340 |
would be something that you would 1341 |
rather not have to refer out -- 1342 |

Spk2: Right, I'd like to have it 1344 |
here. 1345 |

Spk1: -- that you really feel need 1347 |
to be internal? 1348 |

Spk2: I'd like to have it here. I 1350 |
like to have it here. Most of the 1351 |
students here are here because 1352 |
it's the most inexpensive place for 1353 |
them to get their education -- 1354 |

-#
Spk1: Right. 1356

Spk2: -- and lots of add-ons, they 1358
just can't -- 1359

#-LEARN SPEC

Spk1: They can't afford it, uh-huh 1361 -#

Spk2: -- afford it, they just can' 1363 |
afford it. And I know that there 1364 |
are some schools, community colleges 1365 |
in other states that actually have 1366 |
learning specialists, and, you know, 1367 |
students with special needs can go 1368 |
as well as any student, you know, 1369 |
they have more than one, they have 1370 |
several, you know, depending on the 1371 |
size of the school. 1372 |

-#
Spk1: Anything else, other things, 1374
programs that you wish you had? 1375

#-TECHNOLOGY

Spk2: I'd love to have a greater 1377 -#
assisted technology lab. 1378 |

Spk1: What is that? 1380 |

Spk2: An assisted technology lab. 1382 |
I've love to have a lab that's 1383 |
connected with the rest of the labs 1384 |
that, you know, students could just 1385 |
come in and there are things that 1386 |
that they could use, you know, and 1387 |
they're working. I've got -- I've 1388 |
got -- I've recently purchased a 1389 |
fair number of things, but, of 1390 |
course, the problem is that 1391 |
they're not always working 1392 |
properly. 1393 |

Spk1: What kinds of things have yo 1395 |
purchased? 1396 |

Spk2: I've done Zoom Texts, I've 1398 |
done the Jaws and Dragon Dictate, 1399 |
Naturally Speaking. I've just 1400 |

updated the (UI) Stone and trying to 1401 |
get a new computer for that. I just 1402 |
bought a great color T.V., we 1403 |
only had a black and white, now have 1404 |
a color one. I've gotten things you 1405 |
can put on the keys for Braille, we 1406 |
updated the Braille at xxxxx, 1407 |
you know, I've gotten four-track 1408 |
tape players and, you know, stuff 1409 |
like that. But, you know, part of 1410 |
the problem is, you know, like we 1411 |
don't have someone -- I'm not 1412 |
the technology person. I can't 1413 |
see students, take care of this, 1414 |
things break down, you know, so 1415 |
we're in the process now of trying 1416 |
to get that ironed out, you know, 1417 |
where can we put all this stuff 1418 |
so that students know it 1419 |
available, you know, I feel like I 1420 |
need to do a better job of letting 1421 |
people know that this stuff is 1422 |
here so they can use it. 1423 |

|
Spk1: You mentioned a few things 1425 |
that I'm not familiar with, the 1426 |
programs you -- 1427 |

|
Spk2: Zoom Text, it's a screen 1429 |
enlarger, and I have some 1430 |
low-vision students who really, 1431 |
they don't need any voice, they 1432 |
just need to have it magnified so 1433 |
they'll use that. And 1434 |
apparently, the way the Zoom Text is 1435 |
made, if you connect it to the sound 1436 |
card in the computer, it will 1437 -#
actually read, and then there's Jaws 1438

#-TECHNOLOGY

which is a much faster, that one 1439 -#
really more blind students use it, 1440 |
but my understanding is because it's 1441 |
a screen-reading device, it can also 1442 |
-- L.D. students can use it, and 1443 |
then the Dragon Dictate and the 1444 |
Naturally Speaking, you know, 1445 |
you speak into the mike, and the 1446 |
reason I got both of them is 1447 |
because I have -- Dragon Dictate is 1448 |
more sensitive to -- you train the 1449 |
system, so some students who have 1450 |
speech impediments can train it. 1451 |
The only problem is some students 1452 |
are so slurred we can't even use 1453 |
Dragon Dictate. It's just really 1454 |
-- and then the Naturally 1455 |

Speaking, more L.D. Students can use 1456 |
that because they can speak, it's 1457 |
more natural and they can speak. And 1458 |
then the (UI) which is a scanner, 1459 |
you know, like the (UI), you know, 1460 |
we're trying to get things, but, you 1461 |
know, oh, I've got a great reading 1462 |
pen, a Quicktionary, I love that 1463 |
thing. 1464 |

Spk1: What is that? 1466 |

Spk2: It's called a Quicktionary, 1468 |
looks like a fountain pen, it's 1469 |
about this wide, it's about that 1470 |
wide, about that long, and what it 1471 |
does is like if you're reading and 1472 |
you get to a word and you don't 1473 |
know it, you run it over the word 1474 |
and you can push a button, it 1475 |
will say the word aloud and push 1476 |
another button, it will give you the 1477 |
definitions, it will give you context 1478 |
for it, it will break it down into 1479 |
syllables and it will spell it, 1480 |
you know, and it's real helpful. 1481 |

Spk1: It's a little like a pen? 1483 |

Spk2: Yeah, it's about this long, 1485 |
maybe about like that, you use it 1486 |
like a pen, and it has little rollers 1487 |
in it and you just scan it over 1488 |
the word. It won't read the whole 1489 |
line, it's just meant for 1490 |
individual words because, you know, 1491 |
we have some students who have 1492 |
very, you know, their vocabulary 1493 |
is limited. 1494 |

Spk1: How much does that cost? 1496 |

Spk2: It's about a hundred and -- 1498 |
maybe \$175, (UI) makes it, (UI) 1499 |
makes it, and it's a neat little 1500 |
thing. And one of the other 1501 |
counselors saw it at a conference 1502 |
or something and so we got them 1503 |
for all five campuses. So, you 1504 |
know, all the campuses are getting 1505 |
things, but, you know, we're trying 1506 |
to -- things have to be portable, but 1507 |
at the same time you have to have 1508 |
things in labs, and so, you know, 1509 |
we're trying to get -- make 1510 |
things better. 1511 |

-#

Spk1: Can you think of anything el 1513
that you would want, you know, 1514
because I'm going to be writing this 1515
up and be collating your 1516
information with others that you 1517
would really -- 1518

#-CAREER CSL

Spk2: I would really like to see, 1520 -#
don't know, some kind of -- you 1521 |
know, we have career counseling, 1522 |
but career counseling doesn't 1523 |
always work for the student with a 1524 |
disability, and while they can go 1525 |
and see someone and they can come 1526 |
and see me, there seems to be some 1527 |
sort of breakdown between the 1528 |
career counseling portion and 1529 |
what the student comes up with. You 1530 |
know, I have students sometimes -- 1531 |
you know, you can't tell a student 1532 |
they can't do something, but there 1533 |
are some things that become so 1534 |
difficult, I'm not sure, you know, 1535 |
like you want to work in a day care 1536 |
center, but you can't lift kids, you 1537 |
know, you can't read but so much, 1538 |
you know, and they think that all 1539 |
they're going to do is come here 1540 |
and go and help a child, and 1541 |
somehow it's a little disjointed. 1542 |

Spk1: Incongruent. 1544 |

Spk2: It really is, and, you know, 1546 |
while you're talking to the students 1547 |
and you say you understand that this 1548 |
is going to happen, somehow it 1549 |
just doesn't click, and then they 1550 |
go out, you know, you don't want 1551 |
someone to be trained in 1552 |
something they can't get work in. 1553 |

-#

Spk1: Uh-huh, exactly. 1555

#-CAREER CSL

Spk2: You know, also, I think some 1557 -#
students have a feeling that this is 1558 |
some sort of training facility, and 1559 |
they forget it's a -- they don't 1560 |
think it's a college. They think 1561 |
they're going to come here for 1562 |
training, and we really don't do 1563 |
training. 1564 |

Spk1: They're looking for vocation 1566 |
training. 1567 |
|
Spk2: They're looking for vocation 1569 |
training, and they think that when 1570 |
they come here they're not going 1571 |
to have to take English, they're 1572 |
not going to have to read, they're 1573 |
not going to -- 1574 |
|
Spk1: It might be some other 1576 |
alternative -- 1577 |
|
Spk2: Right. 1579 |
|
Spk1: -- while they're maybe taking 1581 |
remedial math or English, they could 1582 |
be building another foundation -- 1583 |
|
Spk2: Right. 1585 |
|
Spk1: -- for a career in a different 1587 |
-- 1588 |
|
Spk2: In a different -- 1590 |
|
Spk1: -- mode? 1592 |
|
Spk2: Uh-huh. 1594 |
|
Spk1: On-the-job training? 1596 |
|
Spk2: Yeah. And we don't really 1598 |
have, you know, some students really 1599 |
-- they just can't keep up in a 1600 |
computer course because it's too much 1601 |
information to learn in 16 weeks, 1602 |
and so maybe they need to be 1603 |
somewhere else where they would 1604 |
have the opportunity to go slower 1605 |
and community education isn't it 1606 |
either because they go faster 1607 |
usually. 1608 |
|
Spk1: Right, right. Well, let's 1610 |
see, what do you feel now that 1611 |
you've been here now and you've 1612 |
gotten on-the-job training, 1613 |
you've been here for years I know 1614 |
working with students with 1615 |
special needs, what do you think as 1616 |
a counselor you need for education, 1617 |
for you to prepare counselors in 1618 |
this field, what do you think is 1619 |
--- 1620 |
-#

#-LD ASSESS

Spk2: I think that most of us who 1622 -#
came through at my time, during that 1623 |
time, there was never really any 1624 |
training about the diagnostic 1625 |
process, understanding the tests and 1626 |
so on. When we get information from 1627 |
the high schools very often, it is 1628 |
so poor. Some high schools do a 1629 |
-- you know, depending on who's 1630 |
doing the diagnosis, some 1631 |
provide the most information and 1632 |
others, it's so rudimentary, 1633 |
there's nothing there, there's 1634 |
just nothing, and they -- the 1635 |
test scores are almost insufficient 1636 |
for -- 1637 |

Spk1: For planning? 1639 |

Spk2: For planning, you know, and 1641 |
really legally, if it's not in that 1642 |
diagnostic work, we're not supposed 1643 |
to provide it, and you have some 1644 |
schools that are very, very strict 1645 |
about that, you know, like based on 1646 |
what am I supposed to give you the 1647 |
accommodations? Well, if I had more 1648 |
information and I was better -- 1649 |

Spk1: To know -- 1651 |

Spk2: -- prepared to know what all 1653 |
this stuff meant -- 1654 |

Spk1: (UI), uh-huh. 1656 |

Spk2: -- yeah, then I think that 1658 |
perhaps I could justify it, but very 1659 |
often I'm not getting enough on the 1660 |
report and then there's my basic not 1661 |
knowing. 1662 |

Spk1: Yeah, so you go into the 1664 |
professor, well, he needs extra time, 1665 |
but I really can't explain to you 1666 |
why -- 1667 |

Spk2: Right, yes. 1669 |

Spk1: -- because it's not being 1671 |
explained to you. 1672 |

Spk2: It's not being explained. 1674 |
And, you know, I've done some 1675 |
self-education, but it would have 1676 |

been nice to come without that, 1677 |
having to do that. And so, it would 1678 |
be nice if in the course in testing, 1679 |
you know, they have -- it all 1680 |
focuses on counseling, testing -- 1681 -#

#-LD ASSESS

Spk1: Don't you find -- in my review 1683 -#
of the literature there's a lot of 1684 |
the problem is a lot of confusion 1685 |
as to what L.D. is in 1686 |
definition, they think that's 1687 |
ADD, Attention Deficit -- 1688 |

Spk2: Well, you know what it is, I 1690 |
not trying to make a decision, I'm 1691 |
just trying to understand what's 1692 |
on here. When I get it, it says 1693 |
you're already L.D., you know, 1694 |
I'm not making the decision. 1695 |

Spk1: Okay, right, what I think it 1697 |
takes another step further is the 1698 |
fact that if the training were, you 1699 |
know, put together, it would be, say, 1700 |
well, the educational -- for those 1701 |
who need the definition are in 1702 |
disarray as to what the definition 1703 |
means, that may be more the issue? 1704 |

Spk2: Yeah, well, I think that's 1706 |
probably -- that's probably true, and 1707 |
I don't have that as an issue 1708 |
because I'm not the diagnostician. 1709 |
I just want to be able to 1710 |
interpret -- see, when I get 1711 |
that material, I'm not making 1712 |
that decision, it's already been 1713 |
made. Yeah, it's already been 1714 |
made. 1715 |

Spk1: You've probably got a sixth 1717 |
sense of -- 1718 |

Spk2: Yeah, it's already been made 1720 |
so I just use the diagnosis that is 1721 |
down there -- 1722 |

Spk1: Right. 1724 |

Spk2: -- and then if I wanted to g 1726 |
back to try and see if there's more 1727 |
information in there, like I got a 1728 |
report from VCU, the report from VCU, 1729 |
they did it there, there's a whole 1730 |
bunch of numbers with the 1731 |

categories of each of the tests, 1732 |
and I'm looking at this stuff and 1733 |
I'm saying, well, the student 1734 |
told me when he was there he was 1735 |
entitled to this, so I call down 1736 |
there and I had to talk to 1737 |
someone, I said, you know, "You don't 1738 |
give -- you haven't given me any 1739 |
write-up here." "Oh, we don't do 1740 |
that, we just look at our test scores 1741 |
and based on that we'll write it 1742 |
up, and then the student has that 1743 |
piece of paper, but we don't 1744 |
keep anything here written," and 1745 |
they were going to waive 1746 |
something, but I couldn't tell 1747 |
why they were waiving based on six or 1748 |
seven instruments they had given, 1749 |
you know, I just couldn't do it, 1750 |
you know, so I had to call down 1751 |
there and ask them, you know, 1752 |
based on what, and then get them 1753 |
to send it to me in writing. But 1754 |
it would be helpful to have that 1755 |
piece, to know a little bit more 1756 |
about what each of these different 1757 |
tests is doing. Certainly, if you 1758 |
were a reading teacher, you'd 1759 |
probably know every reading test 1760 |
there is, and if you're, you know, 1761 |
trying to look at projective stuff, 1762 |
you know, you would -- and you're in 1763 |
the Ed. Psych. area, you've had all 1764 |
of that, but the counseling program 1765 |
isn't going to teach you all of the 1766 |
things you need to know about the 1767 |
instruments they're using to identify 1768 |
learning disabilities because 1769 |
they're out of so many 1770 |
disciplines. 1771 |

Spk1: Right. 1773 |

Spk2: That's part of, you know, th 1775 |
problem. 1776 -#

Spk1: What about this other -- of 1778
course, we mentioned, these other 1779
companies that are out there, 1780
xxxxx, do you find that 1781
students are using those or not? 1782

Spk2: No. 1784

Spk1: They do not really have 1786
anything special, do they? 1787

Spk2: No. 1789

Spk1: Not really geared? 1791

#-LD ASSESS

Spk2: No, the places that most of 1793 -#
the students are going to, you 1794 |
know, really, if they're not 1795 |
testing at DRS, they're going to 1796 |
somebody who's listed as an 1797 |
educational, you know, 1798 |
psychologist or diagnostician, 1799 |
they'll go to a place like the lab 1800 |
school because it's really 1801 |
well-known, they'll go to xxxxx1802 |
xxxxx, you know, they'll go to like 1803 |
xxxxxxx or someplace 1804 |
like that, but they wouldn't go to 1805 |
xxxxx, they just don't see those 1806 |
places as providing that kind of 1807 |
service. 1808 |
-#

#-RELIEF

Spk1: What about for counseling 1810 -#
support for students who are 1811 |
struggling with their label, their 1812 |
denial, you were saying something 1813 |
about anxiety, do you refer out for 1814 |
that, too, is that -- 1815 |
|

Spk2: I'll help with some -- I wor 1817 |
with some of that, but if I really 1818 |
sense that it's going to be 1819 |
long-term therapy, I'll have to refer 1820 |
out for that, and if the student is 1821 |
with DRS, very often they can refer 1822 |
them somewhere, you know, for that. 1823 |
I think that many of the students 1824 |
who come in who are mature 1825 |
students who are asking for that, 1826 |
they don't have the denial often, 1827 |
they have relief because for years 1828 |
they just thought they were 1829 |
plain old stupid, and now they 1830 |
know that there's some reason 1831 |
and they feel at ease. I have more 1832 |
relief than anything else. 1833 |
-#

Spk1: Really? 1835

#-PARENT DEN

Spk2: Because they came in, that's 1837 -#
why they came in, they wanted an 1838 |
answer, so now they have the answer, 1839 |
yeah. 1840 |

Spk1: Now I can fix it. 1842 |

Spk2: And now they can -- now they 1844 |
can do -- they can do something 1845 |
about it. I have -- of course, 1846 |
you have a couple of students 1847 |
who felt like they can get fixed, 1848 |
like they could take a pill, then 1849 |
it would be over, and I say, well, 1850 |
you know, this is something you'll 1851 |
have for the rest of your life, it 1852 |
doesn't go away, you know, it's like 1853 |
diabetes, it doesn't go away, you 1854 |
learn how to manage it, and some of 1855 |
them are a little stunned by that, 1856 |
but they're not in denial. They 1857 |
really -- they came in because they 1858 |
wanted an answer. The denial I find 1859 |
very often is more the high school 1860 |
person who has a parent who is in 1861 |
denial. The parent was in denial, so 1862 |
they're in denial. 1863 |

-#

Spk1: Oh, the parent, oh, that -- 1865

Spk2: The parent was in denial, so 1867
they're in denial. 1868

Spk1: Oh. Parents seek support 1870
groups (UI). 1871

Spk2: Yes. 1873

#-PARENT DEN

Spk1: That's what I'm finding so f 1875 -#
that they're just -- you know, the 1876 |
difficulties, they're the ones 1877 |
that need the help. 1878 |

Spk2: Yeah, I've had students where 1880 |
I've actually said to the student, 1881 |
you know, I could sense like the 1882 |
student feel, you know, the body 1883 |
language is kind of hostile and the 1884 |
parents come and talk, and I'll say 1885 |
to the student, you know, "I've heard 1886 |
a lot from your parents, how do 1887 |
you feel about coming here?" 1888 |
"Well, I didn't really want to come 1889 |
to college, I don't think I'm 1890 |
ready to come to college. She's 1891 |
forcing me or he's forcing me to 1892 |
come to college, I just don't 1893 |
think that I can do it," and, 1894 |
you know, sometimes they've never 1895 |

said that out loud and the parents 1896 |
have never heard them say that, and, 1897 |
you know, I said, "Well, do you 1898 |
think that you're willing to try 1899 |
something?" They said, "Yes, I'd 1900 |
like to take one thing just to see 1901 |
if I can do it and work this job, 1902 |
but I don't want to be here 1903 |
full-time, I'm sick of school, I 1904 |
don't want to be in school." You 1905 |
know, and that's a big issue 1906 |
because first of all, like I said, 1907 |
motivation is part of what helps 1908 |
students to succeed, they're not 1909 |
motivated, they really don't want 1910 |
to be here. And so, you know, I have 1911 |
to say to the parents, well, you 1912 |
know, "If they come here and 1913 |
they don't want to be here, 1914 |
remember you're paying your 1915 |
money," you know, and what will 1916 |
happen if they don't come, you 1917 |
know, you just throw it away. 1918 |
Maybe there's somewhere else they'd 1919 |
like to be and this may not be the 1920 |
place." 1921 |

-#

Spk1: Right. Well, you covered 1923
quite a bit. 1924

Spk2: I'm glad I could help. 1926

Spk1: I can't think of anything else 1928
I think we covered -- I think you 1929
-- I mean, I just want -- I'm 1930
afraid I'll walk out and you'll 1931
say, oh, there's one more thing I 1932
want to say. 1933

Spk2: Well, I've got your number 1935
and, you know, please call, you 1936
know. 1937

Spk1: Yeah. Well, thank you. 1939

Transcript for Coding Linda's Case Study

SPK 2: No, I've decided to stay home 74
and finish my degree. 75

SPK 1: And your degree is in? 77

SPK 2: Business Administration. On 79
I'm done I'm going to be a coach 80
for attention deficit disorder. 81

SPK 1: I'm taking some notes, do you 83
mind? I mean, I shouldn't, I'm used 84
to taking notes, and I'll try and 85
slow down here with the note 86
taking. Tell me a little bit 87
about where you went to school, 88
your educational history. 89

SPK 2: From the time that I moved t 91
Virginia in the early '70s I went to 92
Fairfax County Schools, do you 93
want particular school names? 94

SPK 1: Huh-uh, no. 96

SPK 2: And then up until my senior 98
year of high school I was in Fairfax 99
County, and then my senior year I 100
moved to xxxxxx. 101

SPK 1: Okay. Now were you identified 103
for special education services in 104
school? 105

SPK 2: I was not identified until my 107
third quarter of my junior year of 108
high school. 109

SPK 1: Okay. You weren't identified 111
until your junior year of high 112
school? 113

SPK 2: High school. 115

SPK 1: And how did that happen, how 117
did you get identified then? 118

SPK 2: I begged. 120

SPK 1: You begged? Tell me a littl 122
bit about what were the issues 123
that you felt you needed to have 124
assistance? 125

SPK 2: I couldn't keep up with 127
basically the work. I would probably 128
say even with my father working for 129
the school system, really back then 130
I think the issue didn't want to 131
be pursued, really pushed because 132
I also have a handicapped sister, 133
and my mom very much advocated, 134
but it was just kind of like 135
principals were kind of sticking 136
together and like, "Oh, it will 137
be all right, we'll just keep 138
pushing her through," but I was 139
struggling, and I did repeat my fourth 140
grade. 141

SPK 1: So the problems you had you 143
think they were really like were 144
early on in first, second grade? 145

SPK 2: Yes. 147

SPK 1: Oh, yeah. 149

SPK 2: Oh, absolutely, but they 151
didn't do anything. 152

SPK 1: Okay. What year did you 154
graduate? 155

SPK 2: 1985. 157

SPK 1: And you got a regular diplom 159

SPK 2: Uh-huh, I guess that's what 161
they call it up in Massachusetts. I 162
don't think it's the extended one 163
that they have in Fairfax. 164

SPK 1: Was there a difference when 166
you went up to Massachusetts to 167
getting services? 168

SPK 2: Yes, well, by the time I -- 170
when I went up there, since my father 171
ran the school system, it was kind 172
of a given that, you know, so she 173
has an IEP, we might as well give 174
her the services and the system, 175
Foxboro, was a much smaller school 176
system, and basically, we only had 177
one high school. It was much 178
easier for me, much smaller 179
classes, and I managed to get 180
honor roll which was phenomenal 181
considering that I was struggling in 182

elementary and up through Fairfax 183
County. As far as services, trying 184
to basically remember back then, I 185
think I had to kind of ask them to 186
remember I do have a learning 187
disability, I do need to have these 188
services. And a lot of the things 189
that they were doing I had already 190
done. I had already learned about, 191
you know, taking very good notes and, 192
you know, doing things in 193
different colors, so I kind of 194
like self-taught myself some of 195
this stuff. 196

SPK 1: How did you learn those 198
things? 199

SPK 2: Probably my father, he 201
probably gave me different 202
suggestions. I remember during 203
one summer, probably in maybe 204
seventh or eighth grade, going into 205
that year we spent his summer 206
just working on study skills. I 207
remember taking a study skills 208
course, probably going into my senior 209
year of high school. 210

SPK 1: You found that helpful, the 212
study skills? 213

SPK 2: Sort of. I would say that i 215
wasn't as beneficial once I took 216
college because I'm still one who, I 217
get teased because of my books. I 218
might as well just, you know, use the 219
highlighter for the stuff that I 220
don't think is important because I 221
highlight everything. To me, I 222
think, oh, it could be on the test. 223
So I still need to work on that area. 224

SPK 1: What kind of difficulties di 226
you have specifically, reading, 227
math, spelling? 228

SPK 2: Uh-huh, I have auditory 230
processing deficit, auditory 231
memory. Later I discovered that I 232
have some dyslexia, of course 233
attention deficit, which I didn't 234
even know about until just the 235
last couple of years. But, I mean, 236
in all areas I was struggling or 237
basically having to cheat to get 238

through. 239

SPK 1: How did you cheat? 241

SPK 2: Oh, yeah, I remember doing 243
that in elementary school because I 244
couldn't keep up, or I don't know 245
if they still do it in the county 246
where they have like skill 247
center, and like every Wednesday 248
we would have skill center, and 249
I would basically already get 250
the answer book, and I -- the 251
answers in because I just was so 252
ashamed that I had this problem, and 253
then eventually it got identified and 254
instead of working with me, I got 255
ridiculed for it. 256

SPK 1: How did you get ridiculed? 258

SPK 2: They spoke harshly to me. 260

SPK 1: Who did? Who is they? 262

SPK 2: The teachers. 264

SPK 1: What did the teachers say? 266

SPK 2: They would just tell me like 268
wasn't trying hard enough and what 269
was wrong with me. 270

SPK 1: What did they say was wrong 272
with you? 273

SPK 2: Why did they say that? 275

SPK 1: No, what did they say was 277
wrong with you? 278

SPK 2: Just that I was a bad person 280
because I couldn't keep up, that I 281
had to cheat to be able to pass my 282
classes, and they made me feel bad, 283
and then I would go home and I would 284
cry and I would ask for help, and 285
I'd be -- it will be okay and my 286
mom would try to advocate for me 287
and -- 288

SPK 1: What did your mother try and 290
do? 291

SPK 2: Go to the principal and say, 293
"This child needs tested," and he's 294

like, "No, no, no, she'll be fine." 295

SPK 1: Okay. What year did you 297
finally get tested, it was in high 298
school? 299

SPK 2: It was in high school, 301
probably in '83. 302

SPK 1: Well, after you got tested 304
what services did they say you 305
could get and can receive? 306

SPK 2: One hour out of the day I 308
would go to a resource room, and 309
we would just work on whatever 310
homework that I needed help with. 311

SPK 1: Were you ever referred to an 313
other agencies for transition 314
services with the Virginia -- are you 315
familiar with the Virginia 316
Department of Rehabilitative 317
Services? 318

SPK 2: I've heard of it, but I've 320
never -- 321

SPK 1: You never got a transition 323
plan with another agency to get the 324
other services? 325

SPK 2: No. 327

SPK 1: Tell me a little bit about 329
your health history. You were 330
growing up with normal 331
development, birth history? 332

SPK 2: Everything was normal until 334
became pregnant. I am in good 335
health. 336

SPK 1: Did you ever have any history 338
of allergies or ear infections when 339
you were growing up that you were 340
aware of? 341

SPK 2: Not out of the ordinary. 343
Yeah, to me I was just a typical 344
child, I don't remember growing up 345
and having extensive ear 346
infections or allergies, not 347
until adulthood. 348

SPK 1: Once in adulthood you did -- 350

SPK 2: Uh-huh, I think I have 352
allergies now, but it's -- 353

SPK 1: You don't remember ever being 355
hospitalized for anything? 356

SPK 2: Hospitalized for my tonsils, 358
had my tonsils taken out. 359

SPK 1: Why did you have your tonsil 361
taken out, were you sick for that 362
reason? 363

SPK 2: I'm not sure. I believe I h 365
my tonsils taken out in like 366
second, but I never -- 367

SPK 1: You had some upper respiratory 369
problems? 370

SPK 2: Evidently. 372

SPK 1: So you never had any diabetes 374
or -- 375

SPK 2: Huh-uh. 377

SPK 1: -- anything like seizure 379
disorder, head injury, you never had 380
-- and your birth history is normal 381
development? 382

SPK 2: Uh-huh. 384

SPK 1: How about intensive care as 386
infant? 387

SPK 2: Huh-uh. 389

SPK 1: Your mother had good prenatal 391
care? 392

SPK 2: Uh-huh. 394

SPK 1: And you were a healthy toddler 396
and infant? 397

SPK 2: Yes. 399

SPK 1: But you did have a 401
Tonsillectomy? 402

SPK 2: Yeah. 404

SPK 1: And your health now, you sai 406

later on you had allergies? 407

SPK 2: Allergies but never diagnose 409
I've just always felt because of 410
like pollen and stuff -- 411

SPK 1: So you feel like all this ti 413
you probably have had allergies? 414

SPK 2: Probably, and it wasn't until 416
I became pregnant, probably from 417
my first pregnancy I developed 418
gestational diabetes, and it wasn't 419
until my third pregnancy that it 420
became insulin dependent. 421

SPK 1: Are you now? 423

SPK 2: No. 425

SPK 1: So do you get allergy shots 427
now or do you follow up for it, you 428
just get sinus -- 429

SPK 2: Right, sinus headaches or 431
sneezing and vomiting and all that. 432

SPK 1: Were you ever tested to find 434
out if you have allergies? 435

SPK 2: No, because I never felt that 437
it was severe enough. 438

SPK 1: What are the kind of social 440
history, hobbies, interests that you 441
have as growing up kinds of things 442
you -- school? 443

SPK 2: That was my hobby, school, 445
reading, I loved to read. 446

SPK 1: You loved to read? But you 448
didn't have trouble reading in 449
school, comprehension? 450

SPK 2: Oh, absolutely. 452

SPK 1: Oh, you did? 454

SPK 2: Oh, yeah. 456

SPK 1: But you still -- 458

SPK 2: But I still read. 460

SPK 1: Okay. 462

SPK 2: I still read. 464

SPK 1: School activities, high 466
school? 467

SPK 2: No. No, because I felt that 469
-- other than getting involved 470
in, you know, social service type 471
of agencies like MADD, at one 472
point I was being trained as 473
latch key counselor. 474

SPK 1: And this was in high school? 476

SPK 2: In my senior year, yeah. 478
Anything that related to helping 479
others so I wouldn't have to deal 480
with my own. 481

SPK 1: Now you say you're a Girl 483
Scout leader now? 484

SPK 2: Yes. 486

SPK 1: You're involved in -- 488

SPK 2: Uh-huh, right, I've like 490
totally changed because I was very 491
focused on getting my education and 492
being at work, never thought of ever 493
being, you know, a leader, I didn't 494
feel confident in that, and then 495
once I decided to stay home after 496
my son was born, I thought, you 497
know, a lot of mothers will go and 498
become leaders for their kids, I 499
did it for me because I knew 500
that to develop more of those 501
social skills I needed to know 502
what else was happening out in 503
xxxxx so that I could start my 504
business. 505

SPK 1: So you feel when you were 507
growing up because of -- you felt 508
inferior, you didn't feel quite -- 509
and you felt kind of socially 510
isolated -- 511

SPK 2: Yes. 513

SPK 1: -- because of the problems i 515
school? 516

SPK 2: Uh-huh. 518

SPK 1: Did you develop any problems 520
with anxiety taking tests and things? 521

SPK 2: Yes. 523

SPK 1: You did? 525

SPK 2: And I still do. 527

SPK 1: You still do? 529

SPK 2: I still do. 531

SPK 1: And how does that affect you 533
today? 534

SPK 2: It's terrible because I'm no 536
medicated for it. We're kind of 537
going back and forth between 538
medications, should it be a stimulant 539
for the attention deficit or the 540
depression and the anxiety, which 541
I've tried some medicine for it. 542

SPK 1: Okay. So when did you get 544
referred for, you said attention 545
deficit? 546

SPK 2: Right, ADD. 548

SPK 1: What year was that, when was 550
that? 551

SPK 2: '97. 553

SPK 1: Okay, and you see somebody 555
like a counselor, therapist? 556

SPK 2: I've been through 558
psychologists or psychiatrists 559
where they will do either 560
medicine updates or just talking 561
about my feelings, which I'm seeing 562
someone right now that's a 563
psychiatrist that does the counseling 564
also. 565

SPK 1: And are you on medication? 567

SPK 2: I was taking Dexidrine up 569
until a couple of days ago which 570
I've only tried for about a 571
week, but it wasn't working, it 572
was making me more irritable 573
which I realized is one of the 574

side effects, but my memory was 575
worse rather than better. So I think 576
I need to stick more towards Prozac 577
or anxiety medicine such as Busbar, 578
which I've taken them together. 579

SPK 1: When you were growing up what 581
were your career goals, did you have 582
any aspirations of what you wanted 583
to do when you grew up? 584

SPK 2: Social work and I went to 586
Mason to the social work school but 587
then decided to quit. 588

SPK 1: Okay, and what year was that 590

SPK 2: That was in '87. 592

SPK 1: When you graduated from high 594
school, did you go into community 595
college then, directly? 596

SPK 2: I went to Dean's Junior 598
College in Massachusetts, and I 599
was there a year and then my 600
parents, cause they were paying 601
for it, decided to go to a 602
different school system from my 603
dad. So he said, you know, it's 604
expensive, because I was going to a 605
private college, if you want to go 606
back home, which was Virginia, go 607
ahead, and I'm like, okay, great, I 608
can go be with my friends, and I went 609
to Mason but didn't last long. 610

SPK 1: Then it didn't -- that's how 612
you got to Northern Virginia 613
Community College? 614

SPK 2: Then eventually I went -- oh 616
I've been to a lot of colleges. 617
I've been to Strayer, I've been to 618
NOVA. 619

SPK 1: Okay, well, let's go back an 621
talk about your first experience in 622
the college system. 623

SPK 2: I didn't get services. 625

SPK 1: Okay. So you went to the 627
college in Massachusetts? 628

SPK 2: Uh-huh. 630

SPK 1: And that was a private school 632

SPK 2: Private college, uh-huh, two 634
years. 635

SPK 1: You went there two years? 637

SPK 2: It's a two-year college. 639

SPK 1: Okay, and what years were 641
they? 642

SPK 2: I went from '85 to '86. 644

SPK 1: What courses were taking the 646

SPK 2: Human resources and the basi 648
you know, freshman English, 649
remedial math. 650

SPK 1: And then did you get credits 652
there -- 653

SPK 2: Uh-huh. 655

SPK 1: -- passed, you did okay? 657

SPK 2: Uh-huh, there was some credit 659
that I got. I got a few Ds and 660
then, of course, those don't 661
transfer. 662

SPK 1: There was a counselor there 664
help you? 665

SPK 2: No. 667

SPK 1: No? 669

SPK 2: No, because for some reason 671
looking back now, once I went to Dean 672
I would have figured that, you 673
know, because I had an IEP it 674
would just transfer, but I never 675
received any help. And again, it 676
wasn't pushed enough. 677

SPK 1: There were some things on the 679
IEP that, if the community college 680
would have helped you with, that 681
might have made a difference? 682

SPK 2: Sure. 684

SPK 1: What were those things? 686

SPK 2: Extended time on tests, maybe 688
open notebook. 689

SPK 1: Okay. They wouldn't let you 691
do that? 692

SPK 2: No, huh-uh. 694

SPK 1: All right. So then you went 696
you came back here and went to 697
George -- 698

SPK 2: Went to George Mason. 700

SPK 1: And how did that work? 702

SPK 2: That didn't work because back 704
then they did not really have a 705
substantial, I guess you would say, 706
and I don't want to call it learning 707
disability center, but I'm not sure 708
what they call it now. 709

SPK 1: What year was that? 711

SPK 2: That was, I guess from '86 713
until '87, December of '87. 714

SPK 1: Okay, and then after George 716
Mason you went to? 717

SPK 2: I went to Emboro University 719
Pennsylvania, and that was January 720
of '88 until May of '88, and that 721
college was to be particularly for 722
the physically as well as mentally 723
disabled. 724

SPK 1: So you researched that out a 726
little bit? 727

SPK 2: My parents did because they 729
lived in Pennsylvania, and my dad 730
talked -- to get her in, but I didn't 731
receive resources, and I even, 732
which I will give you a copy, I 733
had to have testing done, and it 734
was diagnosed that I did not 735
have a learning disability. 736

SPK 1: Okay, so, yeah, okay, I'd like 738
to get a copy of that. 739

SPK 2: Oh, absolutely, yeah. 741

SPK 1: Now, then after that 743
experience, then where did you go to 744
school? 745

SPK 2: Then I moved back here to 747
Virginia, and I went to Strayer, 748
probably from -- probably '92 or '93 749
until '94. 750

SPK 1: And what did you take there? 752

SPK 2: Business Administration. 754

SPK 1: And how did you do there? 756

SPK 2: It was very difficult, I qui 758
because they said that there was no 759
such thing as resource help. They 760
didn't have any type of department 761
and they were like, we're private, we 762
can't help you, which I know 763
they're not private. And then I 764
went to NOVA. 765

SPK 1: Okay. When did you go to 767
NOVA? 768

SPK 2: I went to NOVA off and on 770
from, I guess '94 until '97. 771

SPK 1: Did you go to one of their 773
counselors that helped you with 774
services? 775

SPK 2: I finally got smart and said 777
okay, now I need to really pursue 778
this, and I did go to the counselor 779
that dealt with the learning 780
disabilities. It was pretty 781
wishy-washy. It was kind of like, 782
okay, well, if you have these 783
problems, then what do you want us to 784
do about it? And I would go back 785
and forth with this person about, 786
well, you're the one who's the 787
expert in it, what should I have 788
if this is my diagnosis? And 789
she's like, well, I've got a 790
book we could look at. 791

SPK 1: What book was this? 793

SPK 2: I have it down here, 795
basically, I guess, the College 796
Handbook For the Learning Disabled, 797
different resources that they 798

can use. And so it probably wasn't 799
until a year after we had this 800
conversation that I, you know, was 801
diagnosed with the ADD, and I was 802
having trouble in some of my 803
classes, and I said, "Listen, I 804
really need help," and so then she 805
finally wrote out what the 806
accommodations should be. 807

SPK 1: What were they, what were the 809
accommodations? 810

SPK 2: Extended time on tests, taking 812
my tests in the resource lab which 813
was rather difficult because my 814
feeling was why would I go sit in a 815
lab like this with a bunch of people, 816
taking a test, when I still can 817
hear them with my attention 818
deficit. It was like I needed to 819
have quiet. I mean, that was a 820
classroom. 821

SPK 1: That's what you were asking 823
for, quiet so you wouldn't have any 824
background noise? 825

SPK 2: Right, exactly. So then at 827
one point they said, well, because 828
of the auditory memory and the 829
auditory -- excuse me, processing, 830
they had a reader for me my last 831
quarter of school. 832

SPK 1: A reader? 834

SPK 2: Uh-huh, they would read my 836
tests for me. 837

SPK 1: Did you find that helpful? 839

SPK 2: Evidently, I passed. That 841
does work. But I need to know the 842
material, I need to understand the 843
material. 844

SPK 1: Okay, and how did you do that 846
how did you accomplish that? 847

SPK 2: Went through the counselor 849
again, and she said yes, there are 850
some students that typically are like 851
tutors, and if we have designated 852
times or dates, then we can have 853
someone read the tests to you. So we 854

did that a couple of times. 855

SPK 1: Was there any use of compute 857
technology or no? 858

SPK 2: No, huh-uh. 860

SPK 1: No? No, computers? 862

SPK 2: Huh-uh. 864

SPK 1: Did they have reading on tap 866
books on -- 867

SPK 2: No, but I am familiar with i 869

SPK 1: -- books on tape? But you 871
never had that? 872

SPK 2: Huh-uh. 874

SPK 1: Never had that? 876

SPK 2: Huh-uh, because when I went 878
through, after I, I'm trying to 879
think, I guess I was still at NOVA, I 880
had heard that they were having like 881
a fair for the learning disabled, 882
and here I was an adult, and I 883
went to it and I addressed with 884
some of the professionals about, 885
you know, what do you do to help 886
the adult college student, and 887
they were dealing more with, you 888
know, the senior in high school 889
going into college, and I had to 890
kind of get firm with NOVA and 891
say, listen, you know, you've got 892
adults that are struggling, we need 893
people to get us help, and that's why 894
I'm so glad you're here. 895

SPK 1: So what did you get referred 897
were there any support groups, study 898
groups? 899

SPK 2: Huh-uh. 901

SPK 1: That put you in touch with 903
others? 904

SPK 2: Huh-uh. 906

SPK 1: Peer counseling, peer -- 908
nobody? 909

SPK 2: Nobody. I've been on my own 911
I'm the one who's having to be the 912
-- 913

SPK 1: Figure it out? 915

SPK 2: Right. 917

SPK 1: So you were there from 1994 919
'97, were you going full-time, 920
part-time? 921

SPK 2: Part-time. 923

SPK 1: Part-time? 925

SPK 2: Yeah, because I was working 927
the time. 928

SPK 1: Okay. Let's back up a little 930
bit and get your employment history, 931
and we'll come back. 932

SPK 2: Okay. 934

SPK 1: Now, did you work while you 936
were in high school? 937

SPK 2: Yes, I did, probably more 939
during the summer than during the 940
year. 941

SPK 1: What kind of work was that, 943
what did you do? 944

SPK 2: Oh, fast food. 946

SPK 1: Fast food, okay. So it wasn't 948
really tied into anything that you 949
wanted to do? 950

SPK 2: No. 952

SPK 1: And how did you do with the 954
job, did you have trouble keeping a 955
job? Did you have your learning 956
problems interfere with your 957
employment? 958

SPK 2: I think so, the self-esteem. 960

SPK 1: Self-esteem? 962

SPK 2: You know, feeling like I 964
couldn't keep up, understanding 965
particularly if I started a new job, 966

I'd feel very insecure, and I would 967
apologize, "Oh, I'm sorry I'm not, 968
you know, understanding as quickly," 969
and I think it made me feel so down. 970
It was easier just to quit than 971
to, you know, keep pushing. 972

SPK 1: So you had several, more than 974
one fast food job? 975

SPK 2: Oh, well, that I only had on 977
I'm sorry, I'm looking at as an 978
adult. 979

SPK 1: Okay. So, then after that 981
what did you while you were going 982
to school? 983

SPK 2: When I was going to school 985
during one quarter I was a aide, 986
health aide for the other students at 987
the school that were quadriplegic, 988
and that was more of a volunteer 989
than, well, it paid, it was very 990
minimum pay, but I only did that for 991
a quarter because I decided to -- or 992
not a quarter, a semester, I 993
decided just to stop school. 994

SPK 1: Then what other jobs after 996
that? 997

SPK 2: I've been a house parent for 999
the mentally retarded. I've been 1000
a nursing assistant for a 1001
nursing home. I've been a 1002
activities coordinator for a 1003
senior center. I've worked in 1004
medical doctor offices as 1005
receptionist. 1006

SPK 1: How did you find answering t 1008
phone, doing those kinds of 1009
things? 1010

SPK 2: It would be difficult because 1012
of the fact that, you know, being 1013
able to process exactly what they 1014
would need to say, you know, what 1015
they would need, and periodically I'd 1016
be like, "Pardon me for a moment, 1017
I need to put you on hold," just 1018
so that I could kind of regroup 1019
and make sure that I had it, and a 1020
couple of the doctors were like, 1021
"Well, you're just not picking 1022

up quickly enough, we're going to 1023
have to let you go." That was very 1024
painful because I am a very hard 1025
worker. I think I just let my 1026
learning disability get in the way 1027
of it, which I'm not always 1028
successful, and so a lot of times 1029
with, especially with attention 1030
deficit, it's easier for us to just 1031
have our own job, be our own boss, 1032
than to feel that stigma of not being 1033
able to be like normal people. 1034

SPK 1: I see you wear glasses, do y 1036
have visual perceptual problems, 1037
too, or no? What do you wear 1038
glasses for, normal vision? 1039

SPK 2: I think at one point it was 1041
for near sightedness, and I was 1042
afraid I'd lose them so I didn't 1043
always wear them, and it just 1044
turned into permanently, yeah. 1045

SPK 1: After that job as a 1047
receptionist, what other jobs 1048
have you had? 1049

SPK 2: I've worked for the 1051
government, for government 1052
contracting as the receptionist, 1053
and at one point as a admin. 1054
assistant. 1055

SPK 1: When you worked as an 1057
administrative assistant, you had to 1058
make decisions, kind of plan, be 1059
responsible for certain things, you 1060
didn't have problems with doing that? 1061

SPK 2: No, as long as people would 1063
give me a chance to do them. 1064

SPK 1: As long as you knew what you 1066
responsibilities were -- 1067

SPK 2: Right. 1069

SPK 1: -- you wouldn't have a 1071
problem? 1072

SPK 2: Huh-uh. 1074

SPK 1: What is your last job that y 1076
had? 1077

SPK 2: Yeah, working for the 1079
government contractor. 1080

SPK 1: Okay, and that was when? 1082

SPK 2: That was up until '97. 1084

SPK 1: And you worked there how long? 1086

SPK 2: Four-and-a-half years. 1088

SPK 1: Four-and-a-half-years? 1090

SPK 2: And that's the longest job 1092
I've ever had. 1093

SPK 1: And you worked full-time? 1095

SPK 2: I worked full-time. 1097

SPK 1: And your salary was? 1099

SPK 2: I left at 23,200, \$23,200, 1101
very low pay. 1102

SPK 1: And your goal for employment 1104
in the future, you started to 1105
tell me you want to own your own 1106
business? 1107

SPK 2: Right. 1109

SPK 1: What is it that you want to 1111
do? 1112

SPK 2: I want to be a coach for 1114
attention deficit which is kind of 1115
like this career, talking to people 1116
about goal setting, it could be 1117
organization of their home, it could 1118
be helping them to prepare for a job 1119
interview. We tend to find with 1120
attention deficit we feel like a 1121
loner, which is similar with the 1122
learning disability also, it's just a 1123
lot of us have learning 1124
disabilities additional which just 1125
brings down our esteem even more. 1126
Since I'm not training to be a 1127
coach yet, I can't give you a 1128
full description of what it is, but 1129
I could find out for you. 1130

SPK 1: Okay. 1132

SPK 2: Because I have a coach. 1134

SPK 1: You have a coach now? 1136

SPK 2: I have a coach. 1138

SPK 1: When did you get a coach? 1140

SPK 2: Probably about two-and-a-half 1142
months ago. 1143

SPK 1: And how did you find that 1145
coach, and what is the coach doing to 1146
help you? 1147

SPK 2: Okay, I went through, I 1149
believe it was xxxxx xxxxx, 1150
and they happened to mention 1151
because I said I wanted to get 1152
tested again for my learning 1153
disability as well as resources 1154
and -- 1155

SPK 1: xxxxx xxxx, is that -- 1157
like I assume they do evaluations 1158
and test to help -- 1159

SPK 2: Yes, or like tutoring kids, 1161
but they'll do it for adults, 1162
also, and they just happened to 1163
mention since I said ADD that 1164
there's a coach in xxxxx, and 1165
I'm like, oh, great, and it turns 1166
out that she also runs the 1167
support group for attention deficit 1168
or CHAD in xxxxx. So I hooked up 1169
with her, we talked, and now I go to 1170
her. In different areas that we've 1171
talked about, we've talked about 1172
medicine, what would be good for me, 1173
it really couldn't be into great 1174
detail because she's not a 1175
medical doctor nor a 1176
psychologist, so she's referred me 1177
more to a doctor. We've talked 1178
about how to start organizing my home 1179
because my downstairs, since I've 1180
moved in, my husband has about 15 1181
years of his life downstairs, so we 1182
need to organize that as well as our 1183
garage. We've talked about how to 1184
organize different activities or 1185
projects for college. So far it's 1186
just more or less been that. But she 1187
does, you know, she'll do career 1188
planning, she'll refer people to, you 1189
know, psychologists or 1190

psychiatrists. 1191

SPK 1: Do you feel that would be a 1193
function of someone at the community 1194
college, that should be there? 1195

SPK 2: Absolutely. 1197

SPK 1: Is this the kind of thing 1199
you feel that -- what are you 1200
paying this person, privately or 1201
does your insurance cover it? 1202

SPK 2: No. 1204

SPK 1: What does she charge? 1206

SPK 2: Sixty. 1208

SPK 1: Sixty dollars? 1210

SPK 2: Sixty dollars an hour. 1212

SPK 1: What's her educational 1214
background? 1215

SPK 2: Oh, my, she -- I believe she 1217
got psychology, and she's done 1218
career similar to -- 1219

SPK 1: It sounds like she'd be a go 1221
one to interview then. 1222

SPK 2: Absolutely, she would love f 1224
you to interview her because she 1225
wants to get it out into society that 1226
we need help. 1227

SPK 1: Well, when we finish I'll ha 1229
you sign a release, and I will 1230
interview her. I'll call her, and 1231
you can let her know. 1232

SPK 2: Sure. 1234

SPK 1: Now, you said that you are i 1236
school? 1237

SPK 2: Yes. 1239

SPK 1: Where are you in your program 1241
How many credits did you have, how 1242
much do you have left to go? 1243

SPK 2: I graduate July, 2000, so I 1245
have a little over a year, and I'll 1246

graduate with Business Administration. 1247
1248

SPK 1 And that is from? 1250

SPK 2 Avery College, and their home campus is in Danville, Virginia. 1252
1253

SPK 1: So do you commute, or do you do correspondence? 1255
1256

SPK 2: We have a -- 1258

SPK 1: Off-site? 1260

SPK 2: Off-site, thank you. 1262

SPK 1: Oh, okay. 1264

SPK 2: It's in Tysons, and it's an adult program. We are in a particular program similar to what I've heard through graduate school. We're in small groups. We have -- 1266
1267
1268
1269
1270

SPK 1: Small groups? 1272

SPK 2: Uh-huh. 1274

SPK 1: How many in your class? 1276

SPK 2: Eleven, and then we'll break down to four or five in a group, and we work through the whole -- basically, it's a 22-month program, and we write papers. Just recently, tonight we're finishing our Managerial Accounting class. 1278
1279
1280
1281
1282
1283
1284

SPK 1: You see that's a big difference for you, small groups? 1286
1287

SPK 2: It helps a lot because not only being able -- when I've explained to them my disability, getting them to maybe re-explain assignments or really talking, it also is a push as far as grades because we tend to have group grades, and that helps my average. 1289
1290
1291
1292
1293
1294
1295
1296

SPK 1: Do you work with the other students' team, do you have to do presentations? 1298
1300

SPK 2: We do presentations, but we 1302

present to them, we don't work with 1303
the other group. 1304

SPK 1: But you do work with your own 1306
little group? 1307

SPK 2: Uh-huh, we have four in our 1309
group. 1310

SPK 1: You have a lot of group 1312
activities? 1313

SPK 2: Uh-huh. 1315

SPK 1: And that's helpful? 1317

SPK 2: We very much depend on each 1319
other because of our -- probably 30 1320
percent of our grade is based on -- 1321

SPK 1: You really have your own 1323
little support group within a 1324
group. Now, are most of your 1325
classes like that, with these 1326
groups? 1327

SPK 2: Well, we go through the whole 1329
22 months with the same class. 1330

SPK 1: Oh, together? 1332

SPK 2: Uh-huh. 1334

SPK 1: When did you decide to leave 1336
NOVA and go into this program, and 1337
what made you do that? 1338

SPK 2: I graduated. 1340

SPK 1: You graduated from NOVA? 1342

SPK 2: I graduated from NOVA. 1344

SPK 1: When did you graduate? 1346

SPK 2: December of '97. 1348

SPK 1: Uh-huh, and what did you get 1350
an Associate Degree or -- 1351

SPK 2: Associate General Studies 1353
because I had to have something or I 1354
would fall apart because I kept 1355
trying for, you know, social work or 1356
business administration. 1357

SPK 1: And none of that worked? 1359

SPK 2: Huh-uh. 1361

SPK 1: You weren't successful? 1363

SPK 2: Look at me now, business 1365
administration. 1366

SPK 1: So with your degree from NOV 1368
you really didn't have anything to 1369
help you get a job, or did it help 1370
you get a job? 1371

SPK 2: No, because I've never worked 1373
since then. I've tried for jobs, 1374
but I've still been told I'm not 1375
going anywhere, I won't make any 1376
money until I have my Bachelors. 1377

SPK 1: Okay. So when did you apply 1379
when was this? 1380

SPK 2: Probably January, but it 1382
wasn't, you know, really in-depth 1383
because I really felt at that point 1384
when I graduated from NOVA, I knew I 1385
would be moving on to Avery, and my 1386
husband and I decided, you know, 1387
just take some time off. With the 1388
amount of money I was making it 1389
was all going towards a daycare 1390
center, and although for a time it 1391
was very beneficial because it was 1392
giving me more skills, we, you 1393
know, decided after awhile this 1394
is ridiculous, and at the time I 1395
was not computer literate, and 1396
since I've been home I'm like all 1397
over the computer. 1398

SPK 1: Because your husband has a 1400
computer? 1401

SPK 2: Yes, well, we have a laptop 1403
also, he bought me a laptop for 1404
college, so, you know, I'm very much 1405
an advocate of, you know, different 1406
forums, learning disability forum, 1407
the ADD forum, so I'm always on 1408
there. 1409

SPK 1: What are you going to do wit 1411
your business degree? 1412

SPK 2: Start my business. 1414

SPK 1: Start your own business? 1416

SPK 2: Right, because I have the 1418
social work background already, I 1419
have about three years of credits, 1420
and then to go and tie in the 1421
business part, then I have a better 1422
understanding plus going through the 1423
Women's Center, their little 1424
seminars that they do. One I'm 1425
going to be going to in a couple 1426
of weeks is about being your own 1427
boss, so it's tying that in as 1428
well as my ADD coach, she's going 1429
to start training me, if I 1430
indeed decide to be a coach next 1431
year. She can start, you know, 1432
introducing me to people that do 1433
training and talking to authors. I 1434
talk to a lot of authors on the 1435
internet. 1436

SPK 1: You talk to authors? 1438

SPK 2: Like Tom Hartman and Lynn 1440
Wise, different people like that 1441
about attention deficit so I 1442
have a better understanding of 1443
maybe what's not so much my 1444
difficulty but might be for others 1445
so that I know how to help them 1446
as far as career planning, 1447
organizational skills. 1448

SPK 1: So you want to take this and 1450
make it into like your coach -- 1451

SPK 2: Right. 1453

SPK 1 -- you feel like you could do 1455
that same kind of thing? 1456

SPK 2: They're very much needed in 1458
northern Virginia, we only have one, 1459
so there's a lot of people out there 1460
that are struggling. 1461

SPK 1: If you were to make 1463
recommendations to the counselor at 1464
the community college, could you see 1465
yourself being a coach to them, to 1466
teach them how -- 1467

SPK 2: Sure. 1469

SPK 1: -- what they need to do? 1471

SPK 2: Absolutely, absolutely, and 1473
think that they should have someone 1474
at the college level. And again, 1475
not knowing specifically for NOVA 1476
what support systems they have, I 1477
just know for myself they did not 1478
ever give me any type of resources 1479
to be searching out or ideas so 1480
-- 1481

SPK 1: What about if you go up to t 1483
professor at the community college 1484
and you say, "I need extra time on 1485
a test," did they ever do that? 1486
Did you ever say -- go up to -- 1487

SPK 2: Until I got it physically in 1489
writing, yes, I have mentioned it and 1490
they've basically said, well, we 1491
can't help you unless we see a piece 1492
of paper. And then to go back to -- 1493

SPK 1: So then you would take out 1495
that piece of paper, you'd bring it 1496
to the professor -- 1497

SPK 2: Right, they would have like 1499
particular form that said, you know, 1500
particular form that said, you know, 1500
this is the person, the 1501
difficulties and this is the 1502
accommodation she needs, and 1503
then I guess basically they 1504
decide well, we're required to do 1505
that or somehow work something out. 1506
I never am sure what professors are 1507
thinking. I would love to have open 1508
notebook for the rest of my life, 1509
but I know that not all of them 1510
are comfortable with that or take 1511
home. I do take-home exams now. 1512

SPK 1: Did you ever use a tape 1514
recorder in your class? 1515

SPK 2: Oh, yeah, I tape my classes. 1517
The difficulties I've had with that 1518
is a lot of professors are foreign, 1519
and so it's like if I'm already 1520
having trouble processing English, 1521
how am I going to understand 1522
somebody's accent. 1523

SPK 1: You ran into that problem? 1525

SPK 2: I ran into it numerous times 1527
at Mason, a couple of times at 1528
NOVA, and a lot nowadays, but 1529
absolutely. To me, you know, why 1530
even -- it's not an offense to the 1531
professor, but I'm like, it's not 1532
working. 1533

SPK 1: Did you ever have someone gi 1535
you an outline or give you the 1536
notes to help you with that? 1537

SPK 2: This last professor I asked 1539
for his lecture notes, and he said 1540
he'd be glad to give them to me, 1541
but they could be incorrect. And 1542
he was correct, they were. 1543

SPK 1: So he would give you notes a 1545
-- 1546

SPK 2: He gave me notes for the fir 1548
half of our program, so half of 1549
our course. 1550

SPK 1: He didn't want you to rely o 1552
the notes? 1553

SPK 2: No. 1555

SPK 1: Has Avery, they really haven 1557
provided you with any services? 1558

SPK 2: No, because they do not have 1560
learning disability -- you know, 1561
they basically have the feeling of 1562
well, if you have a problem, show 1563
us documentation, but you need to 1564
work with your professor. 1565

SPK 1: So NOVA really kind of, even 1567
though they didn't do as much, they 1568
did more than these other programs? 1569

SPK 2: Right, uh-huh. 1571

SPK 1: At least they had the ____? 1573

SPK 2: At least they had a person 1575
that claimed that they knew what 1576
they were talking about. No 1577
offense, but she's still got some 1578
work to do. 1579

SPK 1: Well, what were your grades, 1581

what was your grade point average at 1582
NOVA, were you passing or barely? 1583

SPK 2: I barely passed. When we ta 1585
about overall because I had taken 1586
a couple of courses through NOVA 1587
during the summer because they 1588
were much cheaper than at 1589
Strayer, and I had to quit in 1590
the middle of it, and they were 1591
using obviously as part of the 1592
cumulative average, and when I was to 1593
graduate actually the Learning 1594
Disability office said, oh, well, you 1595
know, G.P.A. is not high enough to 1596
graduate, and I had to have my 1597
husband come in and advocate with me 1598
that these two classes she took had 1599
absolutely nothing to do with this 1600
major, she's done, and you need to do 1601
something about this, please, and 1602
so we had to go to the Dean, and 1603
he looked it over and he was like 1604
what, you know, they're looking 1605
a little fuzzy as to the way that 1606
it's written in the catalog, and 1607
then I graduated. So probably 1608
with the General Studies, I 1609
probably had maybe a 2.5, you know, 1610
there were some classes that were 1611
easier than others. 1612

SPK 1: Did you ever take the SAT to 1614
get into college? 1615

SPK 2: Yes, I took them. 1617

SPK 1: What were your -- 1619

SPK 2: Very poor. I was to take or 1621
receive help as far as like tapes 1622
before the test and they were 1623
incorrect tapes, and then I went and 1624
took the SAT and probably my 1625
cumulative score equaled to half of 1626
even what one test would have been 1627
together. I don't think I got any 1628
higher than 400, very low. 1629

SPK 1: Do you feel that since then 1631
that your reading comprehension has 1632
improved and your ability or you take 1633
more time? 1634

SPK 2: It takes me more time, yeah. 1636

SPK 1: Do you think that you still 1638

SPK 2: Probably from the last time 1640
was tested I read on a tenth grade 1641
level. 1642

SPK 1: Tenth grade? 1644

SPK 2: Yeah. 1646

SPK 1: Does this program, do they 1648
offer any programs to help you 1649
improve your reading? 1650

SPK 2: No, I'm not sure which class 1652
that our program -- basically, we 1653
had to do a research paper on 1654
resources, and we proposed that we 1655
wanted a resource center for our 1656
school, but they didn't follow 1657
through. 1658

SPK 1: Have you ever had any hearing 1660
evaluations done, hearing loss? Do 1661
you remember having -- did they ever 1662
do that in school? Do you know if 1663
you have decibel hearing loss, 1664
that's never been evaluated? 1665

SPK 2: Huh-uh, huh-uh. 1667

SPK 1: I'm trying to think, can you 1669
think of anything else? 1670

SPK 2: No, but we just need to do t 1672
work on helping. 1673

SPK 1: What do you see as -- how do 1675
you define your disability, the ADD, 1676
this auditory processing, how would 1677
you explain it, say if I was your 1678
new counselor and you were coming 1679
to me, what would you define your 1680
disability to be? 1681

SPK 2: I'm one of those who needs t 1683
be able to see the material as well 1684
as hear it. What has been helpful is 1685
if the professors are maybe 1686
writing on the board and then I'm 1687
-- excuse me, taping the class 1688
at the same time, that's been 1689
helpful. Since I've never had 1690
books on tape, I'm not sure I've 1691
pursued it but discovered it's 1692
rather expensive. I do typically when 1693

I'm reading I have to read over 1694
and over and over. I used to be 1695
the type who could study two weeks 1696
for a test and fail it due to the 1697
anxiety. 1698

SPK 1: You maybe know the 1700
information? 1701

SPK 2: I might have known the 1703
information, but -- 1704

SPK 1: But you go in there and you 1706
just go kind of panicking. 1707

SPK 2: Right, I have panic attacks, 1709
absolutely. I've always been one to 1710
sit in front of a -- you know, in 1711
the front. 1712

SPK 1: Right. 1714

SPK 2: So it's not really the 1716
distraction of, you know, hearing 1717
a door open and I'm looking, I 1718
mean, I am able to focus enough to 1719
pay attention if it's a subject of 1720
interest. 1721

{{tape turned over to side B, text 1723
missing}} 1724

SPK 2: It's not an interest, the go 1726
is to graduate, and anyone you 1727
talk to will tell you how much I'm 1728
on my soap box about graduating, 1729
and it is very much a painful 1730
thing for me to be still 15 years 1731
later, or how many years it's 1732
been, still trying to get that 1733
Bachelor's Degree. It's a very big 1734
deal to me. 1735

SPK 1: How many more classes do you 1737
have left? 1738

SPK 2: I probably have, it would be 1740
nine or ten. Typically, our classes 1741
run anywhere from three weeks to six 1742
or seven, and we have -- it's a 1743
very high pace which is not 1744
particularly good for a learning 1745
disabled student. If we need to 1746
be able to retain an entire book, 1747
say on accounting, it's not very 1748
beneficial. So we're fortunate 1749

that it's open notebook and then 1750
with my case I was allowed to 1751
bring it home, and I do have to have 1752
my husband read the questions to me 1753
and to really get me to sit and focus 1754
as far as now where do you think 1755
you will find that answer? He 1756
gives me little hints as to now, 1757
let's really listen to what the 1758
sentence says. 1759

SPK 1: What's your grade point 1761
average? 1762

SPK 2: Right now? 1764

SPK 1: Uh-huh. 1766

SPK 2: I have a 3.7. 1768

SPK 1: Sounds good. 1770

SPK 2: It is good, it was a 4.0, 1772
from, and I always give credit 1773
to my other teammates, they're the 1774
ones that have the 4.0, and then 1775
once I took the first accounting 1776
class I went down to a B, and I was 1777
devastated. Now I'm like, if I get 1778
a C in this class, I'll be happy. 1779
It's almost like I had to break 1780
the 4.0 to calm me down. I was just 1781
a wreck. Plus, due to the 1782
anxiety and the depression of school, 1783
probably from when I started school 1784
last September I've gained about 60 1785
pounds. 1786

SPK 1: You've gained weight? 1788

SPK 2: I have gained weight, 60 1790
pounds from all this, stress, 1791
that's stress. 1792

SPK 1: Now when do you go to class, 1794
once a week? 1795

SPK 2: I go Wednesday night. 1797

SPK 1: Wednesday night? 1799

SPK 2: Uh-huh. 1801

SPK 1: Just once a week? 1803

SPK 2: I go once a week, we go 1805

every single week other than the 1806
week Thanksgiving and then we get two 1807
weeks off during Christmas. Every 1808
other time we're there. 1809

SPK 1: And how many hours in the 1811
class? 1812

SPK 2: Four hours. 1814

SPK 1: Is that long for you? Is it 1816
broken up, do you have breaks? 1817

SPK 2: This professor was very good 1819
He would normally, at least every 1820
hour to hour-and-a-half. 1821

SPK 1: You have a break? 1823

SPK 2: Yeah. We have some that jus 1825
go on and on and on, and we have to 1826
ask him, you know, we need a break, 1827
and I'm very much an advocate of 1828
about an hour, you need to take a 1829
break, but there's a lot of material 1830
they need to get in. 1831

SPK 1: We were talking about 1833
explaining your disability, ADD, how 1834
do you explain that portion of it, 1835
your attention deficit? 1836

SPK 2: There's different parts to 1838
ADD, you can have the impulsively, 1839
the inattention, the 1840
hyperactivity. Really with ADD 1841
they each have -- ADHD 1842
hyperactivity or just the ADD. 1843

SPK 1: Well, how do you define your 1845
particular -- 1846

SPK 2: Mine is inattention. 1848
Inattention and I know that I have 1849
slight impulsively which I've 1850
learned, well, I've trained myself to 1851
really try not to interrupt people. 1852
Quite often with ADD we tend to talk 1853
on and on and on, and I'm in a 1854
support group, we just started a 1855
adult support group where we're 1856
teaching each other about basically 1857
having three or four sentences and 1858
stopping. I'm very good about that. 1859

SPK 1: This is through the counselor 1861

you're going to? 1862

SPK 2: This is through -- the 1864
counselor actually referred me 1865
to -- through the Jewish Social 1866
Service Agency, I'm not Jewish, 1867
but I'm like, hey, whatever 1868
resources, plus they have CHAD. 1869
Are you familiar with CHAD? 1870

SPK 1: Uh-huh. Do you go to those 1872
meetings? 1873

SPK 2: I can't because it's normal 1875
on Wednesdays, so, once a month, so 1876
I'm in school, I can't go. 1877

SPK 1: Do you find yourself getting 1879
bored? Do you think that -- 1880

SPK 2: Oh, yeah. 1882

SPK 1: -- contributes to your 1884
inattention, do you get bored? 1885

SPK 2: Sure, sure, absolutely. 1887

SPK 1: You might not -- you think 1889
kind of not lose interest and 1890
you're focusing thinking of 1891
something else? 1892

SPK 2: Sure, well, I hyperfocus. 1894
There have been a lot of times where 1895
I'm, you know, hyperfocusing over 1896
school and I look up and my 1897
two-year-old, which is typically 1898
normal, that he could be playing like 1899
with magic markers and it's all over 1900
his face, and I'm like, oh, I have 1901
to stop, and I need to pay 1902
attention to what's going on, and 1903
that's been something I've 1904
addressed with my coach. So 1905
it's been recognized, and it's 1906
being worked on. But, yeah, I 1907
probably hyperfocus more than the 1908
inattention. Inattention as far as a 1909
class that I might not enjoy, but 1910
hyperfocusing because I want to be 1911
successful. 1912

SPK 1: And really concentrating? 1914

SPK 2: Oh, yeah. 1916

SPK 1: What do you -- everything? 1918

SPK 2: I mean, my two children who 1920
are also diagnosed with ADD are 1921
just blah, blah, blah, and I 1922
can't even hear it, and it just 1923
drives my husband crazy. 1924

SPK 1: But then you said you really 1926
can't focus if there's a lot of 1927
background noise. 1928

SPK 2: Right, but when -- background 1930
noise if I'm like in a lecture and I 1931
can hear everything, but when it 1932
comes to my kids, I can -- 1933

SPK 1: You can tune them out. 1935

SPK 2: It's called selective hearing 1937

SPK 1: Oh, selected stuff. 1939

SPK 2: Sure, selective hearing. As 1941
long as I can see them out of the 1942
corner of my eye, they're fine, and 1943
they know -- actually, they're one to 1944
typically have to come to me and 1945
go, "Mom, you've been on the 1946
internet too long," researching or, 1947
you know, "You're studying 1948
forever, we need to go do 1949
something else." 1950

SPK 1: Have you ever read anything 1952
about the difference between someone 1953
who they call attention deficit but 1954
they're gifted and they've been 1955
misdiagnosed, have you ever seen the 1956
differences --- 1957

SPK 2: There's a lot of -- 1959

SPK 1: -- and similarities to those 1961
who are gifted? 1962

SPK 2: Sure, there's a lot of GT 1964
students that have ADD. 1965

SPK 1: Do you feel you perhaps fall 1967
into that category? 1968

SPK 2: No. 1970

SPK 1: No? 1972

SPK 2: Because I look at GT as 1974
somebody without a learning 1975
disability, absolutely, and that's my 1976
own ignorance of not being educated. 1977
But when I hear GT, I think of 1978
somebody who's very bright, who 1979
doesn't have any trouble 1980
educationally in school but 1981
inattention. 1982

SPK 1: But there is a classification 1984
of what they call LD, Gifted LD, are 1985
you familiar with that? 1986

SPK 2: That's a new one. 1988

SPK 1: Oh, yeah, they're looking at 1990
that as -- that you could have the 1991
auditory processing and still be 1992
gifted, but that's interfering with 1993
your learning, but you're still 1994
gifted, and that's a real source of 1995
frustration because, you know, you 1996
can figure things out, but then 1997
you're having trouble -- 1998

SPK 2: Well, that's interesting 2000
because I guess I don't see piece 2001
with the gifted part, so I need to 2002
educate myself on that. 2003

SPK 1: Yeah, just check on the 2005
internet, you can pull that out on 2006
the internet because I have, and the 2007
similarity between someone who's 2008
gifted is easily distracted, you 2009
know, there's a similarity to 2010
somebody who needs more intellectual 2011
stimulation. 2012

SPK 2: So is it called LD Gifted? 2014

SPK 1: Yes. 2016

SPK 2: Or is it LD Gifted and ADD? 2018
It's that whole string, I'll find 2019
it. That would be wonderful, that 2020
would bring up my self-esteem 2021
greatly, I'm GT, I just have a 2022
learning disability. Sure, sure, and 2023
I've always -- I envy a lot of 2024
people, the success stories and go, 2025
"Why can't I be like that?" But then 2026
I have a coach who says, you 2027
really need to sit down and 2028
really write out what all you've 2029

done. You have done a phenomenal 2030
amount of activity in helping 2031
people, that she really only gave 2032
me that understanding last week. I 2033
guess I have, I mean, I have made a 2034
difference. 2035

SPK 1: You're functioning on an 2037
average to above average level of 2038
ability. 2039

SPK 2: I'm functioning, I'm 2041
medicated, and that's phenomenal, 2042
it is. 2043

SPK 1: Anything else you think you 2045
would like to add or information that 2046
would be helpful? 2047

SPK 2: Are you doing the study more 2049
on the community college level? 2050

SPK 1: Well, I'm looking at, 2052
obviously a certain segment to 2053
narrow the study -- 2054

SPK 2: Sure. 2056

SPK 1: -- and the information, like 2058
yourself that the community college, 2059
I'm interviewing, I'm finding 2060
interviewing probably more adults 2061
that have been through the system 2062
versus it may be that a lot of kids 2063
are coming into community college who 2064
may or may not accept the services 2065
right away but in later years go 2066
back for a reason. 2067

SPK 2: Okay. 2069

SPK 1: So what things did you find 2071
helpful that might have made a 2072
difference if you had had in the 2073
beginning ____ in school as you made 2074
that transition from high school into 2075
the community college because so 2076
much of what we know is really 2077
important for your income, you 2078
know, for your future to have 2079
today with technology the way it 2080
is, your income level is going to 2081
be substantially greater having a 2082
college degree, you found that 2083
stuff out yourself as you said 2084
already in looking for a job, well, 2085

you know, you want to do this, but 2086
you don't have the degree, come back 2087
later when you've got a degree and 2088
then maybe we'll consider you. 2089

SPK 2: Oh, we'll have you answer our 2091
telephone, which is very painful, or 2092
they get you in the job, they kind 2093
of see the little nitch, like, 2094
wow, you know, she does very well 2095
at this, but we don't want to move 2096
her on to anything else because 2097
then we may not find somebody else 2098
that's just as good, and that's 2099
been a real disadvantage for me, 2100
very painful. As far as in 2101
college, I really feel that, and 2102
I guess, they need to begin with 2103
parents, even with senior year, 2104
once the child is going into college 2105
to really, from the beginning, even 2106
before school starts, immediately get 2107
the resources in place. My child 2108
is coming to college, he has, you 2109
know, I'm not sure what the 2110
difference between IEP and a 504, 2111
these are his problems, what can 2112
we do right from the beginning to 2113
accommodate? 2114

SPK 1: You brought up two points I'd 2116
like to ask you about. One is the 2117
influence of the parents in 2118
advocating? 2119

SPK 2: And it's their responsibility 2121

SPK 1: Without a parent having to go 2123
to bat for you, you kind of lost, do 2124
you feel it's the parents that's 2125
got to -- 2126

SPK 2: It's the parents, and then the 2128
parents need to see if there are 2129
other outside resources that can go 2130
in with the parents to advocate it, 2131
and that begins in the elementary 2132
school. And personally, my own 2133
experience is the same thing. 2134

SPK 1: Okay. You say you're not -- 2136
you said 504, you're not sure, are 2137
you sure -- are you aware of the 2138
Federal regulations regarding 2139
community college? Has anybody sat 2140
down and talked to you about that? 2141

SPK 2: I've done -- I've done -- 2143

SPK 1: That research on your own? 2145

SPK 2: I've done reports on it. 2147
Yeah, that's -- because I wrote 2148
a paper for Avery about, you know, 2149
accommodations for learning 2150
disabled students, and ADA and 2151
the different laws that are out 2152
there, and they're like, oh, that's 2153
wonderful, you know, ADD, but -- 2154

SPK 1: So you kind of self-taught 2156
yourself -- 2157

SPK 2: Uh-huh. 2159

SPK 1: -- nobody said -- do you this 2161
that would be helpful to educate 2162
the students on what the -- so 2163
they know what their rights are 2164
-- 2165

SPK 2: Right. 2167

SPK 1: -- for this? 2169

SPK 2: Absolutely. 2171

SPK 1: And that's not -- 2173

SPK 2: But again, it still begins 2175
with the parents because, you know, 2176
you can have an 18-year-old -- 2177

SPK 1: Where would you think you'd 2179
today if it hadn't been for your 2180
parents helping you along with these 2181
different schools? You're smiling. 2182

SPK 2: I'm smiling because I've had 2184
this conversation, and I've been told 2185
by my mom even if you got 2186
resources, you don't know where 2187
you'd be. You could have had 2188
everything in the world, but it 2189
doesn't mean you'd be anymore 2190
successful than you are right 2191
now. What I feel in my heart, if I 2192
had been diagnosed earlier and I had 2193
gotten the resources, I would be 2194
sitting in your seat right now. 2195

SPK 1: You would have gotten -- 2197

SPK 2: Absolutely. 2199

SPK 1: Instead of taking so long, 2201
you would have been able to make that 2202
transition from high school into 2203
community college and been able to be 2204
successful? 2205

SPK 2: Absolutely. 2207

SPK 1: You wouldn't have had to go 2209
around the barn door to get there? 2210

SPK 2: Or if I wasn't successful, I 2212
would have had the self-esteem to be 2213
able to go somewhere else and ask 2214
for help, and it wasn't until 2215
within the past year that I 2216
finally got that confidence to say 2217
enough is enough, we have a law, 2218
let's act on it. 2219

SPK 1: And your parents really, 2221
although they were advocating, they 2222
still didn't -- they didn't really -- 2223

SPK 2: My dad, my dad and now my 2225
father lives through all of this 2226
again with my children, and he's made 2227
changes and parents make mistakes. 2228

SPK 1: Is he retired now? Is he 2230
retired? No? 2231

SPK 2: No, he runs his own -- he ha 2233
his own business, he's TQME. 2234

SPK 1: A what? 2236

SPK 2: A TQME, Total Quality 2238
Management for Education, yeah. He 2239
retired from the school system in 2240
'94, '95 in Pennsylvania. 2241

SPK 1: And he took that and he turn 2243
it into a business endeavor? 2244

SPK 2: Uh-huh, very successful. Bu 2246
yes, he's looking to go back into 2247
education to work, but there's a 2248
deficit of 60 years old and 2249
over-qualified, that's a pain, and 2250
then he, himself has difficulty 2251
that the man's got a post-doctorate 2252
from Harvard, if he can do it, why 2253

can't I? So he's very much an 2254
influence. 2255

SPK 1: So he understands learning 2257
difficulties and the problems with -- 2258

SPK 2: He's aware that his child ha 2260
a difficulty. 2261

SPK 1: He doesn't really understand 2263
still? 2264

SPK 2: (Shaking head, negatively.) 2266

SPK 1: No, he doesn't, you're shaking 2268
your head. 2269

SPK 2: ____ education. 2271

SPK 1: You're shaking your head like 2273
he hasn't a clue is what I -- is 2274
that -- 2275

SPK 2: I think it's -- 2277

{{tape ends}} 2279 turned into permanently, yeah. 1045

Transcript for coding Linda's coach

own, which I think is wonderful. And 62 -#
then form there what we've been 63 |
working on is a lot of stuff, advocacy 64 |
and building self-esteem that has been 65 |
– has plummeted because of being an 66 |
adult with learning disabilities and 67 |
trying to go back to school. That, to 68 |
me, is one of the biggest hurdles that 69 |
I find with people. It isn't that 70 |
they don't have the skills, it's a 71 |
question of how do I use them and how 72 |
do I come up out of this little hole 73 |
that I've dug for myself, to feel good 74 |
about the fact that I can make it 75 |
through. So in terms of the 76 |
self-esteem and self-advocacy, in the 77 |
program that she's in, there are 78 |
groups that meet on a weekly, 79 |
bi-weekly basis to go over like a 80 |
study group, and a lot of the other 81 |
students are younger, they don't have 82 |
as many responsibilities outside of 83 |
the classroom, and they also believe 84 |
well, we can plow thorough and you 85 |
don't have these disabilities that we 86 |
don't understand, we don't necessarily 87 |
believe in, so she was pushed off to 88 |
the side. She would always bring a 89 -#
computer, in order to take notes, and 90
so they used her, literally used her 91
to as the note taker. Well, you can 92
take notes, don't give us any ideas, 93
we don't want your opinion, it's not 94
good enough. So we'll go ahead and 95
come up with all the ideas. And 96
initially, when she first started with 97
me, the idea was well, if this is a 98
way for me to get my degree. I'm 99
doing my homework, I'm showing up in 100
class, I'm showing up in study group, 101
if they want to give me information 102
and help me to get through, then 103
#-READER
that's fine. We're now shifted to 104 -#
wait a minute, I have a brain, I have 105 |
the ability to speak, I'm not here to 106 |
be your typist, I'm a member of this 107 |
group. And it's starting to turn 108 |
around, and the interesting part is 109 |
her, I don't know if you understood 110 |
that her interest is ADD in the 111 |
workplace in terms of her thesis, her 112 |
plan for graduation her final paper, 113 |
and that is now coming to a head with 114 |

the other students when accommodations 115 |
have been agreed upon. For instance, 116 |
taking a test out of class. She's 117 |
doing this all on her own, I don't 118 |
need to go ask for these specific 119 |
accommodations. We usually talk it 120 |
back and forth, discuss what is it 121 |
that's going on, how might this 122 |
benefit you, and she's really good at 123 |
her won self-awareness as far as what 124 |
she has to do to make it. She knows 125 |
now that she needs a reader. So, if 126 |
that reader is her husband, if the 127 |
reader is me or someone else in the 128 |
family, then that takes place in order 129 |
!-SEL ESTEE

to make sure that she gets through the 130 ! |
exam. That's the biggest part of the 131 |
leap in the change was being able to 132 |
advocate for herself and say, hey, I 133 |
have certain needs and I may have 134 |
certain disabilities, however, I'm not 135 |
incompetent, and I can do this. So 136 |
that it's allowed her to plow into the 137 |
classes a little bit more. 138 |

-#

Spk 1: Okay. What do you see as you 140
would define her disability issue, 141
what do you see them as being and what 142
does she see them as being, are they 143
congruent or not? 144

#-AUDITORY

Spk 2: Well, definitely – to me her 146 -#
Attention Deficit Disorder is mild. I 147 |
don't see that as pulling her our of 148 |
focus whether she's medicated or 149 |
non-medicated. I haven't noticed a 150 |
tremendous difference. I see that 151 |
that mad add to some of the 152 |
confusion that comes from the learning 153 |
disability, and the learning 154 |
disability is the auditory processing 155 |
difficulty, so trying to sit in a 156 |
class, take all the notes, get all the 157 |
information and process it, she really 158 |
needs to have it read back to her, she 159 |
needs to be able to look at it. She 160 |
has difficulty with her grammar and 161 |
spelling and proofing. So she's been 162 |
able to use her husband to help her 163 |
out with that as her at-home academic 164 |
coach. I haven't gotten into those 165 |
specifics other than making sure that 166 |
are you getting what you need? That 167 |
to me is the biggest thing is really 168 |

the processing problem and the 169 |
difficulty in being able to scan 170 |
through a document quickly enough to 171 |
realize that on, okay, this is where I 172 |
need to make changes, this is how I 173 |
need to change this paper. So she's 174 |
slowed down. It might take someone 175 |
else a couple of hours to write a 176 |
paper, and it might take her four or 177 |
five hours which includes having 178 |
someone else proof it, go back over 179 |
re-write it. Taking the concept from 180 |
what is presented and pulling that 181 |
together in a concise form, that's 182 |
difficult, but I'll be honest with 183 |
you, I don't know because we haven't 184 |
sat down with the academic work 185 |
together, just to make sure you 186 |
understand that, I'm sure how much of 187 |
that learning disability is built into 188 |
the self-esteem piece versus a true LD 189 |
label. Because when she's feeling 190 |
good about who she is and how she's 191 |
doing and knows that she has a goal 192 |
and she's going to go for it, she can 193 |
do anything. And that's what we work 194 |
on, is you can accomplish this, but 195 |
what do you need to make it happen? 196 |
She needs to have test read to her, 197 |
she feels at this point that she does 198 |
need a proofreader and an editor, text 199 |
editor for her documents. And past 200 |
that, she can spend hours studying. 201 |
She'll hyperfocus on it and do it. So 202 |
she has the ability, I think way, the 203 |
capability is beyond, above and beyond 204 |
what she may have expressed to me. 205 |

-#

Spk 1: Have you looked at any testing 207
or anything to see, is that a part of 208
what you – you look at those, or is 209
that not important to you really? 210

#-LD DIAGN

Spk 2: It's not important in that my 212 -#
role as a coach is to help the client 213 |
work on whatever that client feels is 214 |
necessary. So, if a client comes to 215 |
me and says I need to be kept on task 216 |
with my assignment, it doesn't matter 217 |
to me what the difficulty . If a 218 |
client comes to me and says I'm having 219 |
difficulty following through with 220 |
this, I may look at the report when 221 |
they're given to me, and some of those 222 |
reports were just provided to me 223 |

within the last couple of weeks, 224 |
before that we were just working on 225 |
what do you need? I need to be 226 |
motivated, I need to build my 227 |
self-esteem and I need to make sure 228 |
that somebody is following through 229 |
with me on my schoolwork. That's more 230 |
of the general coaching because I'm 231 |
not an educational specialist. If 232 |
there was a need for that or if she 233 |
were failing in the classes, then we'd 234 |
go beyond that and say okay, let's 235 |
look at how you are actually doing 236 |
your work and what part of your 237 |
learning disability is creating the 238 |

\$.-WEEKLY MEE

biggest problem for you. And in 239 |-\$
having weekly meetings, discussions 240 ||
and occasional e-mail, I'm finding 241 ||
that that is really also most a 242 ||
minimal piece of the whole problem 243 ||
here because she's doing fairly well. 244 |-\$

-#

Spk 1: You are focusing on what their 246
needs are? 247

Spk 2: uh-uh. 249

#-ADVICE

Spk 1: What do you think the 251 -#
qualification should be for someone 252 |
who is going to work with a student, 253 |
getting them ready for school or 254 |
college, making that transition, what 255 |
do you think the educational 256 |
background should be for someone 257 |
working with these students/ Obviously, 258 |
you have the skills, what is your 259 |
background and how does it tie in? 260 |

Spk 2: Well, I think that those are 262 |
two questions, because, an they're 263 |
different ones, because to get someone 264 |
ready to go to school academically, to 265 |
say okay, what are your academic 266 |
needs? I would refer that person off 267 |
to an academic specialist or to some one 268 |
who specializes in placing people in 269 |
colleges. There 's a women that I 270 |
work with who does special ed. College 271 |
counseling, and with her background in 272 |
counseling, LD ADD and other 273 |
difficulties that come up, she's able 274 |
to scan the data base of every college 275 |
in the country that has certain 276 |
accommodations made available, that 277 |

they have a really good office for you 278 |
to go to say I need a coach, I need 279 |
someone to sit with me while I do my 280 |
work. I need special accommodations 281 |
to make sure that there's virtually 282 |
speaking or naturally speaking, excuse 283 |
me, naturally speaking or drag and 284 |
dictate or something available for me 285 |
to speak into the computer because I 286 |
cannot type, depending on what the 287 |
needs are of that individual, and they 288 |
very. That comes from the testing 289 |
that's done by the psychologist, by an 290 |
educational specialist to say all 291 |
right, here's what going on with your 292 |
learning disability. 293 |

-#

#-SUPPORT

Where I come in, that's very 295 -#
different, is that is usually done 296 |
first, or I will pass someone over if 297 |
they say I need someone to support me 298 |
in this process. My involvement as a 299 |
coach is really a step removed from 300 |
that. My background is a combination 301 |
psychology, sociology, education and 302 |
law with a heavy emphasis on behavior 303 |
assessment and organization 304 |
development over the last 20 years. 305 |
But what I do with that is apply that 306 |
to the individual. Okay, you tell me 307 |
what your needs are, and if the needs 308 |
are I need someone to help me figure 309 |
out what school I should go to because 310 |
of my difficulty, then I refer off, or 311 |
I might say, what are you going to do? 312 |
How can you go about doing this? How 313 |
can you go about making this change 314 |
for you? What are – whom do we need to 315 |
connect with? I don't do it for the 316 |
client, the client does it, and that's 317 |
the big difference with coaching. 318 |
Coaching has to be a co-engineered 319 |
process between a client and the 320 |
coach, and I'm not making phone calls, 321 |
unless I have a client who truly needs 322 |
to be connected with some of my 323 |
contacts, I may make a phone call in 324 |
advance and ask someone to connect 325 |
with a client. But usually it's, 326 |
here's a list of some people I know, 327 |
you can expand upon that. Go and find 328 |
people who tried to go to this school 329 |
versus that school. The accommodation 330 |
at this particular community college 331 |
is stronger and better than the ones 332 |

at the other school. The 333 |
understanding of learning disabled 334 |
students and their needs might be 335 |
better over here if we're looking in 336 |
this community because I know this 337 |
community, but I can't talk about a 338 |
school across country unless I have 339 |
facts from one of my contacts. 340 |

-#

#-REFERRALS

So a lot of it is checking in with my 342 -#
clients. I might check with them for 343 |
those who are in that process two or 344 |
three times a week for ten or 15 345 |
minutes, how many schools did you hit 346 |
today? What did you learn? What do 347 |
you need to do next? How comfortable 348 |
are you with going through this 349 |
process? Can I help you better 350 |
understand what you're looking for and 351 |
help you narrow down the search so 352 |
that you can get to the right people 353 |
to find out about the accommodations 354 |
that you need, or as a precursor to 355 |
that find out what – what truly is 356 |

\$\$-LD LABEL

your learning disability? Because at 357 -#-\$
this time I don't know for sure how 358 |
much she might be relying on test 359 |
results and saying, well, well, this 360 |
is what I've been told labeled as 361 |
because labels can be really harmful. 362 |
They're helpful when they clarify 363 |
things, but they're harmful to a lot 364 |
of my clients when they say, well, 365 |
I've been labeled this way, that means 366 |
I can't do anything, and my answer is 367 |
that's not right, you can do anything 368 |
you want. 369 |

-\$

Spk 1: It's not a means to an end. 371

#-IDENTIFY N

Spk 2: Exactly, If you get the proper 373 -#
accommodations and you figure out what 374 |
it is that's difficult, it may not be 375 |
– I may not use the same words that 376 |
are on something that an educational 377 |
specialist or a diagnostician has 378 |
written up, but I can related it to the 379 |
client in a way that okay, you have 380 |
difficulty processing this which means 381 |
that you need to have someone read it 382 |
to you because you're more auditory 383 |
than you are visual. 384 -#

Spk 1: Right 386

Spk 2: And we work on learning 388
styles. Does that help you to 389
understand that? 390

Spk 1: Un-huh, yeah, yea. What is a 392
coach? Is that a field itself? It's 393
something new I'm not familiar with, 394
and I notice there's an association 395
for coaches? 396

Spk 2: Yes, there's-- 398

Spk 1: And that's new. I would 400
really like to know more about that. 401

#-COACH DEFINITION

Spk 2: Coaching is fairly new. Now, 403 #
executive coaching and academic 404 |
coaching probably are more familiar to 405 |
the work and business coaching when I 406 |
say executive coaching, than the type 407 |
of coaching that I do, but I encompass 408 |
it all and I've found the ADD aching 409 |
niche. There are hundreds of ADD 410 |
coaches throughout the country. There 411 |
are thousands and thousands of coaches 412 |
in general, the generic coach name. 413 |
Throughout the work, the International 414 |
Coach Federation is the main connector 415 |
for the coaches. Coaching can range 416 |
anywhere from taking an executive, for 417 |
instance, a Bill Gates, and that's 418 |
used as an example of a high-level 419 |
executive in Silicon Valley and taking 420 |
their work and saying, okay, I'm 421 |
making ten million today, I want to 422 |
make 20 million tomorrow, now are you 423 |
going to help me get there? And that 424 |
coach is going to sit down and work on 425 |
business strategies and be there to 426 |
say okay, Bill, you're going to do 427 |
this, you're going to make these ten 428 |
calls, you're going to go after these 429 |
people, you're going to be motivated 430 |
and hungry and go for it because you 431 |
want another ten million tomorrow. 432 |
That's the high-end level of coaching, 433 |
and people do use that. There are 434 |
artists and writers who have – there 435 |
are specific coaches who work with the 436 |
creative group and with that help 437 |
these people through writer's block, 438 |
help them get ready to prepare for an 439 |
audition. What do you need to do? 440 |

Did you get in front of a mirror 441 |
today? Did you practice your lines? 442 |
They don't necessarily – as a coach, I 443 |
wouldn't necessarily practice the 444 |
lines with the client, but it's 445 |
walking through the process of what do 446 |
you need to do to make this happen? 447 |
Then we bring it to academics. With 448 |
the students that I work with, and I 449 |
work with people at all levels, but 450 |
the student, the academic coaching is 451 |
not tutoring. There's a definite 452 |
difference between coaching and 453 |
therapy. Coaching is a 454 |
process-oriented - not 455 |
content-oriented as a tutor would do, 456 |
so that what my role is with a student 457 |
is to have them tell me what do you 458 |
have to today now are you going to go 459 |
about accomplishing that? How long 460 |
might it take you? What resources do 461 |
you need? Do you need mom and dad to 462 |
drive you to the library? Do you have 463 |
access to the computer? Do you have 464 |
the books you need? Do you have an y 465 |
test you need to study for? Build 466 |
that in and come up with a plan, a 467 |
daily plan, and a weekly plan. 468 |

-#

Spk 1: Do you think that's a role for 470
a counselor in the community college? 471
It would seem to me that's the place 472
they should be, they should have these 473
coaches to help the students. 474

Spk 2: Yes, if I had my way, and that 476
day hasn't come yet that it's 477
happened, but I'm working with other 478
colleagues on this whole idea, that 479
there really should be, and most of us 480
believe counselors who work with the 481
special needs population believe 482

#-MENTOR

having coaches and mentors on campus 483 -#
would make all the difference in the 484 |
world because for certain students 485 |
they need five to ten minutes a day to 486 |
check in. What we do at the high 487 |
school level is recommend that in 488 |
addition to the coaching that I might 489 |
do twice a week, that there is a 490 |
teacher or a counselor there at the 491 |
school to pat Joey on the shoulder, 492 |
for instance and say, how are you 493 |
doing today? Do you have all your 494 |
books? Are you ready to head out for 495 |

the day and go home and hit the 496 |
homework? Any tests, or how was your 497 |
test today? Somebody to make contact, 498 |
to click in and get that brain 499 |
thinking in the direction of what do I 500 |
have to do today? What an interesting 501 |
concept. 502 |

Spk 1: Right, To get organized 504 |
focused and to get motivated, and when 505 |
you have college students who are 506 |
overwhelmed and put into a new 507 |
situation where they are totally 508 |
independent, they don't have mom and 509 |
day and anyone else to really pull 510 |
that together having a coach there on 511 |
campus would be wonderful/ There are 512 |
certain schools, I don't know 513 |
specifically by name, but I know that 514 |
there are certain places where there 515 |
are coaches that are available usually 516 |
through the student services, so they 517 |
can set up a situation where there 518 |
might be bartering system, and that's 519 |
the other way coaching can happen is 520 |
to recommend to a student, find a peer 521 |
who you feel good working with and 522 |
work with the one another, have that 523 |
person check with you every day and 524 |
coach you, and there is something else 525 |
you might be able to do for them. 526 |

-#

Spk 1: Along those lines, why do you 528
think students go to community college 529
and don't want to be identified and 530
they don't want o pursue that? It's 531
like my experience is it seemed to me 532
that there are services available in 533

#-LD LABEL

the community college, but e kinds 534 -#
rather not be identified, so they 535 |
don't even get anything, so they just 536 |
kind of flounder and they're doing 537 |
this all on their own and - 538 |

Spk 2: And that's why I get phone 540 |
calls because I'm outside the system, 541 |
and there's a comfort level with 542 |
coming and taking with someone who is 543 |
not connected to school or their 544 |
friends. By the time - I really 545 |
believe that by the time most of the 546 |
student, if we're talking about your 547 |
typical undergraduate who is 18 to 20 548 |
years did and is starting at community 549 |
college, especially a student who may 550 |

take a little time off before starting 551 |
because of difficulties or finances, 552 |
that those students are out there 553 |
saying okay, I'm on my own. I didn't 554 |
need any help. I can do this. They 555 |
really want to do it, but they don't 556 |
understand that there isn't anything 557 |
wrong with them. It's just that they 558 |
need that extra support. If those 559 |
services were to be offered, not as 560 |
part of the disability student 561 |
services for students with 562 |
disabilities, if it were offered to 563 |
the general population, coaching for 564 |
students – 565 |

-#

Spk 1: Period. Spk 2: – period, 567
would be wonderful thing. I'll coach 568
anybody. I just happen to have 569
decided in my life that I wanted to 570
have a specialty niche of working with 571
ADDers because it's of there special 572
needs that are being ignored, and even 573
in those situations where there are 574

#-NEEDS

services made available, I don't think 575 -#
that they're made available in a way 576 |
that is comfortable, easily acceptable 577 |
or understandable for most students. 578 |
It's not that you can walk in the door 579 |
and say hi, I need somebody to back me 580 |
up with my schoolwork, what do I do? 581 |
Oh well, fill out this form, fill out 582 |
this, let's see what are your 583 |
accommodations? Do you have an IEP? 584 |
Do you have this or that? Do you have 585 |
our support group over here, we have 586 |
our coaching group over here, you can 587 |
get 15 minutes twice a week, if you 588 |
want to stop in, there's somebody here 589 |
to talk to you, not to counsel you, 590 |
but just to go through and help you 591 |
get your head straight and focused on 592 |
what you need to do. 593 |

Spk 1: So you really don't care if 595 |
there've got – they've been identified 596 |
and they've got to quote, unquote "be 597 |
qualified", that's not the issue – 598 |

Spk 2: Exactly. 600 -#

#-NON DISCLO

Spk 1: If you could just eliminate 602 -#
that as criteria to get access to 603 |
services, everybody would be better 604 |

off? 605 |

Spk 2: Well, because then it would be 607 |
a cool thing to have a coach, and it 608 |
is for a lot of people that I work 609 |
with after a fashion, after a while we 610 |
get to a point of this is a good 611 -#

#-STIGMA

thing, this is helping me. It's not 612 -#
anything to be ashamed of, but if have 613 |
a client who does not want to be, this 614 |
closure issue is a piece here, how 615 |
many college students do we know who 616 |
feel good about saying I have a 617 |
learning disability? Not many. 618 -#

Spk 1: Right 620

#-STIGMA

Spk 2: They want to try to go on and 622 -#
pretend it doesn't exist, and then 623 |
when the Ds and Fs come and mom and 624 |
dad tell them to come home because 625 |
they're not making the grade. 626 -#

Spk 1: And they are not trying hard 628
enough. 629

#-SUPPORT

Spk 2: There're not trying, All they 631 -#
need is someone to back them up, and I 632 |
do get those types of calls. 633 |
Unfortunately, a lot of times it's too 634 |
little, too late and they have to 635 |
start from scratch but as long as we 636 |
build it and we build the foundations 637 |
I said, asking those questions, 638 |
finding out what do you need to make 639 |
sure you're at the right school, that 640 |
you get those accommodations, and as a 641 |
coach on the outside. I will go 642 |
outside the school, if necessary, and 643 |
work with a student, go to student 644 |
services and get them the support that 645 |
they need if they'd rather do it with 646 |

\$\$-PARENTS

me than their parent. Sometimes the 647 |-\$
parents aren't able to guide the 648 ||
student, they have their own 649 ||
difficulties. So, it would be 650 |-\$
wonderful if that type of service was 651 |
offered on every campus in this 652 |
country. 653 |

-#

Spk 1: Do you have anything else you 655
think would be important for educators 656

or counselors to know as to how to – 657
you mentioned a lot of things, really 658
it's a new area, but is there anything 659
else you can think of that I haven't 660
asked any questions that u might want 661
to -- think would be important? 662

Spk 2: I think that you've asked a 664
lot of good questions, and we could 665

#-A LINK

probably go for hours, but I think 666 -#
that one of the – important pieces for 667 |
counseling and educators to understand 668 |
and it's one of the things that I do 669 |
is my work is I know them in 670 |
because I go out and I speak, and I'm 671 |
not taking money and getting up in a 672 |
huge auditorium or whatever, I go to 673 |
PTAs, I'll meet someone in the grocery 674 |
store, anywhere. Education people 675 |
about Attention Deficit Disorder, 676 |
learning disabilities, the broad 677 |
spectrum that exists out there, and 678 |
then when it comes to coaching, trying 679 |
in the fact that connecting to another 680 |
human being is some form does not have 681 |
to be psychological, it does not have 682 |
to be educational specifically, that 683 |
that connection from a coach, a mentor 684 |
is the link that makes these kids 685 |
successful or the adults successful, 686 |
it's been shown. That just having 687 |
someone sit in a room, I can sit with 688 |
a client while they're doing their 689 |
work and not say a work but just being 690 |
there or occasionally saying you're 691 |
doing a great job, keep it up, I am 692 |
actually coaching. I am keeping that 693 |
person focused and motivated and they 694 |
know that there's a support system 695 |
there. But just the chance to go 696 |
through it, and I think that many 697 |
educators who don't know what it is, 698 |
and doctors, are clueless as to, you 699 |
know what does this person out there 700 |
think he or she is doing? But the 701 |
flip side of that is in the last three 702 |
years for myself, and this is not 703 |
necessarily just me, but I've heard 704 |
many people say that I do it 705 |
differently, I have spent my time 706 |
going out into the community and meet 707 |
every doctor, every, psychological, 708 |
psychiatrist, educator that I can and 709 |
saying hey, this is who I am and this 710 |
is what I want to offer to compliment 711 |

what you are already doing, not to say 712 |
you're not doing your job and not to 713 |
say that this student has to have a 714 |
coach. I'm here to provide a service. 715 |
And advertise. I sit here and my 716 |
phone rings. 717 -#

Spk 1: By work of mouth. 719

#-A LINK

Spk 2: They know that I can provide a 721 -#
link and we use that word all the 722 |
time. I'm like the missing link, I'm 723 |
the support system that exists because 724 |
I will go to the schools, I will go to 725 |
the home, a client can come to me, 726 |
whatever is necessary. I can e-mail, 727 |
phone or in-person coaching. Well, 728 |
how many psychologists, doctors and 729 |
teachers can say that? They can't do 730 |
what coaches can or will do. There is 731 |
flexibility there, and one piece just 732 |
to make sure that I – there's an 733 |
endnote on this, it that coaches are 734 |
not licensed. That can be a detriment 735 |
in some people's eyes because well, 736 |
what is this person doing handing out 737 |
a shingle? And there are people out 738 |
they're saying they can coach and 739 |
there are guidelines made available 740 |
for people to search for coaches so 741 |
that they can find the right person. 742 |
Being referred to me by work of mouth 743 |
gives people peace of mind. But the 744 |
other side of that is when I speak to 745 |
those who are licensed, they'll say 746 |
no, we like the fact that you have – 747 |
you're in the situation that you're in 748 |
because you have a little more 749 |
flexibility, but you also aren't 750 |
structured under the rules of the 751 |
American Counseling Association, I am 752 |
a member of the American Counseling 753 |
Association because I want to know 754 |
what's going on in that field. I want 755 |
to be connected to my colleagues. I 756 -#
don't want to just be out there 757
working with the special needs 758
population. But not having a license 759
can give coaches flexibility that can 760
be good or bad. We are working as a 761
coaching community, the International 762
Coach Federation, trying to figure out 763
how we can get credentialing set up 764
for coaches so that people feel more 765
comfortable, that they know what a 766

coach has gone through in order to get 767
to the other side. But at the same 768
time, you can find one doctor who went 769
to the same med school as another and 770
is not anywhere near as qualified in 771
your personal opinion and doesn't 772
click with you. 773

Spk 1: Right. 775

Spk 2: No. it's just – it's a piece 777
to add, but this is not the same, I'm 778
not licensed, I'm not required to 779
follow certain rules and regulations, 780
I am ethically because that's who I 781
am. 782

Spk 1: This is another question 784
because of the vocational rehab. I've 785
been involved in providing services, 786
what would your recommendation be for 787
them for their role in helping? 788

Spk 2: It actually is the same one to 790
be educated on what this is all about, 791
to understand the disability. I think 792
there are too many vocational rehab 793
counselors who are looking at people 794
with disabilities as more those with 795
physical disabilities and it's a 796
hidden disability, any kind of 797
learning disability that is not 798
obvious, not a speech impediment, not 799
a hearing problem, or such or a 800
wheelchair user, that if it's 801
something that is hidden, an ADD, I 802
found to be especially different. My 803
client's a side as people who just 804
can't cut it, who done know how to 805
follow through, who won't do this, who 806
#-NON DISCLO
won't do that. They ask for coaches, 807 -#
they will be identified -- 808 -#