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A SURVEY OF COLLEGE STUDENTS WITH LEARNING DISABILITIES AND
ATTENTION DEFICIT HYPERACTIVITY DISORDER TO IDENTIFY
THEIR RELATIONSHIP AND USE OF COLLEGE
DISABILITY RESOURCE CENTERS

by

Telia M. West

A Creative Project submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Special Education

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2019

ABSTRACT

A Survey of College Students with Learning Disabilities and Attention Deficit
Hyperactivity Disorder to Identify their Relationship and Use of
College Disability Resource Centers

by

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Department: Special Education and Rehabilitation

College students with learning disabilities (LD) and/or attention deficit hyperactivity disorder (ADHD) complete college at lower rates than their non-disabled peers (Newman & Madaus, 2015). Colleges receiving federal funding are required to have a disability resource center (DRC) that provides and coordinates accommodations for students with disabilities. This project examined the factors that led students with LD and/or ADHD to initially contact their college DRC. This project examined data from 61 college students pursuing an undergraduate degree with LD and/or ADHD who had already contacted their DRC. A survey was sent to those students asking about circumstances surrounding their initial contact with the DRC, their knowledge of Individualized Education Program (IEP) and Section 504 services in high school, and advice for future students. Most

participants contacted the DRC to receive help with specific needs or to receive specific accommodations. About 75% of participants who contacted the DRC before their first year had an understanding of the IEP or 504 process, compared to 50% of the participants who contacted the DRC during their first year, and 58% of participants who contacted the DRC after their first year. Participants recommended that future students with LD and/or ADHD ask for help when they need it without embarrassment. These findings align with the findings of Lightner, Kipps-Vaughan, Schulte, and Trice (2012). This information is useful for parents, special education teachers, transition specialists, and counselors to encourage the high school students they work with to contact college DRCs.

(33 pages)

Introduction

Students with Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD) have not graduated with bachelor's degrees or certifications from college at the same rate as their peers without disabilities (Newman, Wagner, Cameto, & Knokey, 2009). College completion rates for students with LD and ADHD are 40% each, compared to 51% completion for students without disabilities (Newman & Madaus, 2015). The Individuals with Disabilities Education Act (IDEA, 2004) 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 disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The American Psychiatric Association (2013) defines ADHD as a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.

According to Newman et al. (2009), students with LD and/or ADHD have faced formidable challenges in college environments, including passing classes and successfully obtaining degrees. For example, students with LD and/or ADHD struggle with time management, information processing, concentration, and motivation (Reaser, Prevatt, Petscher, & Proctor, 2007). Also, students with LD and/or ADHD may not have fully taken advantage of services and accommodations available on college campuses to assist them because of an unwillingness to disclose their disability, or the belief that they did not require accommodations (Farrell, 2003).

According to Shaw and Dukes (2001), one purpose of campus disability resource centers (DRCs) was to coordinate services and accommodations for students with disabilities, such as alternative materials, interpreter services, and adaptive technology.

IDEA (2004) specified the need for a transition plan as part of the individualized education program (IEP) for students with disabilities ages 16-22 years. The transition plan is developed to include supports and services in the areas of training, education, employment, and independent living skills to help students transition to their lives after exiting the public school system.

Teachers, transition specialists, vocational rehabilitation counselors, parents, and others involved in the creation and implementation of transition plans for students with LD and/or ADHD need to know the reasons why individuals with LD and/or ADHD seek out or choose not to seek out DRC services. This information would enable these services providers to encourage students with LD and/or ADHD access the DRC services.

Literature Review

Using EBSCOhost, ERIC, and Academic Search Premier, the student researcher searched for literature on college students with LD and/or ADHD using accommodations provided by their campus DRC using search terms including *post secondary education; college; disability resource center; disability services; accommodations; specific learning disability; learning disability; ADHD; and attention deficit hyperactivity disorder*. I acquired further research by looking specifically at articles published in the *Journal for Postsecondary Education and Disability* as well as researching the references found in both the articles from the search results and from the journal. This search resulted in approximately 47 studies. Only 26 of those studies discussed students with LD

and/or ADHD, resulting in elimination of the other studies. Further, only nine studies took place in the United States. Six of those articles did not discuss the college/university setting. The remaining three articles are reviewed below.

First, Newman and Madaus (2015) analyzed and used data from the NLTS2 to examine the characteristics of students with disabilities who enrolled in post-secondary education. The NLTS2 was a national, longitudinal study that tracked 11,000 students with disabilities over an 8-year period during their secondary school experience and up to 8 years post-high school. The final “Wave 5” report in 2012 included data on 5,000 of these students. These data refer to youth with disabilities in any of the 13 categories defined by IDEA, rather than specifically students with LD and/or ADHD.

Newman and Madaus (2015) found that of the students who received special education services while in high school and were enrolled in a 2- or 4- year college, 52% did not consider themselves to have a disability when entering college. An additional 7% considered themselves to have a disability but did not disclose this disability to their schools. The final 40% of students considered themselves to have a disability and chose to disclose that disability to their schools.

According to Newman and Madaus (2015), only approximately 35% of youth with disabilities in postsecondary schools received accommodations and supports. Although a majority of these students no longer considered themselves to have a disability, not every student who still considered themselves to have a disability received services. This discrepancy was further examined in the next article I reviewed, specifically for students with LD and/or ADHD

Lightfoot, Janemi, and Rudman (2018) set out to identify what barriers and supports existed for students with LD and/or ADHD, in completing their postsecondary education. They conducted a review of the research that examined the experiences and perspectives of students with LD and/or ADHD. In the 44 articles that were included in the review, Lightfoot et al. found six major themes in reviewing how postsecondary students with LD and/or ADHD perceive their experiences. These themes were (a) supportive and non-supportive experiences with professors, faculty, and counselors; (b) experiences of negotiating and receiving formal accommodations; (c) intrinsic factors affecting success; (d) influence of variability in timing of disability status; (e) stigmatization of disability status; and (f) social factors affecting success. Of these themes, the majority of research focused on the first three.

In regard to the experiences of students with LD and/or ADHD negotiating and receiving formal accommodations, Lightfoot et al. (2018) found that participants expressed the necessity for receiving formal accommodations and supports. However, many barriers to receiving these accommodations made it difficult for students to obtain the needed supports. These barriers included rigid program requirements, being unaware of available services, lack of time, cost of testing, lack of knowledge about one's own disability, and professors' lack of knowledge. The next article dug deeper into the specific challenges and experiences for students with LD and/or ADHD in contacting their college's DRC.

Lightner, Kipps-Vaughan, Schulte, and Trice (2012) interviewed 42 students with LD at a large, state university about the students' reasons for seeking out their campus DRC, when they sought the services, and their transition services in high school. Lightner

et al. recruited volunteer participants through an email sent through the campus DRC, students taking an introductory psychology course, and volunteers in a peer mentoring program. The participants were categorized into three groups, based on when they first sought out services: early group (first weeks of freshman year or sooner), later freshman group (after the first weeks of freshman year), and the late group (after freshman year).

The students in the early group indicated that they sought out DRC accommodations because the meeting was set up for them, or they wanted to receive accommodations (Lightner et al., 2012). In the latter two groups, the majority of students reported that they sought out services in response to academic problems, including low grade point average (GPA), failing a test, and difficulty completing assignments on time. Although eight themes emerged from the interviews on why participants did not contact the DRC earlier, the major four were (a) lack of time; (b) lack of information concerning the procedures to get accommodations, the services available, and/or the individual's disability; (c) a desire to establish an identity independent of disability status; and (d) feeling that things were going well.

Lightner et al. (2012) found that although no apparent difference in GPA was found in the first semester of students in the three groups- 2.20 for the early group and 2.09 for later group- there was a significant difference in GPA and hours earned by the middle of the sophomore year- 2.64 for the early group and 2.18 for the late group.

Purpose Statement and Research Questions

As described in the literature review above, access to the college DRC led to better academic outcomes for students with LD and/or ADHD, including better GPA, hours completed, and graduation rates. However, only two studies examined the student

perspectives for reasons to contact their DRC. More research is needed to gain a broader understanding of why students with LD and/or ADHD contact their DRCs. The purpose of this study is to examine what factors lead college students with LD and/or ADHD to seek out accommodations from the campus disability resource center. This study will address the following research questions:

1. What factor or factors do college students with LD and/or ADHD recognize as leading them to first contacting their college DRC, as measured by a web-based survey?
2. How does knowledge and experience with the IEP or 504 process in high school affect the immediacy of contacting the college DRC?
3. What advice would college students with LD and/or ADHD give to prospective students in regard to contacting their college DRC?

Method

Participants

This study examined data from 61 participants who were undergraduate students with LD and/or ADHD at a public university in the western United States. Participants' ages ranged from 18-30+ years (Mean age range 22-23 years) who were recruited using an email list from the university DRC. The list consisted of students with LD and/or ADHD who were currently receiving services from the DRC. Students may be from the main campus or one of the 33 satellite campuses throughout the state. The DRC contacted students by presenting a recruitment script from the student researcher and a link to the informed consent and survey. Students who wished to participate followed the

link and agreed to the informed consent and completed the survey. Inclusion criteria consisted of (a) informed consent to participate, (b) current active undergraduate student status, (c) current DRC service recipient, and (d) LD and/or ADHD diagnosis.

Participants were excluded if they were not currently working toward an undergraduate degree or had a disability other than LD and/or ADHD. The recruitment letter was sent to approximately 800 potential participants at the university. Eighty participants started the survey, 75 completed the survey, and 61 participants were included in the survey (response rate = approximately 7.7%). Not all participants responded to every question, so N values and percentages varied throughout the study.

Survey Instrument and Procedures

Development of the survey. The student researcher developed and administered the survey using Qualtrics software. The questions were split into three sections including (a) demographic information, (b) contacting the DRC, and (c) high school services and experiences. The survey and these sections are shown in Appendix A.

Survey questions were developed by the student researcher to answer the research questions and be modeled after interview questions from Lightner et al. (2012). The survey was 31 questions in length, with 11 forced response, 10 multiple response, six free response, and four rating scale response questions. The survey took participants between 5-10 min to complete.

Pilot test of the survey. The student researcher delivered a pilot version of the survey to the director of the DRC who provided feedback, including ensuring that the phrasing of the survey matches the phrasing used by the DRC. The feedback from the director was used to refine the survey before it was distributed to potential participants.

Survey procedures. The student researcher provided an email with the recruitment script, a link to the survey, and the script for follow up emails to the DRC director. The DRC director emailed the script and list to potential participants via an email list specific to the disability diagnoses of LD and/or ADHD. The initial email was sent on a Thursday early afternoon before the University's week long spring break. The first follow up email was sent 11 days after the initial email when the students returned from break. The final follow up was sent 3 days later, for a total of 2 weeks between the initial email and the final follow up email. The follow up emails expressed appreciation to the participants who had completed the survey and asked non-respondents to complete it. The cover letter and follow up letters are included in Appendix B.

Data Collection

Data were collected by the student researcher over a 17-day period, starting at the time the first email was sent and ending three days after the final follow up email was sent. Data were collected using Qualtrics Software and were stored in a restricted-access folder on Box.com, an encrypted, cloud-based storage system.

Data Analysis

The student researcher computed descriptive data in the form of frequencies and percentages of the total number of respondents for each category. Means and standard deviations were calculated for the rating scale items, participant age, year in school, and when they contacted the DRC. Reasons for contacting the DRC were organized into the categories of identifying specific needs and struggles, seeking specific accommodations, someone's recommendation, previously used accommodations, difficulties with tests, and

seeking diagnosis or documentation. Tables and figures are used to visually represent the data.

Results

Demographic Data

The 61 participants had a mean age range of 22-23 years (total range 18-30+ years). The participants were 60% female, 36% male, and 3% bigender or nonbinary. The disability diagnoses of participants were 40% with a learning disability (n=23, seven with additional disability diagnosis), 38% with ADHD (n=22, eight with additional disability diagnosis), and 21% with both (N=12, three with additional disability diagnosis). Six percent did not disclose their disability diagnosis (n=4). The participants who did not disclose their disability were still included based on the assumption that their disability category would be LD and/or ADHD based on the email list. The additional disability diagnoses included psychological, autism spectrum disorder, chronic health, and deaf/hard of hearing. Academic status among participants was distributed with 22% first year students (n=13), 20% second year students (n=12), 15% third year students (n=9), 17% fourth year students, (n=10) and 27% fifth year or higher students (n=16). Most participants were enrolled in 12-18 credit hours per semester (n=39), had completed between 0-60 credits (N=27), and had a GPA between 3.00-4.00 (n=38).

Factors for Contacting the DRC

Survey results showed that the reasons students contacted the DRC, in order of most common to least common, were (a) identifying specific needs and struggles (23% of respondents, n=13), (b) requesting a specific accommodation (21% of respondents, n=12), (c) they had received accommodations previously in elementary or secondary

school, or at a different university (19% of respondents, n=11), (d) someone's recommendation (16% of respondents, n=9), (e) difficulties with taking tests (12% of respondents, n=7), and (f) they were undiagnosed and/or wanted official documentation (7% of respondents, n=4). When asked about the role of others in encouraging the participants to contact the DRC, 11 participants responded that nobody played a roll. Among the other 46 participants who responded to the question, parents were mentioned 25 times, faculty members or advisors 21 times, siblings and other family members seven times, friends six times, and therapists or doctors five times.

When looking at when participants first contacted the DRC, 31% of participants contacted the DRC prior to their first semester (n=17), 42% contacted the DRC during their first year (n=23) and 27% of participants waited until their second year or later to contact the DRC (n=15).

Across all time frames, students mainly contacted the DRC for the reasons of identifying specific needs and struggles, seeking specific accommodations, or had previously received accommodations. (See Table 1).

As shown in Table 2, the majority of students had knowledge of an IEP or Section 504 plan. Of the 18 participants who mentioned discussing plans for after high school at a meeting, 83% indicated it was at a meeting with a school counselor, and only 17% reported it was at an IEP or 504 meeting. Participants who had answered affirmatively to knowledge of an IEP or 504 meeting and/or had attended a meeting in high school were asked to rate the extent to which their IEP or 504 plan prepared them for college, with 1 meaning none at all, and 5 being a great deal. The mean value was 1.6, with a standard deviation (SD) of 1.2.

Experience Contacting the DRC

Many participants found contacting the DRC easier than they initially anticipated. On a scale of 1-7, with 1 meaning much easier than anticipated and 7 meaning much more difficult than anticipated, the mean of difficulty was 2.10, with a relatively large SD of about 1.14. Of the 50 participants who answered the question, 62% participants found contacting the DRC somewhat easier or much easier than anticipated (n=31), 26% found contacting the DRC to be about as difficult as they anticipated (n=13), and 12% found contacting the DRC to be somewhat or much more difficult than anticipated (n=6). Of the students who found it more difficult, their reasons included difficulty working with counselors, the length of the process, needing additional testing, and lack of help from advisors and professors. Of the students who found it easier, their reasons included the friendliness and helpfulness of the staff and environment, ease and immediacy of setting up appointments, and the information available online.

When asked about the specific accommodations they used, about 42% of participants said they used accommodated testing, 28% note taking, 23% accessible materials, and 16% other accommodation categories, including modified attendance, course substitutions, and service animals.

Recommendations for Future Students

The participants' advice to future students fell within six main themes, which included (a) asking for help when you need it without being embarrassed, (b) contacting the DRC and getting accommodations and testing quickly, (c) using the accommodations you have access to, (d) understanding and advocating for your needs and rights, (e) general words of encouragement and tips for organization, and (f) caution to not contact

the DRC too soon. Although most of the participants' advice fell into one of these categories, three participants' advice included both not being embarrassed to ask for help and contacting the DRC quickly and their responses were counted in both categories. There were a total of 58 respondents to this question and a total of 61 pieces of advice.

Table 1

Time and Reason for DRC Contact

	<u>Before First Year</u>	<u>During First Year</u>	<u>After First Year</u>	<u>Total</u>
Specific Needs or struggles	2	6	5	13
Seeking Specific Accommodations	5	5	1	11
Someone's Recommendation	1	4	4	9
Previously received Accommodations	7	4	0	11
Testing difficulties	1	3	3	7
Seeking diagnoses/ documentation	1	1	2	4
Totals (N= 55)	17	23	15	55

Table 2

Knowledge of IEP/504 process in High School vs. Time of first contact

Students who reported:	Time of First Contact		
	<u>Before First Year (n=12)</u>	<u>During First Year (n=18)</u>	<u>After First Year (n=12)</u>
Knowledge of an IEP or 504 Plan	75%	50%	58%
Attended an IEP or 504 Meeting	58%	27%	8%
Received testing accommodations in High School	50%	33%	0%
Discussed post-secondary education at a meeting	50%	39%	42%

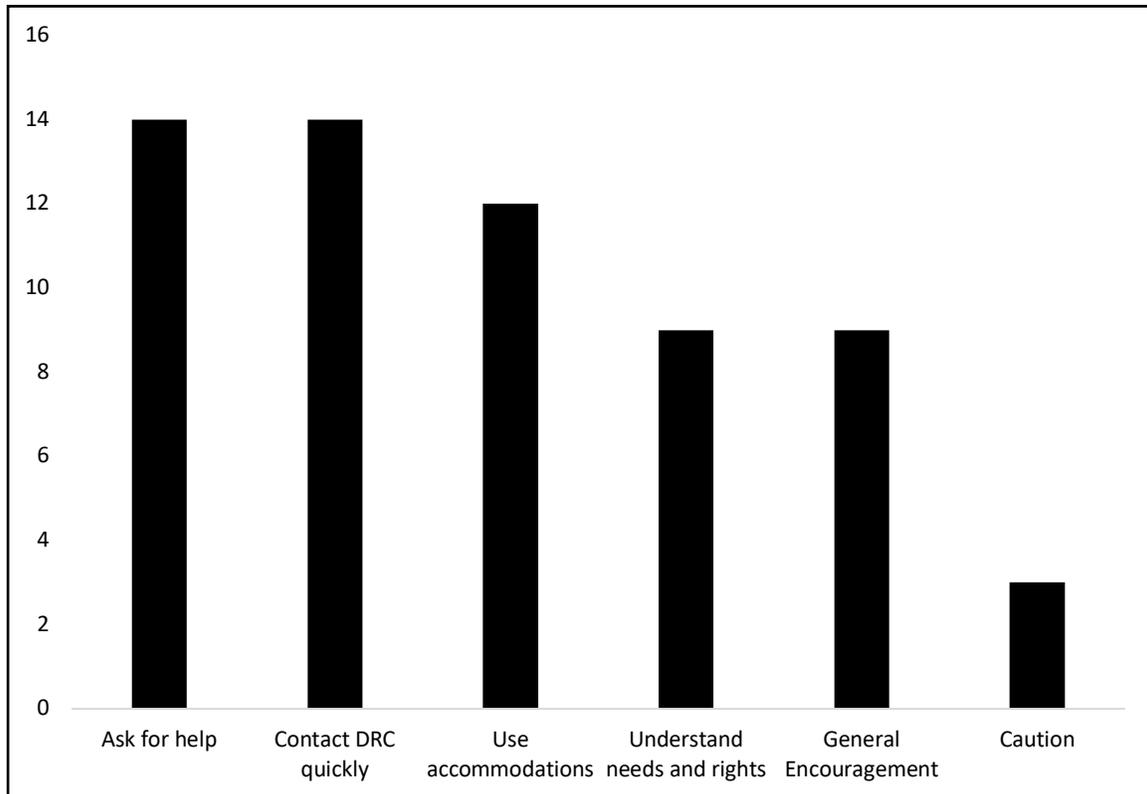


Figure 1.

Primary advice for future students (first response only)

Discussion

Major Findings

The participants in this study identified factors that led them to first contact their college DRC, including (a) identifying specific needs and struggles, (b) requesting a specific accommodations, (c) having received accommodations previously in elementary or secondary school, or at a different university, (d) listening to someone's recommendation, (e) experiencing difficulties with taking tests, and (f) needing a diagnosis or documentation.

These findings align with results from Lightner et al (2012) who found that most participants sought out accommodations for specific needs and struggles. However, previously receiving accommodations and the recommendation of others were not factors that Lightner et al. found in their study. These additional categories give insight to the motivations of students with LD and/or ADHD. Although it was not identified as the primary factor, around 80% of participants mentioned the recommendation of another person as one of the factors that led them to contacting the DRC. Parents, teachers, counselors, and others who work with students with LD and/or ADHD need to know the resources that are available to students with disabilities and encourage students to contact the DRC to receive accommodations.

Of the students who contacted the DRC before their first year, 75% had reported knowledge of an IEP or 504 plan, compared to 50% of participants who contacted the DRC their first year, and 58% of participants who contacted the DRC after their first year. Results clearly show that students who contacted the DRC before their first year had reported a stronger understanding of or participation in the IEP or 504 process in

high school. However, it is interesting that students who waited until after their first year reported that they had a stronger understanding and participation than those who contacted the DRC during their first year. More research is needed to better understand the relationship between experiences with IEP and 504 plans in high school and their effect on students requesting accommodations in a college or university setting.

Participants also noted that college was discussed in meeting with a school counselor the majority of the time, not in an IEP or 504 meeting. Although this is based on participant recollection, the transition portion of IEP and 504 meetings did not seem to be reported as memorable events. Additionally, two-thirds of participants that reported knowledge of and attending an IEP or 504 meeting felt that the IEP team or 504 process did not adequately prepare them for college. Approximately 25% felt an IEP or 504 prepared them a little or moderate amount, and 8% said an IEP or 504 helped them prepare a lot or a great deal. These data suggest that special education teachers and transition specialists need to place a larger emphasis on the transition portion of the IEP meeting to help students become more prepared for a college setting.

Participants' advice to prospective students in regard to contacting their college DRC included (a) asking for help when you need it without being embarrassed, (b) using the accommodations you have access to, (c) contacting the DRC and getting accommodations and testing quickly, (d) understanding and advocating for your needs and rights, (e) general words of encouragement and tips for organization, and (f) caution to not contact the DRC too soon.

Fourteen participants mentioned not being afraid to ask for help. They mentioned not feeling weak or ashamed that you may need extra supports as well as seeking out the

supports of professors, therapists and counselors, and family members. Twelve participants mentioned making sure you are using the accommodations you have, and that other students do not usually notice or mind the accommodations. Promptly getting into contact with the DRC and receiving accommodations was mentioned 11 times. Understanding your needs, knowing your rights, and standing up for yourself was mentioned over nine responses. General words of encouragement, tips for organization and working at your own pace, and ease of working with the DRC were mentioned within a group of nine more responses. Finally, three participants mentioned exercising caution when seeking accommodations. The cautions included that the DRC counselors may be unhelpful, professors may look down on you for needing accommodations, and the importance of trying things on your own before falling back on accommodations.

Although 5% of participants discouraged use of the DRC, the other 95% of participants were very supportive and encouraged use of the DRC. This advice should be shared with high school students with LD and/or ADHD who have expressed interest in pursuing further education. The knowledge and experiences of students with LD and/or ADHD currently in college will be the most relatable for high school students with LD and/or ADHD who want to know what to expect. Peer mentorship programs have been shown to be effective in helping other populations transition to a college setting (Ellis, 2017; Lewis, 2017; Walters & Kanak, 2016), and future researchers may want to examine the effects of peer mentorships for students with LD and/or ADHD as the college setting.

Limitations and Implications

The major limitation in this study was the sample size of 61 usable participants. This study examined participants' perspectives from one university, and only about 7%

of potential participants responded. The reason for the small sample size was related to the limited resources available to master's program student research projects. These limitations include the timing for the survey and the inability to provide incentives for participation. However, despite the sample restrictions, findings from this study may serve as a pilot project for future research. Additional limitations included the participants' memory and perspectives on the IEP or 504 programs in their high school, which they may have not realized or have forgotten about. Future researchers may want to extend the research to include a larger number of universities and colleges and increase the likelihood of responses from potential participants by not sending the survey out during spring break or other college holidays, and by providing an incentive for participating in the survey. Future research should also examine the long-term relationships between high school participation in the IEP or 504 process and the immediacy in which students contact their college DRC. The selection of participants was contingent on them already being in contact with the DRC. More research is needed on postsecondary students with LD and/or ADHD who have not yet contacted the DRC and how their experiences differ from individuals who are in contact with the DRC.

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Appendix A

Survey

Start of Block: Informed Consent

Please fully review this informed consent document before deciding whether to proceed with this survey.

- Yes, I am over the age of 18 and agree to participate in this study. (1)
- No, I am not over the age of 18 or I do not agree to participate in this study. (2)

Skip To: End of Survey If Please fully review this informed consent document before deciding whether to proceed with this s... = No, I am not over the age of 18 or I do not agree to participate in this study.

End of Block: Informed Consent

Start of Block: SURVEY INSTRUCTION

What is your gender?

- Male (1)
 - Female (2)
 - Prefer not to specify (3)
 - Prefer to self-describe (4)
-

How old are you?

- 18-19 (1)
 - 20-21 (2)
 - 22-23 (3)
 - 24-25 (4)
 - 26-27 (5)
 - 28-29 (6)
 - 30+ (7)
-

What is your academic status?

- First year student (1)
- Second year student (2)
- Third year student (3)
- Fourth year student (4)
- Fifth + year student (5)
- Graduate Student (6)

Skip To: End of Survey If What is your academic status? = Graduate Student

What is your race/ethnicity?

- White (1)
 - Black or African American (2)
 - American Indian or Alaska Native (3)
 - Asian (4)
 - Native Hawaiian or Pacific Islander (5)
 - Other (6)
-

How many credits are you enrolled in this semester?

- 0-5 (1)
 - 6-11 (2)
 - 12-18 (3)
 - 19+ (4)
-

How many credits have you completed so far (not including this semester)?

- 0-30 (1)
 - 31-60 (2)
 - 61-90 (3)
 - 91-120 (4)
 - 121+ (5)
-

What is your current GPA?

- 0.00-1.49 (1)
 - 1.50-1.99 (2)
 - 2.00-2.49 (3)
 - 2.50-2.99 (4)
 - 3.00-3.49 (5)
 - 3.50-4.00 (6)
-

What disability diagnoses have you received? (Select all that apply)

- ADHD (1)
 - Learning Disability- Reading (2)
 - Learning Disability- Writing (3)
 - Learning Disability- Math (4)
 - Learning Disability- Processing (5)
 - Learning Disability- Memory (6)
 - Autism Spectrum (7)
 - Blind/Low Vision (8)
 - Chronic Health (9)
 - Deaf/Hard of Hearing (10)
 - Physical (11)
 - Psychological (12)
 - TBI (13)
 - Other: (14) _____
-

When did you first contact the Disability Resource Center (DRC)?

- Before my first semester (1)
 - The first half of my first semester (2)
 - The second half of my first semester (3)
 - My second semester (4)
 - My second year (5)
 - My third year (6)
 - My fourth year or later (7)
-

Why did you first contact the DRC? (Be specific)

If you contacted the DRC second semester of your first year or later, why did you wait?

Was contacting the DRC easier or more difficult than you anticipated?

- Much easier than anticipated (1)
 - Somewhat easier than anticipated (2)
 - About what I anticipated (3)
 - Somewhat more difficult than anticipated (4)
 - Much more difficult than anticipated (5)
-

Specifically, what made contacting the DRC easier or more difficult than you anticipated?

Did anybody play a part in you contacting the DRC? (Select all that apply)

- Nobody (1)
- Parent (2)
- Sibling/other family member (3)
- Faculty member/academic advisor (4)
- Friend (5)
- Religious leader (6)
- Other: (Please do not state anyone's name, only their relationship to you) (7)

For what accommodations did you initially contact the DRC?

What type of testing accommodations do you use? (Check all that apply)

- Extended Time (2)
- Reader (3)
- Separate Location (4)
- Other: (5) _____

What type of Accessible Materials accommodations do you use? (Check all that apply)

- Large Print (2)
- Digital Format (PDF, RTF, etc) (3)
- Audio (4)
- Text to Speech (TextAloud, Balabolka, WYNN) (5)
- Braille (6)
- Other: (7) _____
- I do not use any accessible materials accommodations (8)

What type of Note Taking accommodations do you use? (Check all that apply)

- Self-Directed (friend or classmate takes notes on carbon paper) (14)
 - DRC Directed (digital notes via Box) (15)
 - LiveScribe Pen (16)
 - Other: (17) _____
 - I do not use any note taking accommodations (80)
-

What type of Interpreting, transcribing, and/or captioning accommodations do you use? (Check all that apply)

- Transcription (19)
 - ASL Interpreting (20)
 - CART Services (21)
 - Other: (22) _____
 - I do not use any interpreting, transcribing, and/or captioning accommodations (80)
-

What type of Course Substitution accommodations do you use? (Check all that apply)

- QI/QL Substitution (25)
 - Major Course Substitution (26)
 - Other: (5) _____
 - I do not use any course substitution accommodations (80)
-

What type of service animal accommodations do you use? (Check all that apply)

- Guide Dog/Animal (29)
 - Hearing Dog/Animal (30)
 - Medical Alert Dog/Animal (Allergy, Diabetes, etc) (31)
 - Medical Assistance Dog/Animal (Siezures, etc) (32)
 - Other: (5) _____
 - I do not use any service animal accommodations. (80)
-

What type of other accommodations do you use? (Check all that apply)

- Accessible housing (1)
 - Attendance (2)
 - Other: (5) _____
 - I do not use any other accommodations (80)
-

Were you surprised by any of the accommodations the DRC offered? If so, what were they?

Do you know what an IEP is?

- Definitely yes (1)
 - Probably yes (2)
 - Might or might not (3)
 - Probably not (4)
 - Definitely not (5)
-

Do you know what a 504 plan is?

- Definitely yes (1)
 - Probably yes (2)
 - Might or might not (3)
 - Probably not (4)
 - Definitely not (5)
-

Did you attend any IEP or 504 meetings while you were in high school?

- Yes, IEP (1)
- Yes, 504 (2)
- No (3)
- I'm not sure (4)

Did you receive any testing accommodations while in high school? If so, what were they?

- Extended Time (1)
- Alternate Location (2)
- Read Test Aloud (3)
- Scribe (4)
- Use of scratch paper (5)
- Other: Please list (6) _____
- I did not receive any testing accommodations (7)

Were your plans for after high school discussed at any meetings?

- Yes, a 504 or IEP Meeting (1)
- Yes, a meeting with my school counselor (2)
- I'm not sure (3)
- No (4)

To what extent do you feel your IEP or 504 team prepared you for college?

- A great deal (1)
- A lot (2)
- A moderate amount (3)
- A little (4)
- None at all (5)

If you could give advice to an incoming student with a learning disability and/or ADHD about college accommodations, what would it be?

End of Block: SURVEY INSTRUCTION

Appendix B

Initial Email

Dear Student,

I am writing to let you know about an opportunity to participate in a research study about students with learning disabilities and/or ADHD contacting the Disability Resource Center (DRC). This study is being conducted by Dr. Bob Morgan in the Special Education and Rehabilitation Department at Utah State University. This study will comprise of a 5-10 minute survey asking about your experiences contacting the DRC, high school experiences, and advice for future students. I ask that all responses be completed by [end date of study].

The DRC is sending this email through a database on behalf of the researcher, and the DRC has not shared nor will share any private information about any of the potential participants. All responses will remain anonymous. Two follow up emails will be sent to encourage participation. If you would like additional information about this study, please contact Dr. Bob Morgan at bob.morgan@usu.edu or 435-797-3251.

If you are interested in participating in the study, please click on the link below, or copy and paste the URL into your web browser.

[Link]

Or Copy and Paste this URL in your browser

[insert link here]

Thank you again for your consideration of participating in the study.

Dr. Bob Morgan,

Telia West

Principal Investigator

Student Researcher

Follow-up Emails

Hello,

Thank you to everyone who has already taken the survey about initially contacting the DRC. Your responses will be beneficial in providing services to future students. If you have not completed the survey yet, please do so before [end date of study].

[link to survey]

Thank you,

Dr. Bob Morgan,

Telia West

Principal Investigator

Student Researcher