



Connections

Newsletter of the Tourette Syndrome Association of Washington and Oregon, Inc.
SPECIAL EDITION for Students with TS and/or Associated Conditions

High school students, college students and parents their parents contact our chapter with questions about testing accommodations on college entrance exams, assistance with college expenses, and other related topics. This Special Edition of *Connections* is devoted to topics of interest to students—whether heading to trade school or college. Perhaps the student is already in a trade school or college. This edition will also be helpful too!

Trade School or College-Bound High School Students and their State's Vocational Rehabilitation Agency

By Todd Erik Henry and Holsey Satterwhite

Students with a diagnosis of Tourette Syndrome (TS) and/or an associated condition may want to research their state's vocational rehabilitation program to see if they qualify for assistance with trade school or college-related expenses.

The type of assistance will depend upon a particular individual's case.

Many of these programs can be worth while applying for. In many cases, it is worth a student's while to apply.

Don't self-select yourself out of whether you qualify for benefits. Let the state vocational rehabilitation agency make a decision based upon your case.

Oregon

In Oregon, the Office of Vocational Rehabilitation Services (OVRs), part of the Oregon Department of Human Resources, assists people with disabilities to achieve and maintain employment and independence.

State rehabilitation services, which may include such services as vocational counseling and guidance, evaluation, physical restoration, skills training, job placement, and preparation for independent living.

There is an application process.

Students who qualify for assistance from state vocational rehabilitation programs are assigned a vocational rehabilitation counselor, typically someone with a social work background. Generally, students contact their vocational rehabilitation counselor to determine the level of support available to

them. In many cases the student's vocational rehabilitation counselor will coordinate with the disability resource center where the student attends to coordinate the student's services, educational plan, and progress toward that plan.

Visit the OVRs home page to learn more: <http://www.oregon.gov/DHS/vr/index.shtml>.

Washington

Washington's Division of Vocational Rehabilitation (DVR) is part of the Department of Social and Health Services (DSHS). The process in Washington is similar to that in Oregon.

Visit the DVR web page to learn more: <http://dshs.wa.gov/dvr/index.htm>.

To find tribal governments in Washington State that have partnered with the Washington State DVR, visit: <http://dshs.wa.gov/dvr/TribalVRPrograms.htm>.

Counselors and their Caseloads

It is important to know that state vocational rehabilitation counselors tend to have very high caseloads. For some students, this works out fine since many college students prefer to be as independent as possible. For other students who psychologically need for time and attention, it is important to be aware of this possibility ahead of time in order to manage expectations.

Todd Erik Henry is the Chair of the Board of Directors of TSA, Inc. Washington and Oregon State Chapter. He is a resident of Pierce County, Washington. Holsey Satterwhite, M.Ed., M.S.W. is a member of the Chapter's Professional Advisory Board.



Don't Forget, You Can a Request Formal Accommodation on the GED, AP Course and College Entrance Exams!

by Dwayne Garten and Todd Erik Henry

Most colleges and universities in the U.S. accepts the SAT or Subject Tests as a part of its admissions process. The SAT and SAT Subject Tests are intended to provide another way to assess the knowledge the students obtained, other than looking at their grades. However, for students who become stressed from the exam experience, like many students with TS and associated conditions, this may be easier said than done.

Study guides and books with ample practice tests are great ways for anyone, not just persons with TS, to improve their performance on college entrance exams.

If you worry about taking the exam because you anticipate problems with concentration, or think you might tic in a disruptive way, reasonable accommodations are available for all test-takers with disabilities.

The types of accommodations you may request on college entrance examples include:

- Extra exam time
- A private exam room
- Use of a distraction-blocking screen
- Use of a cubicle
- Breaking up the test into smaller parts
- Using a computer, or
- Using a scribe.

Remember, you cannot just show up to an exam and expect any of these accommodations to be made for you on exam day. Formal accommodations need to be made well in advance. Be prepared to demonstrate with proper documentation why you are requesting a particular accommodation.

Generally, students need to coordinate college entrance exam accommodations with their high school's special education department.

Adult applicants with disabilities needing formal test taking accommodations for the SAT may contact the College Board directly. Adult applicants for the ACT exam administered by American College Testing Inc. can contact ACT directly. See email addresses below.

These same concepts apply if you are taking other college admission exams as well. If you are a college student who is planning

attending graduate school, again, you can request formal accommodations when taking graduate school entrance exams like the LSAT, MCAT, and GMAT.

Testing Service Standards for Documentation of Disability

The College Board and American College Testing have specific standards for what written documentation they require before making accommodations to students with disabilities. You may visit their web pages with this information:

- The College Board <http://search.collegeboard.com/servlet/sitesearch?mss=cb&kl=XX&i=CBI&searchType=site&q=accomodations>
- American College Testing <http://www.act.org/aap/disab/index.html>

GED

Formal test taking accommodations can be requested on GED (General Educational Development) exams. Check with your local school district about the deadlines for requesting accommodations.

AP Exams

Formal accommodations are also available for Advanced Placement (AP) exams. If you are currently enrolled in an AP class, contact your high school counselor or AP course instructor regarding your request for an accommodation.

A helpful web resource on the above topics is "How can students with disabilities get accommodations for taking the PSAT, SAT, ACT, and Advanced Placement exams?" (<http://www.washington.edu/doi/articles?160>).

Dwayne Garten, B.A., a teacher, is a member of the Chapter's Professional Advisory Board. ##

Writing Challenges for the Student with TS: Strategizing about Writing Accommodations

Students with TS can be very bright. Grasping concepts in the classroom may be easy. Finishing a written assignment by the deadline may be a different story.

Many persons with TS have visual-motor integration challenges. This means that tasks that require seeing material, processing it, then writing it down can be difficult. Such tasks can take more time for the per-

son with TS than other people. This certainly can apply to students too! This can result in a student who understands concepts having difficulty getting assignments done on time.

Examples of this for the student with TS include:

- Copying math problems or assignments from the white board or from a book;
- Neatness of hand-written work;
- Coordinating and completing long assignments; and
- Completing long written assignments by deadlines.

A number of informal and formal accommodations can be made to help college students with writing difficulties be more successful succeed in the classroom and outside the classroom with homework and studies. These include:

- Sitting toward the front of the classroom/lecture hall where there are fewer distractions from the professor's lecture/so you can see the white board/so you can hear the lecture;
- Asking a professor if you can audio record lectures;
- Watching videos of class lectures (if they exist) if that helps to learn lecture material;
- Listening to audio recordings of class lectures (if they exist) if that helps to learn lecture material;
- Asking a professor if you can turn in an audio recording report rather than a written one (Don't try this in English 101, though!);
- Asking to take an exam in a separate room and/or asking for additional time for an exam;
- Asking several classmates if they are willing to share lecture notes with you (and vice versa) so that you have more than one set of notes to study from;
- Use a laptop computer to take notes (if permitted in class) if this helps to make notes more legible;
- Asking Disabled Student Services if they can provide a person to take notes for you in class;
- Asking a professor for an extension on an assignment due date;
- Use spell-check and grammar check when doing work processing (e.g., reports, essays) on a personal computer; and
- Use a calculator (when permitted) for mathematical calculations for math, chemistry, physics and other class assignments.

There are many other strategies. Share the ones that work for you with other students you know with TS! ##

Community College as an Educational Option for Students with TS

By Steve Curry and Todd Erik Henry

A Century of Tradition

In 2001, community colleges celebrated 100 years of existence. Many states in the Western U.S. have progressive community and vocational college systems. Today's Oregon and Washington community colleges offer a variety of programs and services that can be helpful to students from a variety of backgrounds.

Benefits

Many young people with Tourette Syndrome (TS) excel in their academic studies. The symptoms of TS and/or associated conditions may require that a student put in that extra effort to excel in her/his studies. Community college provides a helpful college option.

Community colleges have "transfer" programs where a student can complete their first two years of college prior to transferring to four-year college Bachelor's degree program. For the student with TS, community college may provide a less stressful two years of college because of the lower tuition costs and possibly lower commute costs and/or lower housing costs depending upon one's housing situation. Additionally, for the student with TS that finds the symptoms of TS, such as tics, or symptoms of associated conditions (e.g., being distracted, obsessing on one class assignment to the detriment of other class assignments), community college can provide a productive way to prepare for a four-year college or university program because of the increased flexibility of course schedules, mediums of instruction (e.g., classroom, on-line, television courses) that many community colleges provide.

Community college students who are enrolled in first and second year college classes often have the benefit of smaller class sizes than they would at a four-year college. Smaller class size may allow them to sit closer to the white board, ask more questions during class, access the professor for assistance during office hours, and hear the professor's lecture better since the class room is smaller. Also, community college classes are usually taught by faculty members.

Some courses at the large college or university campus are taught by teaching assistants (TAs). Hence, smaller class size and having classes taught by an accessible faculty member can be especially helpful to a student with the symptoms of TS, ADHD, OCD, and/or LD.

Additionally, the accessible and personal assistance that is available from the "students with disabilities services" office at a community college can also be helpful to those students with TS and/or associated conditions if they qualify. Such offices may have different, but similar names depending upon the college.

Students who need to repeat a particular high school subject before taking more advanced college coursework in that subject can often do so while moving forward on the rest of their college coursework.

Services of Particular Value to the Student with TS

Community colleges have a variety of services that can be very helpful to the student with TS and associated conditions. These services include:

- Academic Advising;
- Career Counseling;
- Personal Counseling;
- Learning Support Centers; and
- Services for Students with Disabilities

Often what you get out of these services depends upon what effort you are willing to put into the service. For example, taking an aptitude test will not help a student with TS, or any other student, if she/he is not willing to take the information learned about what types of occupational skills she/he might prefer to perform during the course of a career.

For the student with TS that does not have clear career preferences, career counseling and related services might be very helpful.

Services for Students with Disabilities

These types of programs, which have different names depending upon the community college, are intended to help students with all types of documented challenges, from hearing impairments to mobility challenges to learning disability to neurological conditions. Persons with a documented diagnosis of TS and/or associated conditions may qualify in some circumstances.

Services for students with disabilities programs help students work with outside

public and nonprofit agencies and other programs to ensure students succeed in college. Services often include: academic advising, campus orientation, tutoring, test scribes, priority registration, and recorded textbooks.

While the above services exist at four-year colleges, the atmosphere of a community college often makes the assistance more personal and accessible. At the community college, the student with TS who qualifies for these services can actually get to know staff in the students with disability services office. This personal connection can be very helpful—just as all networking in life can be—when you need help navigating "the system".

Knowing which Community College to Attend

Many students apply to the community college that is nearest where they live. Others apply to the community college that is closest to where they work so they can take evening classes after work.

Community colleges do not have identical academic programs. Some colleges are known for their specialty programs. Hence, it is important to do your research prior to applying.

Make Productive Use of Your Time

Community college can be very productive if you take advantage of the opportunities available. Like so much of life, to reap the benefits, you need to take time to plan. Therefore, focus upon taking courses that apply to the four-year school you plan to apply to transfer to.

It is important to determine if the four-year college or university program you intend to transfer to will accept all of the coursework that you complete at the community college. Ask an academic advisor if an "articulation agreement" exists between their community college and the college or university where you want to attend. See if all of your general education or liberal arts coursework will transfer to the four-year college or university you want to attend.

Also, consult with the specific academic program where you want to transfer to, such as the school of business or college of social work, to determine which classes will count toward lower division coursework requirements toward your major.

Community college districts have their own graduation requirements if you want to

also complete your Associate degree simultaneously with the coursework you will be transferring to a four-year college or university. Consider picking up your Associate's degree and/or a Certificate of Completion in a subject along the way—but don't distract yourself by getting sidetracked and/or taking an extra year to do this in addition to transferring. Usually, you should be able to complete an Associate's degree and even a Certificate while completing your Freshman and Sophomore year college studies before transferring to a four-year school.

Some students are able to pursue graduate studies, or pursue graduate studies further, because they saved on their college expenses early on in their college career by attending community college.

Campus Resources and On-Line Resources

Community colleges have a disability resource center, or office with similar name, that can be especially helpful for college-bound high school students as well as community college students. You can go and visit this office in-person, or visit their web page from the comfort of your home. See the article in this edition of Connections with a list of select disability resource center on-line links.

Each Person's Needs Are Different

Each student's needs vary. Where geographically live is a major factor in where many people attend college. Be realistic about how much expenses you can pay for while attending college, and to what extent you can afford to take out loans.

Learn from Others

Also, think about the type of work your education will prepare you for. Be realistic about what your education can and will prepare you for. Talk to others who have pursued the degrees and majors you are considering. Talk to people who went from high school straight into a four-year college or university, talk to people who went to community college and transferred.

Talk to others who have TS and have successful careers. People with TS have chosen careers as diverse as computer programming to psychology to medicine to business.

Also, talk to people who actually work in the profession or field you want to ultimately have a career in. Ask them what they studies in college. If you know them well, and they know you have TS, ask them questions that can help you decide what career path and college path might make the most sense for you!

Steve Curry, M.A., has experience as a human services program director and board member. His experience is mostly with teens and young adults, including those with ADHD, Asperger's Syndrome, oppositional defiant disorder, and other issues. Todd Erik Henry is Chair of the Board. He is a community college graduate and former adjunct faculty member at Rasmussen College, Mankato and St. Cloud, Minnesota, campuses. Rasmussen is a two-year college.

The College Disability Resource Center: An Important Resource for the College-Bound Student and the New College Student

By Holsley Satterwhite and Todd Erik Henry

If you are a student with Tourette Syndrome (TS) or related condition, once you know the particular college you will be attending, the first web page you should visit before visiting campus is the disability resource center. This office may go by other names, such as student disability office or disability student services. When you plan your first visit to campus, the first place you visit should be the disability resource center.

The Disability Resources Center

The disability resource center is in charge of setting up any support that you may need. Like some persons with TS, you may not need a thing from this office. Or, you may prefer not to receive services from this office. You do not need to tell them your name during your first visit. You might just want to ask questions. Understandably, this is a personal decision.

Disclosing your diagnosis to this part of the university is confidential, and early disclosure to this office can be helpful if you develop a problem later on when a formal accommodation or informal accommodation might be necessary.

Because each college is unique, the name and exact functions of the disability resource center may differ. This office can do more than just arranging for a private room for exams or help with note-taking. Usually, they can do things like adjusting your dorm placement if you're living in campus housing. Or, they might be able to provide you with the names of local support groups and physicians.

As mentioned earlier, self disclosure of having a diagnosis of TS is a personal decision. There are pros and cons.

For some students with TS, there's no choice. Their tics are loud or easily visible, and it's surely better to explain that it's a medical condition than to allow peers, faculty and staff develop their own conclusions that are not based upon all the facts.

Regardless of whether or not you have severe tics that need to be explained, the disability resource center can be a valuable resource. It is worth learning about.

Getting Information about Your College's Disability Resource Center

There are a variety of on-line resources for the high school student or adult who is interested in learning more about attending college, and learning more about possible assistance as a person with TS.

Oregon Community Colleges

- For a list of community colleges in Oregon, visit the Oregon State Department of Community Colleges and Workforce Development's website: <http://www.oregon.gov/CCWD/>. Their website also includes a directory of all community colleges in Oregon.
- Select community college disability student service web pages include:
 - Blue Mountain Community College (Pendleton, OR) – Disability Services http://www.bluecc.edu/students_disability/
 - Central Oregon Community College (Bend, OR) – Services for Students with Disabilities <http://disability.cocc.edu/>
 - Lane Community College (Eugene, OR) – Disability Services <http://lanec.edu/disability/>
 - Portland Community College –Office for Students with Disabilities <http://www.pcc.edu/resources/disability/>

Oregon Universities

- Oregon State University (Corvallis, OR) – Disability Access Services <http://ds.oregonstate.edu/>

- Portland State University (Portland, OR) – Disability Resource Center http://www.pdx.edu/media/gls/gse_handbook_disabilities.pdf
- Southern Oregon University (Ashland, OR) – Disability Services <http://www.sou.edu/access/dss/gettingstarted.shtml>
- University of Oregon (Eugene, OR) – Disability Services http://ds.uoregon.edu/DS_Pages/DS_CampusResources.html

Washington Community Colleges

- The Washington State Board for Community & Technical College website has a directory. Visit the SBCTC homepage at: <http://www.sbctc.ctc.edu/>
- Select community college disability student web pages include:
 - Bellevue Community College (Bellevue, WA) – Disability Resource Center <http://www.bellevuecollege.edu/drc/>
 - Big Bend Community College (Moses Lake, WA) – Disabled Services <http://www.bigbend.edu/CurrentStudents/Pages/DisabilityServices.aspx>
 - Clark College (Vancouver, WA) – Disability Support Services http://www.clark.edu/student_services/disability_support.php
 - Columbia Basin College – Student Support Services <http://www.columbiabasin.edu/home/index.asp?page=930>
 - Edmonds Community College – Services for Students with Disabilities <http://www.edcc.edu/ssd/>
 - Everett Community College – Center for Disability Services <http://www.everettcc.edu/resources/cds/index.cfm?id=1036&linkFrom=Search>
 - Seattle Community Colleges – Students with Disabilities <https://www.sccd.ctc.edu/adacs.aspx>
 - Yakima Valley Community College – Disability Support Services <http://www.yvcc.edu/dss/Contact.asp>

Washington Universities

- Central Washington University (Ellensburg, WA) – Disability Support Services <http://www.cwu.edu/~dss/>
- Washington State University (Pullman, WA) – Disability Resource Center <http://www.drc.wsu.edu/>
- University of Washington – Bothell – Disability Support Services <http://www.bothell.washington.edu/students/services/dss/>
- University of Washington – Seattle – Disability Services Office <http://www.washington.edu/students/drs/>

- University of Washington – Tacoma – Disability Support Services http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm
- Western Washington University (Bellingham, WA) - Student disAbility services drs@wwu.edu

Bibliography

Laws

- *Americans with Disabilities Act (Public Law 101-336, July 26, 1990, 104 Stat. 327)*
- *Section 504 of the Rehabilitation Act of 1973*

Publications

- *Everett Community College, Center for Disability Services. Attention deficit disorder (ADD) and Attention Deficit/Hyperactivity Disorder (ADHD) Documentation Policy. Everett, WA. November 24, 2008.*
- *Everett Community College, Center for Disability Services. Psychological disabilities documentation policy. Everett, WA. November 24, 2008.*
- *Everett Community College, Center for Disability Services. Service animal/Pets and other animals on college property policy. Everett, WA. June 24, 2008.*
- *Milani, A. A. "Disabled students in higher education: Administrative and judicial enforcement of disability law." 22 Journal of College and University Law 989-1043 (1996).*
- *North Hennepin Community College, Disability Access Services. Disabled student rights and responsibilities. Brooklyn Park, MN. No date.*
- *Orange Coast College. "Disabled student rights and responsibilities." Disabled Students Programs & Services, Orange Coast College, Costa Mesa, CA. No date.*
- *Santa Ana College, Psychological Disabilities Program. "What is a psychological disability?" Santa Ana, CA. No date.*
- *Sinclair Community College, Office of Disability Services. "Policy and procedure for students with disabilities at Sinclair Community College." Dayton, OH. No date.*
- *U.S. Department of Health & Human Services, Office for Civil Rights. "Your rights under Section 504 and The Americans with Disabilities Act." Fact Sheet. Washington, D.C. (Revised June 2006)*
- *U.S. Department of Justice, Civil Rights Division, Disability Rights Section. A guide to disability rights law. (September 2005)*

Holsey Satterwhite and Todd Erik Henry are members of the Chapter Board of Directors.
##

Disability Studies as an Academic Subject

Whether or not you have TS or an associated condition, if you want to learn more about disability studies, consider these interesting college programs:

- Movement Studies in Disability
 - Oregon State University's Department of Nutrition and Exercise Sciences, College of Health & Human Sciences <http://www.hhs.oregonstate.edu/nes/movement-studies-disabilities>
- Disability Studies
 - University of Washington's Disability Studies Program
 - Paul Steven Miller
Disability Studies Director
Professor of Law, School of Law
Gates Hall
Box 353020
Phone: (206) 616-3137
psmiller@u.washington.edu
 - Minor in Disability Studies – University of Washington
Mark Weitzenkamp
Law, Societies, and Justice Academic Adviser
Gowen Hall 42
Phone: (206) 543-2396
Fax: (206) 685-2146
sjadv@u.washington.edu



Support Groups

NORTHEAST SEATTLE

Coordinator: Cathy (206) 546-8886, mikecathym@aol.com
Date: Meetings are quarterly and held in the evening. Email or call for next scheduled meeting.
Location: Calvin Presbyterian Church, 18826 Third Avenue NW, Shoreline, WA

PORTLAND - VANCOUVER AREA

Coordinator: Erin (503) 293-5050, tsaoregon@yahoo.com
Date & Time: Next meeting is Sunday, April 18. All meetings are from 3:00pm - 4:30pm. Adults only if possible, please.
Location: Legacy Good Samaritan Medical Building, 2nd Floor Conference Room 1040 NW 22nd Ave, Portland, OR. The Medical Building is located directly across from Good Samaritan Hospital on 22nd Ave NW between Lovejoy and Marshall Streets. Enter front of the building - we are on the 2nd floor in the conference room on the left.

This Special Edition of Connections is dedicated in memory of Elvira "Marie" Bombalier. Marie lived on Vashon Island, WA, as a child. Later, she moved to Southern California. While a middle-aged community college student, she became an advocate for young adults and higher education. She continued as an advocate for these and other causes for the remainder of her life! Marie never saw a person's so-called disability. She only saw ability!

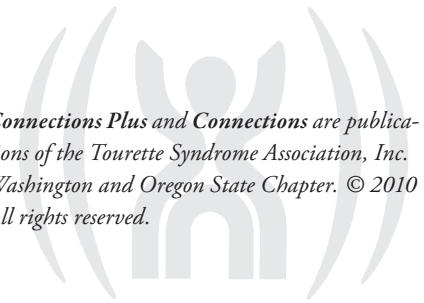
Renew Your Membership in TSA and TSA of Washington and Oregon

Please make sure to renew your membership! When you join TSA, you automatically become a member of the Washington and Oregon Chapter. Your membership fees are an important source of revenue to your local TSA Chapter – TSA Washington and Oregon.

If you have not renewed your membership within the past year, please do so. You may renew your membership on-line by visiting:

<http://tsa-usa.org/givel>

Connections Plus and Connections are publications of the Tourette Syndrome Association, Inc. Washington and Oregon State Chapter. © 2010 All rights reserved.



<p>Join the Tourette Syndrome Association!</p> <p>When you join TSA, you automatically become a member of the Washington and Oregon Chapter. As a TSA chapter, most of our operating revenue comes from membership fees.</p> <p>It's easy to join on-line: http://store.tsa-usa.org/membership.html</p>	<p>Mailing Address: 318 West Galer St., Suite B Seattle, WA 98119</p> <p>Information & Referral line: (206) 621-2108</p> <p>Washington Email: tsawashingtonchapter@yahoo.com</p> <p>Oregon Email: tsaoregon@yahoo.com</p> <p>Website: www.tourette.net/wa</p>	<p>Board of Directors: Todd Henry, <i>Chair</i> Erin Farrar, <i>Vice Chair</i> Bernadette Witty, <i>Secretary</i> Carroll Frye, <i>Treasurer</i> Justin Clar Margaret Elofsen Brad Hawkins Carole Jones Holsey Satterwhite</p>	<p>Professional Advisory Board: Jack Arrell Sheila M. Brommel, PhD, LISW Tim Dyck, MSW Michelle R. Henry, RN, BSN, BS Stan Jeppesen, Pharm.D. George Lynn, MA, MPA, LMHC Ala Mofidi, PhD, MBA David Pomeroy, MD Gregory N. Southworth, MBA, MS, LPC Sharon Thetford, Ph.D. Samuel Zinner, MD</p>
---	--	---	---



**tourette syndrome association
of washington and oregon, inc.**

CONNECTIONS PLUS
122 Bond Road
Castle Rock, WA 98611

*Place
Postage
Here*