

STANDING COMMITTEE ON DISABILITIES NEWSLETTER

QUARTERLY
NEWSLETTER

SUMMER
2010 EDITION

Letter from the Chair...

**NEWSLETTER
CO-CHAIRS:
DALE O'NEILL
& SARAH LAUX**

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Hello SCD,

I hope that everyone who was able to attend the annual convention in Boston enjoyed their time there and had a safe trip back. Now, as we transition into summer, I would like to update you with where SCD is with last spring's convention accomplishments, in addition to future plans for the upcoming year.

During the annual convention, SCD celebrated its 10-year anniversary during the Tuesday night reception. A big thanks goes out to Val Erwin who helped to organize the event, in addition to Nancy Evans and Alice Mitchell, who both shared their memories of SCD and reflected back on the past decade of its history. SCD also met during directorate and open business meetings, participated in Convention Showcase, presented awards to two

accomplished recipients, and sponsored 5 disability-focused programs.

The open business meeting provided us a time to come together as a standing committee and to appoint our new Directorate and discuss subcommittee membership. We reorganized the responsibilities of a couple positions and now have a full directorate leadership team with the following positions: Scholarship, Web Design, Awards, Marketing and Outreach, Publications, Program Sponsorship, Convention Access Chairs, and Faculty Liaison. During the open business meeting, we broke into subcommittee groups to brainstorm major areas of focus for SCD this year before we came back together and shared ideas with the larger group. Each subcommittee group has since compiled notes generated from discussions and forwarded those on; we are currently in the process of selecting a

monthly conference call time so that we can decide, based on that larger conversation, the direction we wish to pursue as a standing committee.

At the end of next month, I will travel to Las Vegas to attend the annual Summer Leadership Meeting with other leaders in ACPA. This year we are fortunate to be meeting at the same time and in a shared location with NASPA leadership, and I hope to have a time to connect with our student affairs partners in our sister association.

I am excited about the upcoming year in SCD and working together to put the ideas we generated into action. Please let me know if you have any questions or were unable to attend the open business meeting and would like to become involved in SCD!

Sincerely,

Katie Stolz
*Chairperson of the Standing
Committee on Disability*

Cognitive Development & Disability

Nancy J. Evans, PhD, Iowa State University

"The theory proposed by William Perry (1968) is one of the earliest and most used of a number of theories that explore the cognitive aspect of student development."

This article is the first of a series brought to you by the scholarship committee of the Standing Committee on Disability. In this series we will be examining how student development theory can be used to enhance interventions with students with disabilities. In this article, I will provide a brief overview of Perry's theory of cognitive development and discuss its implications when working with students with disabilities.

Theories of cognitive development focus on how individuals make sense of their worlds. The theory proposed by William Perry (1968) is one of the earliest and most used of a number of theories that explore the cognitive aspect of student development. Other cognitive theories that may be of interest are those of Belenky, Clinchy, Goldberger, and Tarule (1986), King and Kitchener (1994), and Baxter Magolda (1992). Each of these theories expands Perry's work in important ways. I have chosen to address Perry's theory in this article because it is easy to comprehend and familiar to many student affairs educators.

Perry's Theory

Perry's (1968) theory is based on the assumption that cognitive development is linear and moves through a series of stages, each of

which is more complex than the preceding stage. Development occurs when individuals face situations or problems that their current level of reasoning cannot accommodate, leading them to find ways of make sense of their environment in ways that are more comprehensive. Development through Perry's stages does not occur at the same pace for every individual nor does each person reach the most complex stage of development.

Perry (1968) identified nine positions (i.e., stages) based on his research with college students. Most applications of his theory focus on four fundamentally different levels of meaning-making that King (1978) identified as being foundational aspects of his theory: dualism, multiplicity, relativism, and commitment.

Dualism refers to dichotomous thinking in which ideas and information are assumed to be either right or wrong. There is no "middle ground" for individuals who use this type of thinking. Dualistic thinkers also assume that authorities have the correct answers to all problems. If persons in authority (e.g., teachers, Student service providers, parents) are not able to provide those answers, they are viewed as incompetent.

At the next level, *multiplistic thinkers* have accepted that not every solution to every problem is known but still assume that one day they will be. Multiplistic thinkers believe that until such time as experts discover correct answers, each person is entitled to his or her own opinion. Multiplistic thinkers are not able to evaluate evidence to determine if one view is better than another; nor do they understand that persuasive arguments require supporting evidence.

A major shift in thinking occurs when individuals move into *relativism*. At this point, individuals come to understand that there are no "right" answers but rather that all knowledge is contextual and relative. Analytic thinking is now a part of their repertoire. They can evaluate the reasoning of others as well as the logic of their own viewpoints. Relativistic thinkers realize that they must present evidence to support their point of view. They view authorities as guides and advisors who may or may not provide helpful information.

Commitment occurs when individuals are able to made decisions and choices within a relativistic world. Based on their own values and identity, individuals weigh alternatives to determine directions for their lives. These choices are constantly reconsidered, evaluated, and modified based on new information and contexts.

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Cognitive Development & Disability

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Applications of Perry's Theory in Working with Students with Disabilities

Perry's (1968) theory of cognitive development can be very helpful to student affairs practitioners, disability service providers, and other individuals working with students who have impairments. Professionals can use Perry's theory to work with individual students, to develop programs and classes, and to structure policy and regulations.

Working with Individual Students

First, Perry's (1968) theory can help professionals to understand how students view the situations with which they are confronted. For example, a common concern of students with disabilities is

whether or not to disclose their disability to disability services in order to be eligible to receive accommodations. Dualistic thinking students faced with this dilemma will look to authorities – often their parents – to tell them what to do. Multiplistic thinkers, however, may reject advice given to them by an authority if they have received “bad” advice from this person in the past. For instance, if their parents arranged for their accommodations in high school and they were negatively labeled by their peers for receiving accommodations, multiplistic thinking students with disabilities may decide that their parents know no more than they do themselves and therefore avoid disclosing their impairment to anyone.

Relativistic thinking students with disabilities will consider the overall situation, evaluate the pros and cons of disclosing or not disclosing, perhaps consult others for more information about the challenges of college, and then weigh all the evidence before making their own decisions.

Observing and talking with students will provide clues as to their cognitive development and suggest ways to approach and communicate with each student based on how that student views authorities (Stonewater, 1998).

Dualistic students will be responsive to student affairs professionals and disability service providers who offer straight forward information and suggestions. If one needs to get a point across, providing direct suggestions is the best approach. For instance, when working with students who must provide information to professors about the accommodations they need, providing clear and specific guidance about what to say and do is the most effective approach. If, however, one wants to use a situation to encourage cognitive development, challenging students to think more complexly is a better strategy.

In their developmental instruction model, Widick, Knefelkamp, and Parker (1975) used Sanford's (1966) concepts of challenge and support to outline ways to work with students who are at different developmental levels. For dualistic thinkers, support takes the form of a personal atmosphere where students are recognized as individuals and where they are provided with a high degree of structure. The example of preparing students to discuss accommodations with their instructors is an example of such support.

The disability services provider is working with the student individually and providing very specific directions.

Challenge can also be introduced in this situation, however. In the developmental instruction model (Widick, et al., 1975), challenge includes ensuring that students have the opportunity to engage extensively in direct experience and introducing a moderate degree of diversity. Continuing with the previous example, students with disabilities must interact directly with each of their instructors each semester to receive accommodations (i.e., direct experience). Each instructor's reaction is likely to be different (moderate diversity); reinforcing that there is no one response that students can expect from instructors. As a result, they may learn that they need to adapt their approach when interacting with various instructors.

Relativistic thinkers, on the other hand, are supported by a low degree of structure, diversity of content, and a personal atmosphere and challenged by abstract learning and a requirement that they

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make a commitment from the choices available. Relativistic thinking students with disabilities generally prefer to develop their own strategies for approaching their instructors about their need for accommodations and indeed may view too much guidance as limiting. They may spend way too much time, however, considering possible alternatives for discussing the issue with their instructors. They may need to be encouraged to settle on a specific workable strategy.

Understanding students' levels of cognitive development can also provide guidance when attempting to understand the decisions that students make and their interactions with others. For instance, a dualistic thinking student with a disability who has a bad experience attending a student organization may never go back again. This behavior can be understood by considering the "all or nothing" perspective a dualistic thinking student holds. Encouraging the student to return one more time, perhaps accompanied by a friend for personal support, may introduce the challenge needed for the student to think about the organization a bit more complexly. Another student with a disability, demonstrating multiplistic thinking, may argue that

she can learn nothing through small group discussion sessions in her class because everyone is just sharing their opinions and no one is trying to find the right answer. Asking the student to further consider the value of each of the opinions offered may help her to become more open to evaluating each position and therefore encourage the development of relativistic thinking.

Developing Programs, Workshops, and Classes

Perry's (1968) theory is also very instructive in the design and structuring of programs, workshops, and classes. By evaluating the level of cognitive development of the students likely to be enrolled, one can determine the degree of structure, content diversity, personalism, and learning approaches to include as presented in the developmental instruction model (Widick, et al., 1975) to both challenge and support students at different levels. For instance, in designing an orientation program or course for students with disabilities, knowing that most students who enter college at a traditional age will exhibit dualistic thinking (Perry, 1968) would suggest that a high degree of structure and a highly personalized

atmosphere will help to support student learning while an extensive amount of experiential learning and a moderate degree of content diversity will challenge students to develop cognitively.

Designing Policies and Regulations

Widick et al.'s (1975) principles can also be applied when developing policies and regulations. For example, when working with first year students with disabilities who are usually dualistic thinkers, establishing a policy requiring students to meet each semester with a disability provider to review their progress and discuss any problems they may be having would provide the structure and personalism that dualistic students need to feel supported in the otherwise challenging college environment. On the other hand, such a policy for seniors, who have probably advanced beyond dualism, may be restraining.

Summary

Understanding and applying Perry's theory of cognitive development can be

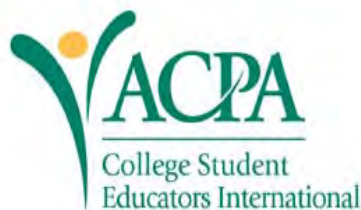
very helpful in working with students with disabilities. Determining the level of cognitive development of a student can generally be determined by listening carefully to the types of statements a student makes when talking about their expectations of college and faculty and the role of parents and peers in their lives, as well as observing their decision-making process (Stonewater, 1988). Theoretical propositions and research findings regarding the relationship of age and class level with developmental level can also be consulted to determine where students may be in their developmental process. Sanford's (1966) concepts of challenge and support can be used to design developmental interventions, as outlined by Widick, et al. (1975). In summary, using Perry's theory to ground one's work with students with disabilities assists practitioners in setting goals, creating interventions, and working more effectively in one-on-one interactions with students with disabilities.

Updates to the PASSIT Website

Emily Goff, University of Minnesota-Twin Cities

We are pleased to announce that the Pedagogy and Student Services for Institutional Transformation (PASS IT) web site has been updated to highlight the project book and new video, *Faculty and Students Share Their Perspectives on Inclusive Education*.

Go to <http://www.cehd.umn.edu/passit> to view clips that include SCD members Nancy Evans, Karen Myers, and Jeanne Higbee talking about universal design and universal instructional design.



Engaging First-Year Students as Allies

Jeanne L. Higbee, PhD, and Rachel Katz, University of Minnesota-Twin Cities

In spring 2009 I taught a new freshman seminar—something I have not had the opportunity to do for several years. One of the joys of the model for freshman seminars at the University of Minnesota is that faculty members design the courses to fit their individual interests. My course, “Exploring Diversity Through a Popular Culture Lens”, met both a writing-intensive requirement and the Diversity and Social Justice in the U.S theme liberal education requirement. One of the most rewarding outcomes of this seminar, which addressed myriad aspects of social identity, was students’ overwhelmingly positive response to the inclusion of disability in the “diversity mix.”

On the first day of class, which met for 2.5 hours one afternoon per week, we discussed the power of language, including how terms

like *lame* and *dumb* and *retarded* are used in popular culture. Students realized that they are far more attentive to slurs used to portray race and ethnicity, and perhaps religion and sexual orientation, than to terms that are disrespectful to people with disabilities. At no point in this discussion was there any mention of political correctness, and students referred back to this conversation throughout the semester, including in course and teacher evaluations. Clearly this group of students was taking seriously the role of allies in language use.

Later in the semester we devoted a class period to viewing the film *Benny & Joon*, which I chose because not only is the cast (including Johnny Depp, Mary Stuart Masterson, Aidan Quinn, Julianne Moore, Oliver Platt, Dan Hedaya) excellent and the soundtrack outstanding, but also because

Many undergraduates are unfamiliar with it (it was released in 1993);

- it is not generally described as a film about disability;
- it illustrates two very different “hidden disabilities”—learning disability and psychiatric disorder—without invoking pity;
- it is thought provoking without being “heavy handed”, blending drama with the creative comedic work of Depp; and
- it addresses the challenges of independent living in a respectful manner.

As they watched the film, students developed their own discussion questions.

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Engaging First-Year Students as Allies

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For one student, Rachel Katz, this class period opened the door to exploring mainstreaming children with autism for her final paper.

The majority of students in the class planned to go on to graduate or professional school in the future and I had told them that depending on the topics they chose and the quality of their work, I would mentor them in writing for publication if desired. Rachel was very interested in this opportunity. A graduate student, Jennifer Schultz, and I expanded on Rachel's five-page paper and together the three of us developed a paper titled "Disability in Higher Education: Redefining Mainstreaming" for a conference on teaching and learning sponsored by the Clute Institute.) The paper is now available online (http://www.gimi.us/CLUTE_INSTITUTE/ORLANDO_2010/Article%20208.pdf) and has also just been published in the Clute Institute's *Journal of Diversity Management* (vol. 5, issue 2, pp. 7-16). Many of the 21 students who participated in the freshman seminar a year ago are still in touch with me, and embracing their responsibilities as social justice allies, a concept that was reinforced later in the semester by peer educators presenting on

the topic of sexual violence. These students' plans for the future include careers as teachers, journalists, lawyers and medical professionals. Rachel's work is already having an impact, and I hope the same will be true for other participants in the course.

I consider myself fortunate to teach first-year students who are open to new ideas and experiences outside their comfort zones, but I also teach graduate courses in theory and pedagogy that can address the same topics. Whatever our roles, we can all become more intentional about engaging students in our work as allies.

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Cognitive Involuntary Medical and Psychological Withdrawals: A Last Resort

Brian Van Brunt, EdD and Brett A. Sokolow, Esq.

Imagine the following situation:

Sydney struggles with suicidal behavior. She has been seeing a psychologist at the campus counseling center, and her the campus behavioral intervention team has reviewed her case twice before. Sydney cuts herself superficially on a daily basis. Her roommate wants to move out and says, "I can't stand her any more. She is always talking about killing herself." Sydney was hospitalized early in the semester and again recently after campus safety personnel found her sitting on the edge of the school's covered bridge. She'd told them she was thinking about jumping.

Sydney calls from the hospital unit and says she is ready to come back to campus. Her psychologist is worried about her safety, but the hospital emergency room thinks it is safe for her to return to school. What do you do?

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Cognitive Involuntary Medical and Psychological Withdrawals: A Last Resort

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Many colleges and universities might seek to suspend or otherwise separate Sydney from the campus, but involuntary medical withdrawals are a tricky proposition for any institution to consider. They involve determining the level of threat to a student's safety on campus and require administrators to navigate disability policies, manage parental involvement, and clear the hurdles of HIPAA, FERPA, and counseling confidentiality practices.

Involuntary withdrawals are fraught with legal and policy difficulties that have the potential to harm the student and the institution. As a result, it's imperative that we are sure that we have exhausted all other practical possibilities for Sydney before we consider an involuntary withdrawal.

Getting our Own Assessment

To determine Sydney's fitness to return to campus, we can't rely solely on a busy emergency room's opinion. If Sydney had time to calm down and reflect before she was seen, she would no longer seem to pose an immediate threat to herself or others. In addition, we don't know how thorough the consult was. Finally, hospital evaluations are based on standards set for involuntary commitment, which are about immediacy of harm.

Simply being cleared for hospital discharge does not mean a student isn't actively suicidal. It means only that the student is not acutely dangerous at the time of discharge.

As a result, we need a mental health professional we trust and respect to assess Sydney independently. If we aren't able to schedule the assessment quickly, we may want to consider an interim suspension for Sydney pending the assessment's outcome. This is reasonable and legal, whether authorized by a behavioral intervention team (our preference) or through a conduct system.

But let's suppose we can get an assessment scheduled pretty quickly, which is a rarity. The main focus of the assessment should not be immediacy of harm (unless imminence of harm is present) but whether the student is, in the assessing professional's opinion, able to participate safely and effectively in our educational program, and why. If Sydney is, as a result of a forensic assessment based on clinical judgment informed by reliable assessment tools, deemed able to participate safely in our educational program, we have no grounds to separate her and should look to effective, intervention-based approaches, resources, and accommodations to help her succeed as a student.

But if Sydney is deemed as a result of the assessment unable to participate safely in our educational program, she is eligible for involuntary separation. At that point, we are considering separation for several possible reasons:

- that Sydney's best chance of survival is not on campus, where her stressors are
- that parental involvement and custody are in her best interest
- that Sydney needs to be hospitalized for her safety.
- that our resources are not sufficient to protect Sydney or our community, as Sydney's continued presence on campus would demand custody, suicide watch, monitored medication dispensing, or other unreasonable demands upon university resources.

If Sydney is intent on killing herself, and that is foreseeable to us, we have a legal duty to act reasonably to prevent her from doing so under our care or on our property.

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That's not callous. A student has no right to do that on our property; it violates our conduct code, potentially endangers other students, and creates the risk of a suicide cluster. Separation on that basis is ethical, legal, and possibly the best chance for Sydney's survival.

Making voluntary withdrawals easier

If we decide, for whatever reason, that Sydney must leave campus until she is well enough to return, an involuntary withdrawal might not be necessary. We need to do everything we can to persuade Sydney and her family to withdraw her *voluntarily*.

We should find and remove every impediment to that decision to make it as easy as possible for Sydney. She's in crisis, and the last thing she needs is bureaucratic blockage from us. We need to protect her academic transcript from "WF" grades, secure incompletes, arrange refunds, and cancel housing contracts—even if deadlines have passed or even if there are power struggles with instructors or financial aid. We also need to establish conditions for return. Once those barriers are gone, Sydney would likely decide to withdraw.

But if Sydney is not rational, or won't go voluntarily, a gentle reminder that the involuntary withdrawal processes will

produce the same result—separation from the institution—with greater hassle may make the voluntary choice seem the wiser one, which it is.

Involuntary Withdrawals

If Sydney won't go voluntarily, we'll need to enact our involuntary medical/psychological withdrawal process. This process should be separate from the conduct process, based on a well-developed direct threat policy, and adhere to enhanced due process standards.

The legalistic, adversarial nature of an involuntary withdrawal procedure is necessary because federal law, specifically Section 504 of the Rehabilitation Act of 1973, gives recourse to students who are discriminated against on the basis of a recognized disability. The Americans with Disabilities Act (ADA) entitles students who are otherwise qualified to participate in college programs and activities to reasonable accommodations once they seek qualification with the campus disability services office. Both Section 504 and the ADA consider suicide and its attendant psychological distress as a qualified disability.

But neither Section 504 nor the ADA require that a suicidal student march into the disability services office to qualify as disabled. Once suicidality is clear to college

officials, our obligations under these laws are in effect, based upon the "regarded as" prong of disability law. This prong says that if our institution treats someone as if he or she is disabled, that person is entitled to the legal protections of the disabled, whether he or she has an "officially" diagnosed disability or not. The implication here is that the presence of suicidal behavior creates a special set of requirements that the institution must meet to separate a student involuntarily from the institution.

The Direct-Threat Test

According to the U.S. Department of Education's Office for Civil Rights (OCR), institutions must use a "direct threat" test to determine if an involuntary withdrawal is possible without violating disability law. This test requires schools to conduct an individualized, objective assessment that reviews past, present, and future risk of a high probability of substantial harm. Ideally, this assessment should be based on the best available medical judgment of a doctor, counselor, or psychologist. It should document the nature, duration, severity of the risk; the probability that the injury will actually occur; and whether or not reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. If a student is found to pose a direct threat, it is legal to withdraw the student involuntarily.

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The withdrawal is possible because under Section 504 and the ADA, an individual with a disability is not unqualifiedly protected by law—the student must be otherwise qualified to participate in an institution’s educational program. By declaring a student to be a direct threat, we are meeting the legal standard needed to determine that this student is no longer otherwise qualified to participate, and that we are legally able to discriminate (separate) that student *on the basis of their disability*.

This test is a stringent one that few psychological crisis cases would meet. In Sydney’s case, the hospital discharge could indicate a level of medically documented stability that the on-campus counselor or outside assessing mental health professional would have to make a compelling case to refute. Administrators should also review the enhanced due process requirements that come into play when pursuing involuntary medical withdrawal for both public and private campuses.

It may be helpful to keep in mind two legal parameters that give colleges a little breathing room in an otherwise suffocating process. One is that interim suspension decisions are not subject to a prior direct threat determination. The other is that OCR is typically

deferential to university determinations of what constitutes a direct threat. Rather than second-guessing college decisions, OCR tends to be more focused on whether appropriate procedural safeguards were in place for the student when the decision was made than on the substance of the decision itself.

Recommendations

The argument has been made that involuntary withdrawals are a last resort and should be used only when very stringent criteria are met. Invoking an involuntary withdrawal carries a high degree of potential legal scrutiny. So what should colleges and universities do?

- 1) As mentioned earlier, **be flexible and generous with voluntary withdrawal**. If a student requests a withdrawal from school based on mental health concerns or medical issues, staff should work with the student to help him or her take a break from school and ensure that the student has access to needed care and support.
- 2) **Involve parents, guardians, and other student supports** in the process. Typically, students’ mental health issues have existed for a long time, and parents, friends, and other supports are experiencing some of the same fears, struggles, frustrations, and worries that administrators

experience when working with these students.

3) **Assist the student in managing the negative aspects of withdrawal** that are within your power to control. These may include helping a student apply for academic incompletes, working out tuition or housing refunds, or connecting the student with care in his or her home community. If the student does leave school, discuss a timeline and conditions for return.

4) **Make sure your involuntary withdrawal process includes steps by which students can return** without having to re-apply or provide documentation proving they are not longer disabled. It is enough *legally* that they pose no direct threats, have been assessed as eligible to participate in the educational program safely, and agree to comply with whatever treatment plan has been put in place externally. Some additional mental health supports internally may be warranted as well.

5) **Review annually any involuntary withdrawal policy** with an independent party to ensure compliance with legal standards and to develop a clear, well-documented policy.

Contributors to the Summer Edition of the Standing Committee on Disabilities Newsletter:

Nancy J. Evans

Author of Cognitive Development and Disability

Nancy J. Evans is a professor in the Department of Educational Leadership and Policy Studies and Coordinator of the Masters program in Student Affairs at Iowa State University. Dr. Evans has edited, co-edited, and co-authored several books. Her research interests include gay, lesbian, and bisexual issues, issues facing students with disabilities, social justice, and the impact of the campus environment on students. She served as President of ACPA in 2001-02 and was a member of the ACPA Executive Committee from 2000-2003. Dr. Evans was the first coordinator of the Emerging Scholar program for ACPA and served for 12 years on the Editorial Board of the *Journal of College Student Development*.

Jean Higbee

Author of Engaging First Year Students as Allies

Jeanne Higbee has been working in higher education since 1974, and joined the General College faculty at the University of Minnesota in 1999 and is now in the Department of Postsecondary Teaching and Learning. She earned her M.S. in Counseling and Guidance and her Ph.D. in Educational Administration from the University of Wisconsin—Madison. Jeanne is widely published in the field of developmental education and serves on numerous editorial boards. Her research interests include serving students with disabilities, multicultural education, barriers to learning mathematics, and affective variables that are related to learning.

Brian Van Brunt, EdD and Brett A. Sokolow, Esq.

Authors of Cognitive Involuntary Medical and Psychological Withdrawals: A Last Resort

Brian Van Brunt has worked in the counseling field for over fourteen years. He served as director of Counseling at New England College from 2001-2007 and currently serves as director of Counseling and Testing at Western Kentucky University. Brian has presented nationally on counseling ethics, mandated counseling, testing, and assessment at the American College Counseling Association, Association of College and University Counseling Center Directors, and the National Association of Forensic Counselors. He has taught graduate classes in counseling theory, ethics, testing and assessment, and program evaluation.

Brett Sokolow is a specialist in campus safety, security and high-risk student health and safety issues. He is the Founder and President of the National Center for Higher Education Risk Management, a national multidisciplinary risk management consulting firm. He serves as outside counsel/advisor to universities, and is a risk management consultant, author, editor, and higher education attorney. Sokolow provide specialized consulting, seminars, training and publications on: Sexual Misconduct, Investigations, Judicial Training, Psychological Distress, Disruptive Students, Culture Change Initiatives, Campus Safety, Hazing, Sexual Harassment, Problem Drinking, Drug Abuse, and Student Organization Risk Management.

SCD NEWSLETTER CALENDAR:

FALL ARTICLE SUBMISSION DEADLINE: AUGUST 1, 2010

FALL NEWSLETTER DISTRIBUTION: AUGUST 16, 2010

WINTER ARTICLE SUBMISSION DEADLINE: NOVEMBER 1, 2010

WINTER NEWSLETTER DISTRIBUTION: NOVEMBER 15, 2010

SPRING ARTICLE SUBMISSION DEADLINE: FEBRUARY 1, 2010

SPRING NEWSLETTER DISTRIBUTION: FEBRUARY 15, 2010

COMMENTS OR QUESTIONS CONCERNING THE STANDING COMMITTEE ON DISABILITY'S NEWSLETTER?

Please contact Newsletter Co-Chairs: Dale O'Neill at dmoneill@uno.edu or Sarah Laux at sarah.laux@gmail.com