

# The Zoom Interface

The screenshot displays the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** "TTC Technology Transfer Centers" logo, "Funded by Substance Abuse and Mental Health Services Administration", and a large "Thank you for joining us today!" message. Below it, a note states "You will not be on video during today's session".
- Q&A Panel:** A "Question and Answer" window is open, showing a question: "This is a test question!". It includes buttons for "All questions (1)" and "My questions (1)". A text box below says "Type your question here...". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Panel:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows users to talk with others and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings" (with a "Click Here to adjust your audio settings" callout), "Chat", "Raise Hand", "Q&A", and "Leave" (with a "Click here to leave the session" callout) buttons.
- Other UI Elements:** "Click here to maximize your session view" and "Enter Full Screen" buttons are visible in the top right.

**All attendees are muted. Today's session will be recorded.**

# Assistive Technology for Students with Mental Health Conditions in Post-Secondary Education Settings: Tools for Eliminating Barriers and Optimizing Success

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Department of Psychiatric Rehabilitation and  
Counseling Professions

Rutgers School of Health Professions

9/14/23

**Mental Health Technology Transfer Center**  
*Funded by SAMHSA*

**Northeast and Caribbean  
Region 2**

**General Mental  
Health Workforce**

**Provider  
Wellness**

**Youth & Young  
Adult Services**

**School Mental  
Health Workforce**



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Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Video Recording Information

## *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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Disclosure Statement: Presenters have no relevant financial or nonfinancial relationship in the products or services described, reviewed, evaluated, or compared in this presentation.

# Your Interactions With Us

## Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question is visible to all participants.

## Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



A woman with dark, curly hair and a nose ring is looking out a window. The window shows a view of a blue sky with clouds and green foliage. The woman is in the foreground, looking towards the right side of the frame.

# 988

SUICIDE  
& CRISIS  
LIFELINE

**For people experiencing:**

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

# Meet Today's Presenters



**Amy Banko**  
Rutgers University  
Lecturer



**Joni Dolce**  
*Rutgers University*  
*Assistant Professor*

# Before we get started...

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- What comes to mind when you hear Assistive Technology?
- Are there types of Assistive Technology that you might use in your personal and professional life that you are comfortable sharing?
- How have these AT tools assisted you?



# Objectives

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- Define supports, assistive technology, and accommodations in the post-secondary setting
- Explore the types of accommodations and assistive technology used to improve performance in post-secondary school settings.
- Observe a demonstration of assistive technology
- Apply resources and skills through service conceptualization.



# Different Types of Supports for College Students

**Natural Supports-**  
family, friends, co-workers

**Community Supports-**  
libraries, public transportation, place of worship, adult education classes

**Formal Supports-**  
public/private agencies that assist individuals with disabilities

**Accommodations**

**Assistive Technology**

# Accommodations...



include changes to the application process to ensure an equal opportunity to apply for program enrollment, changes that enable a student with a disability to perform the essential functions of the academic program, and changes that enable a qualified student with a disability to enjoy equal benefits and privileges of the program (e.g., access to training).



may include specialized equipment, modifications to the work environment or adjustments to work schedules or responsibilities.



are determined by looking at how the condition interferes with performing the critical skills needed (essential functions) in the environment.

# What are accommodations?

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- Modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with [disabilities](#) to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007).





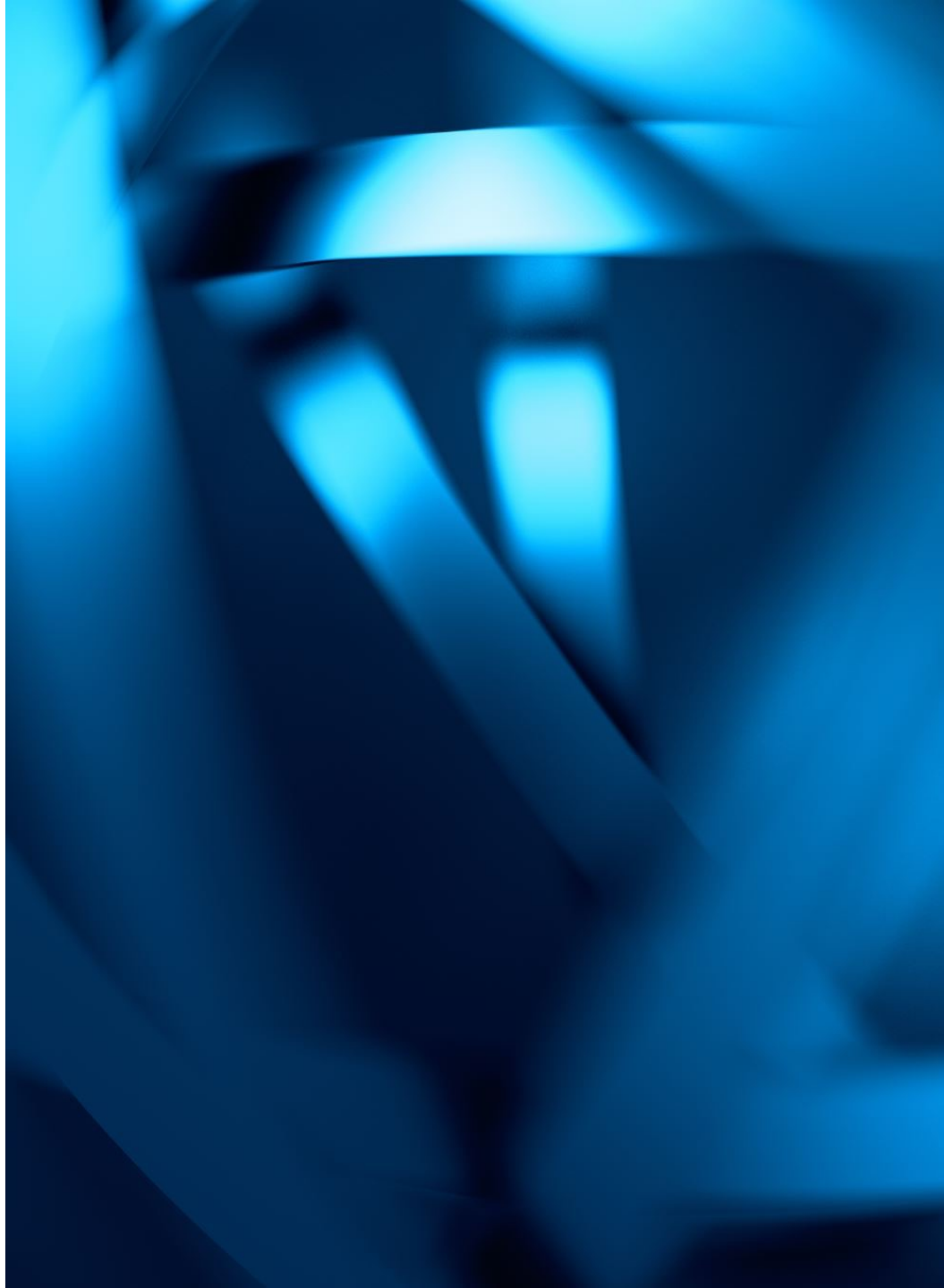
# How do we develop accommodations?



**Identify need: must be need based**



**Identify essential functions/technical standards**



# Examples of Accommodations/Adaptation

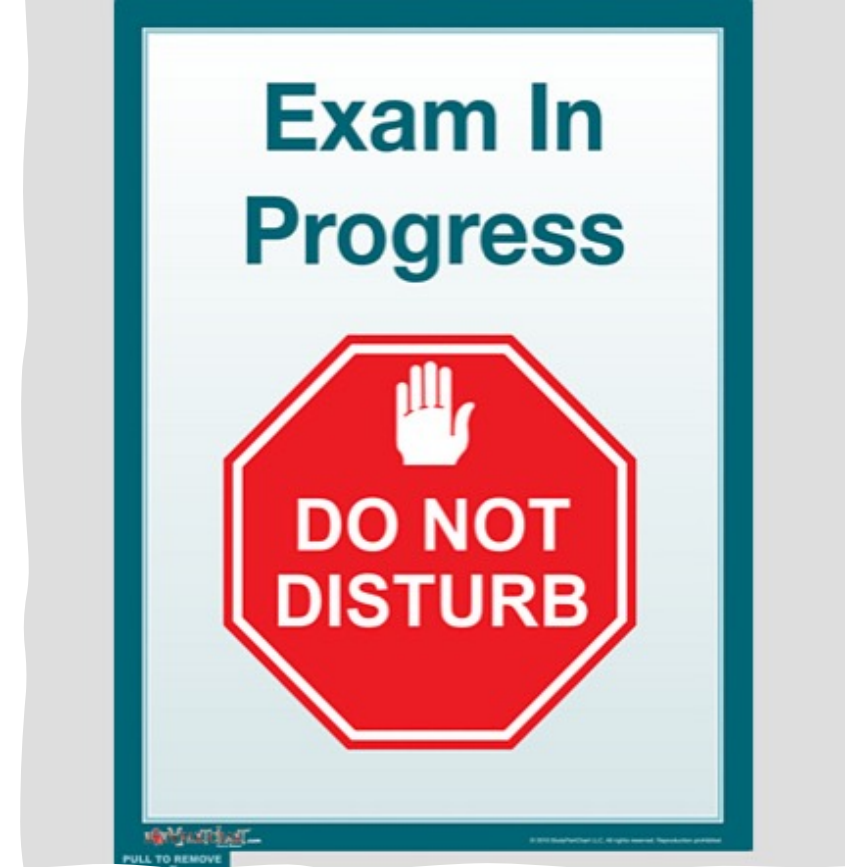
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- Change in class schedule
- Extra break, segmented breaks
- Headphones/noise canceling headphones
- Job coach
- Memory cues such as labels or color coding
- Ergonomic workstation
- Smart pen
- Screen readers

# Two Types of Accommodations

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- Informal
- Formal



A group of five diverse college students walking outdoors on a campus. From left to right: a man with glasses and a beard wearing a white cardigan over a black shirt; a woman in a yellow long-sleeved shirt with her hair in a bun; a man in a grey t-shirt with a backpack, smiling broadly; a man in a white hoodie with a backpack, also smiling; and a woman in a grey hoodie with a backpack, looking down at her phone. The background shows a brick building and greenery.

# Executive Functioning and College Students

# Accommodations & Assistive Technology



A complex network diagram with various sized nodes in black, blue, and grey, connected by thin lines, set against a dark grey background.

# The Richard West Assistive Technology Advocacy Center (ATAC) of Disability Rights New Jersey

Overview and Demonstration



# Assistive or Adaptive Technology

- Commonly refers to *"...products, devices or equipment, whether acquired commercially, modified or customized, that are used to maintain, increase or improve the functional capabilities of individuals with disabilities..."*

- *Assistive Technology Act of 1998*

*Assistive*

# Assistive Technology for Students with MHCs

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# Assistive Technology can be used for...

- visual impairment
- deafness and hearing loss
- speech and language impairments
- mobility limitations
- learning difficulties
- mental health conditions
- neurological disorders

Resource:

<http://www.workwithoutlimits.org/employers/ra/at>

# Categories of Assistive Technology

- Communication Aids
- Computer Access Aids
- Daily Living Aids
- Education and Learning Aids
- Environmental Aids
- Ergonomic Equipment
- Hearing & Listening Aids
- Mobility & Transportation Aids
- Prosthetic & Orthotics
- Recreation & Leisure Aids
- Seating & Positioning Aids
- Vision & Readings Aids
- Services

<http://www.rehabtool.com/at.html>

# Auxiliary Aids

Some of the various types of auxiliary aids and services may include:

- taped texts
- note takers
- interpreters
- readers
- videotext displays
- television enlargers
- talking calculators
- electronic readers
- Braille calculators, printers, or typewriters
- telephone handset amplifiers
- closed caption decoders
- open and closed captioning
- voice synthesizers
- specialized gym equipment
- calculators or keyboards with large buttons
- reaching device for library use
- raised-line drawing kits
- assistive listening devices
- assistive listening systems
- telecommunications devices for deaf persons.

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## Assistive Technology for Post Secondary Students





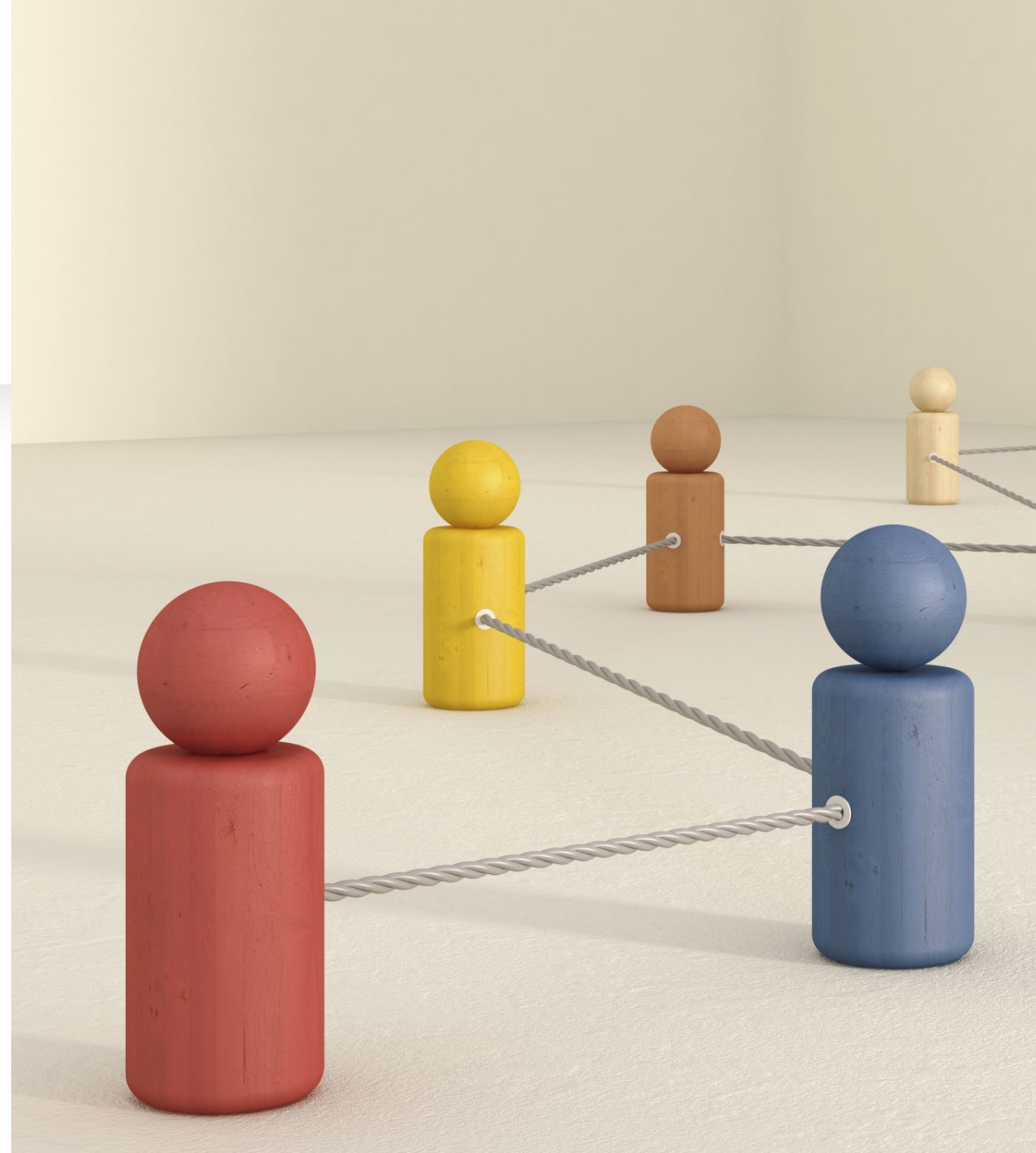
Putting it Together

<https://docs.google.com/document/d/1lc2WcPDFTFnIWIr4tJ7ZWQYT19O-eIVp4JgYzleaz1I/edit>

# SEd Service Conceptualization

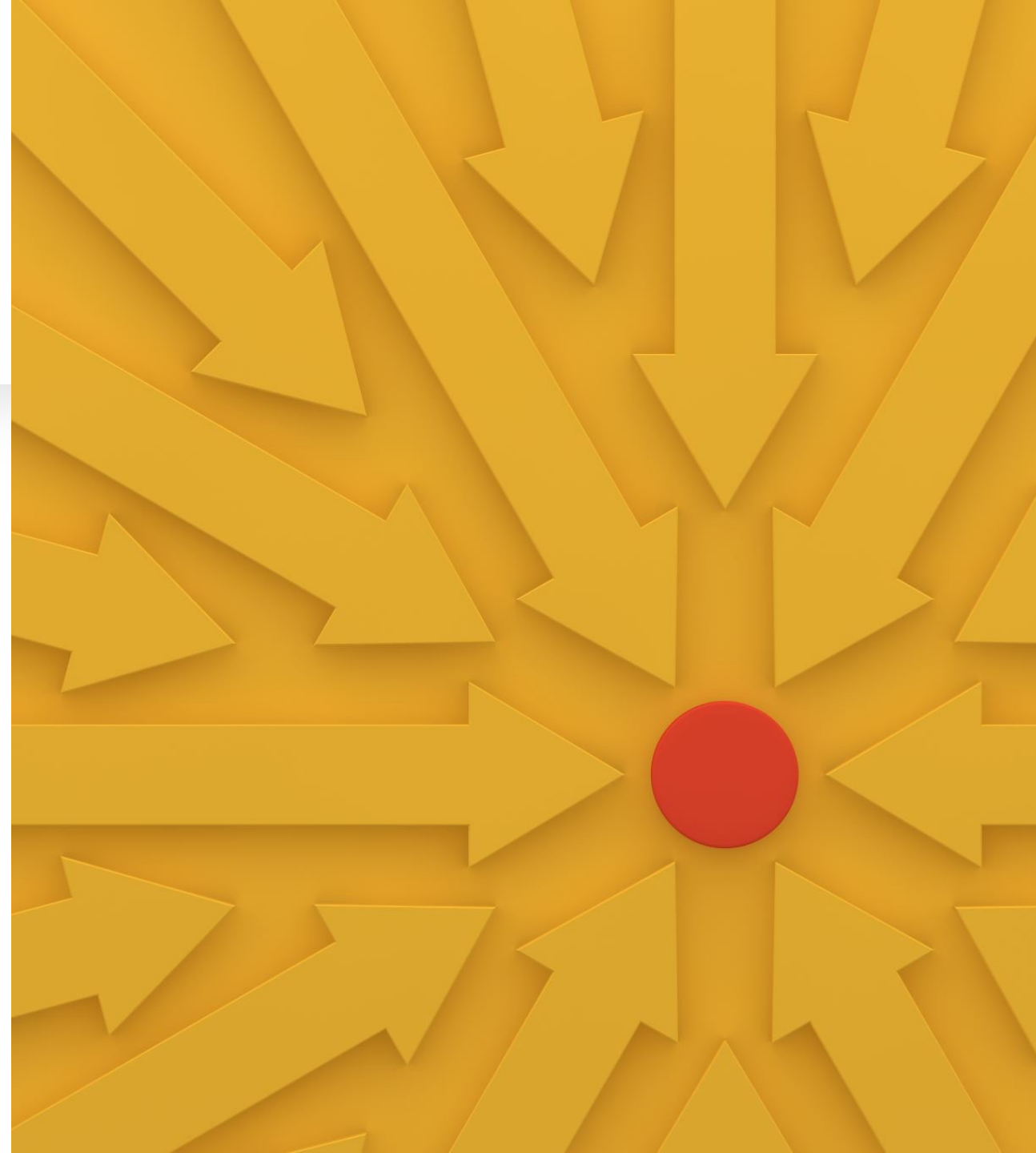
- Breakout groups
- Using the Service Conceptualization form, identify one person you are working with and review the questions with your group members.
- After time is up, report back to the larger group.

**NO NAMES or OTHER IDENTIFYING INFORMATION**



# Resources

- [The Richard West Assistive Technology Advocacy Center \(ATAC\) – Assistive Technology Act in NJ \(at4nj.org\)](http://at4nj.org)
- Advancing Opportunities Technology Lending Center:  
<https://www.assistivetechcenter.org/>
- Center for Assistive Technology & Inclusive Education Studies:  
<https://caties.pages.tcnj.edu/>
- Job Accommodation Network
  - (800) 526-7234 or <http://askjan.org>
- Americans with Disabilities Act
  - (800) 514-0301 or <https://www.ada.gov/>



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A chalkboard with the word "QUESTIONS" written in white chalk. The chalkboard is set on a wooden surface. To the left, there is a red notebook with a gold braided pattern on the cover and a silver pen. Below the notebook, a pair of glasses is visible. The word "QUESTIONS" is written in a large, slightly irregular, white chalk font across the center of the chalkboard.

QUESTIONS

Questions or Comments?

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# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



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Website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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# MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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