

CHRISTY ISLUND

# SUPPORTING COLLEGE AND UNIVERSITY STUDENTS with INVISIBLE DISABILITIES

A GUIDE FOR FACULTY AND STAFF WORKING  
WITH STUDENTS WITH AUTISM, AD/HD,  
LANGUAGE PROCESSING DISORDERS,  
ANXIETY AND MENTAL ILLNESS



Christy Oslund

Supporting College and University Students with Invisible Disabilities: A Guide for  
Faculty and Staff Working with Students with Autism, AD/HD, ... Disorders,  
Anxiety, and Mental Illness



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With tips for adapting teaching methods, offering ideal accommodations, and enhancing institutional policy, this is vital reading for all university faculty and staff. By providing detailed info on a variety of disabilities including autism, Advertisement/HD, dyslexia, OCD, and affective disorders, this publication facilitates an improved understanding of the unique needs of these college students and what their strengths and limitations may be. College students with invisible disabilities are often academically talented but have a problem with certain factors of advanced schooling such as monitoring appointments or maintaining concentration in lecture halls. This useful handbook provides lecturers, tutors, disability solutions, and administrative personnel with a synopsis of the invisible disabilities they may encounter, dispelling common myths and offering practical advice to aid the needs of the students. With more and more students with invisible disabilities attending college and university, faculty and staff find themselves faced with new challenges.



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Great read!!). OUTSTANDING Higher Ed Faculty Reference/Handbook! An extremely thought-provoking and supportive literary source. Great read! I will be using this book immediately and sometimes when I make contact with campus this Fall!! I have worked with university students with ASD for 10 years and finished UC Davis's graduate certificate program in ASD - which book is by far the best I have encountered that specifically addresses the issues of higher ed FACULTY that have students with invisible disabilities in the classroom (such as ASD, ADHD, OCD, LD, etc. Recommend for higher education people that may use or support students and colleagues with invisible disabilities. These are the students that usually frustrate faculty the most, partly because it's unseen and partly because of a lack of information. The writer taught in a university for 14-years, and it clearly shows in "the what" and "the how" she has written this book. This book would be a great faculty handbook to provide out or to use as a template for faculty professional advancement workshops. This publication is professional however user-friendly, very well-organized, superb index, many footnotes throughout the chapters with resources listed in the trunk, up-to-date research, and includes many excellent concrete faculty/classroom strategies. This book is outstanding!



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