

Hello from the RBHS Office of Disability Services!

Would you like additional information or a presentation in your course? Let us know: odsrbhs@ca.rutgers.edu

We invite your feedback https://rutgers.ca1.qualtrics.com/jfe/form/SV_5tcPBj4uh1vpwqi

The RBHS Office of Disability Services (RBHSODS) provides the necessary tools, resources and support for disabled students to become responsible decision-makers and self-advocates in charge of their own future. We are also here to support faculty and staff.

Women's History Month

On this 36th anniversary of Women's history month, there is so much and so many to celebrate. Judith Heumann is one who needs to be celebrated

Judith Heumann paved the way for many. Ms. Heumann has accomplished much and we encourage you to review [her website](#).



Ms. Heumann's mother came to the US from Germany in 1935 while her father came in 1934. Heumann's grandparents, great-grandparents, and countless other family members were killed in the Holocaust.

From U.S. Secretary of Education Miguel Cardona

On March 4, 2023, our country lost a great disability rights leader with the passing of [Judith \(Judy\) Heumann](#). As Assistant Secretary for the Office of Special Education and Rehabilitative Services during the Clinton Administration, Judy helped ensure that students with disabilities not only had the right to physically attend public school, but that such students had the right to learn the same curriculum as their non-disabled peers. **Her leadership is realized in the nearly 20 percentage point jump from 2000 to 2023 in the number of students with disabilities who graduate with a standard high school diploma.** Judy's legacy also includes influencing the publication of the regulations implementing Section 504 of the Rehabilitation Act of 1973 that bars discrimination against disabled people in federally funded programs.

"Judy Heumann's devotion to public education for all students was second to none. After she had polio as a toddler, **her parents had to fight to enroll her in public school.** When she graduated from college, **she had to sue the New York Board of Education to validate that using a wheelchair did not prohibit a person from being a qualified teacher.**"

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Supporting Military Affiliated Students at Rutgers by Jenna rose

In 1944, The Servicemen's Readjustment Act, also known as the G.I. Bill, was passed and has provided educational assistance to service members, veterans, and their dependents through tuition assistance. According to [2019 Student Veterans of America](#) Census data, at least 5 million veterans in the United States had a bachelor's degree or higher.

In data released by the [Postsecondary National Policy Institute](#), 75% of student veterans were enrolled as full-time students, and 56% were enrolled in public institutions in 2018. Dr. Ann Treadway, Director of Veteran and Military Programs and Services at Rutgers University, and a veteran herself, reported that 60% of military affiliated students are also working full or part time while they attend college. "A lot of military affiliated students are not traditional college aged and are not being supported by a parent or guardian. A lot of them are supporting themselves. That real world experience, being diverse from their peers, being older...it is a population we try to do more intimate programming that is unique to whoever we're speaking to. [The military-affiliated] population is not a monolith."

Dr. Treadway explained that there are a lot of misconceptions about the military that make students wary to disclose their military affiliation. "Students who serve or are veterans overwhelmingly felt isolated on campus and that their military service was not appreciated, understood, or respected. If you take all those things, you're not going to want to disclose."

One misconception is that all military-affiliated students are veterans. However, some students are still actively serving. "Students who are currently serving can get activated at any point...we have a very large National Guard population, and those students get activated all the time..." Dr. Treadway shared. Activation may cause challenges for students who attempt to balance school and their service duties. Students .

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Rutgers Office of Veteran and Military Programs and Services



Senator hospitalized for depression

“Hospitalized for being sad??” some might ask. Let’s look at the difference between being sad and being depressed.

Sad: affected by unhappiness or grief; sorrowful or mournful (Dictionary.com)

Clinical Depression: Experiencing five or more symptoms during the same 2-week period and at least one of the symptoms should be either (1) depressed mood or (2) loss of interest or pleasure.

- Depressed mood most of the day, nearly every day.
- Markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day.
- Significant weight loss when not dieting or weight gain, or decrease or increase in appetite nearly every day.
- A slowing down of thought and a reduction of physical movement (observable by others, not merely subjective feelings of restlessness or being slowed down).
- Fatigue or loss of energy nearly every day.
- Feelings of worthlessness or excessive or inappropriate guilt nearly every day.
- Diminished ability to think or concentrate, or indecisiveness, nearly every day.
- Recurrent thoughts of death, recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide.

“I think it really brave for him [Senator Fetterman] to share [his depression], because it normalizes a bit more for people who might be experiencing it and not talking about it,” said Kelly Gilrain, a licensed clinical psychologist and director of behavioral medicine and psychological services at Cooper University Health Care. (Philadelphia Inquirer)



988 Suicide & Crisis Lifeline

Need Support Now?

- ◆ If you are having thoughts of suicide
- ◆ If you need mental health-related crisis support
- ◆ If you are worried about someone else

Please call or text 988 or visit the National Suicide Prevention Lifeline chat to connect with a trained crisis counselor

What is 988?

On July 16th, 988 will become the nationwide 3-digit dialing code for Mental Health Crisis and Suicide Prevention. 988 will connect people to the existing National Suicide Prevention Lifeline. Compassionate, accessible care and support will be available for anyone experiencing mental health-related distress, thoughts of suicide, mental health or substance use crisis. People can also dial 988 if they are worried about a loved one who may need crisis support.

When someone calls the 988 number, that call will be routed to a local Lifeline network crisis center, determined by the area code. New Jersey currently has five Lifeline centers that can respond to the 988 number. Mark Graham, a retired Army major general, is the executive director of one of them — **Rutgers University Behavioral Health Care National Call Center**, which runs the state’s NJ Hopeline and serve as a national 988 backup center.

“When someone calls 988 from a rural community, our team will be able to connect them to resources that can then support them,” Graham said. “And in the past, those resources were out there, but they were of course limited.” Graham said his understanding is that states will also receive some additional funding to provide support throughout the states..

When someone dials 988, the call will be taken by a trained mental health professional who will do a basic assessment. If that assessment determines additional care is needed, a local mobile response team will be dispatched.

Based on calls to the federal suicide hotline, most crisis situations were resolved over the phone and did not require the use of mobile response teams.

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From age 9-18 Ms. Heumann attended [Camp Jened](#), a summer camp for disabled people. This experience became a springboard for [disability rights movement](#) and [independent living movement](#) in the US. Many campers and counselors (also known as "Jenedians") became disability rights activists, such as [Judith Heumann](#), [James LeBrecht](#), and Bobbi Linn.

Crip Camp

In March 2020, **Camp Jened** was profiled in the documentary [Crip Camp](#), directed by James LeBrecht, a former Jened camper, and [Nicole Newnham](#). The film features former camp members including [Judith Heumann](#), as well as footage that LeBrecht shot as a 15-year old camper in 1971. The documentary film became critically acclaimed and went on to win several accolades, including the Audience Award at the [2020 Sundance Film Festival](#) and the Zeno Mountain Award at the 2020 [Miami Film Festival](#). *Crip Camp can be found on Netflix*

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a result of our military service. As a result of these challenges, we experience PTSD, separation anxiety, and other behavioral issues veterans experience because of their military service."

RBHS faculty and staff can continue to support military-affiliated students is by learning more about Veteran and Military Programs and Services by attending or requesting a [Military Cultural Competency Education Session](#) to learn more about supports on campus and better understand the experiences and challenges of military affiliated

Students may be activated for a weekend or up to a year at a time. Veteran and Military Programs and Services can support students in communicating with their instructors if they are activated and may miss class time or assist in navigating withdrawing from the semester and returning to school. The number of veterans with a disability rating from Veteran Affairs is steadily increasing. **Forty-one percent of post-9/11 veterans who served in the military have sustained a service injury, compared to the previous generations where 25% of veterans had a disability rating.**

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Rutgers: #4 Best for Vets

Rutgers is a top-ranked school for veterans.

#1 Rutgers-Camden is New Jersey's first Purple Heart University

1,900+ Military-affiliated students

Military Times

"If you're a current service member, you are much more likely than previous generations of veterans to have sustained a service injury. One reason is you're deployed more," said Dr. Treadway, who went on to also explain that there are less fatal casualties today, due to advances in medicine and more field hospitals than ever before.

Dr. Treadway shared the most common conditions veterans report are tinnitus and hearing loss. One solution to this may be for students to sit in the front of the classroom to hear better. However, for a veteran with hearing loss and service-related PTSD (Post Traumatic Stress Disorder), sitting in the front of the classroom may be detrimental to their mental health. "Based off military experience, you do not want to be in the front you want to be able to be in the back. So, you have these competing disabilities...wanting to be safe and secure in seeing the entire room, but what if there is also hearing loss?"

The Office of Disability Services works with veterans to implement accommodations and provide equal access in what can be a challenging learning environment. In Dr. Treadway's example, this student may benefit from an FM system or captioning. With this accommodation, the student does not have to sit in the front of the classroom to hear the instructor better. A FM system is a piece of assistive technology that helps people hear better in noisy listening situations. FM stands for "frequency modulation" and uses radio waves to transmit audio (from a microphone used by the speaker) signals to the listener.

Military-affiliated students bring a wealth of knowledge, experience, and strengths to campus. "By nature, most military veterans are used to working under short timelines and extreme pressure in multiple scenarios. As a result, the stress which inherently comes from undertaking difficult degree programs does not prohibit veterans from multi-tasking, including working full-time and maintaining a proper balance while pursuing a degree. Furthermore, veterans bring organizational skills, life experiences, time management, and a level of professionalism which they have developed as a result of their military service," shared Vivian Bender, a master's student studying Rehabilitation Counseling, who served in the United States Military, "After 24 years in the military, I found that my experiences of taking yearly standardized tests, continuous training courses (online and in-class) and being a master instructor within my career field, allowed me to quickly identify study habits and techniques based upon my experiences which have allowed me to be successful as a student," she shared.

Ms. Bender reported that military-affiliated students may feel misunderstood on campus. "Faculty could be more supportive of veterans by better understanding the challenges we face as a result of our military service. As a result of these challenges, we experience PTSD, separation anxiety, and other behavioral issues veterans experience because of their military service."

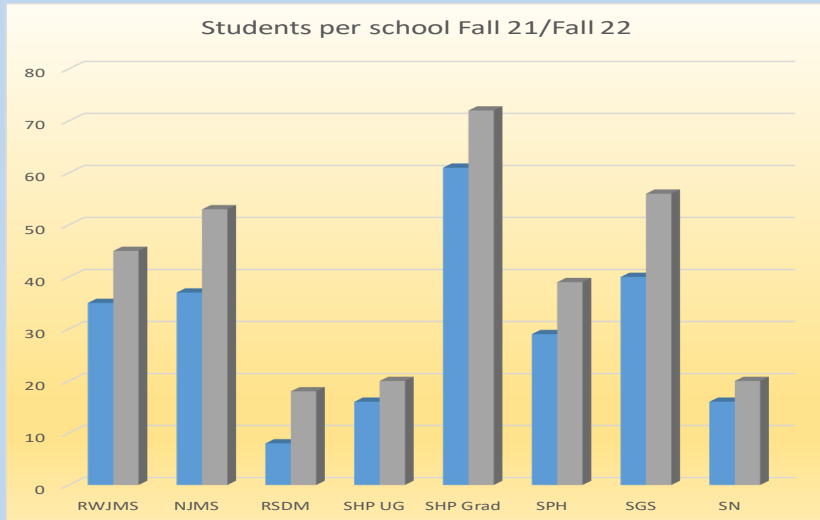
RBHS faculty and staff can continue to support military-affiliated students is by learning more about Veteran and Military Programs and Services by attending or requesting a [Military Cultural Competency Education Session](#) to learn more about supports on campus and better understand the experiences and challenges of military affiliated students.



By the Numbers

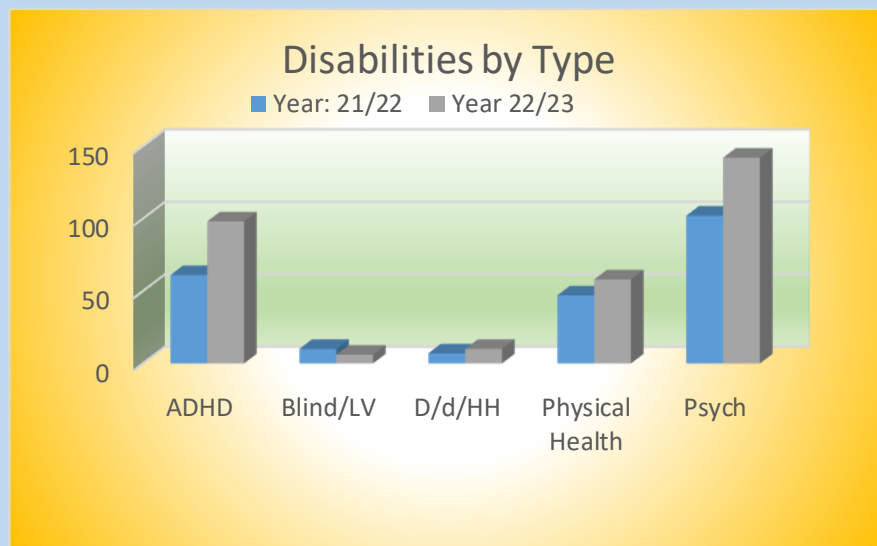
Active Students	Total	% Increase from Fall 21 to Fall 22
Number of Active students	323	33.47

RBHS ODS saw an increase of 34.47% from 2021 to 2022



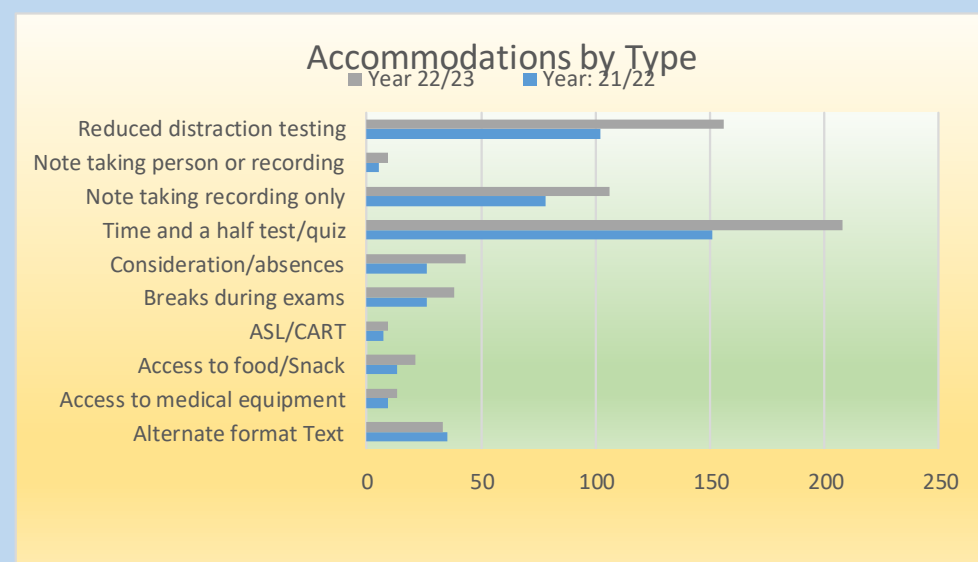
Schools	Fall 2021	Fall 2022	Percent Change
RWJMS	35	45	28.57
NJMS	37	53	43.24
RSDM	8	18	125.00
SHP UG	16	20	25.00
SHP Grad	61	72	18.03
SPH	29	39	34.48
SGS	40	56	40.00
SN	16	20	25.00

NJMS and RSDM showed the greatest increase in % of student who disclosed disabilities from 2021 to 2022



By condition/duplicated:	Fall 2021	Fall 2022	Percent change
ADHD	61	98	60.66
Blind/LV	10	6	-40.00
D/d/HH	7	10	42.86
Physical Health	47	58	23.40
Psych	102	142	39.22
Speech	1	1	0.00
LD	34	35	2.94
Mobility	7	6	-14.29
Neurological	11	13	18.18
Auditory Proc	1	1	0.00

The greatest increases in types of disabilities disclosed from Fall 2021 to Fall 2022 are ADHD, psychological conditions and Deaf/d/Hard of Hearing



Accommodations/Duplicated	Total 2021	Total 2022	Percentage change
Alternate format Text	35	33	-5.71
Access to medical equipment	9	13	44.44
ASL/CART	7	9	28.57
Breaks during exams	26	38	46.15
Consideration/absences	26	43	65.38
Early Registration	9	13	44.44
Time and a half test/quiz	151	208	37.75
Extension on Assignments	33	33	0.00
Note taking recording only	78	106	35.90
Note taking person or recording	5	9	80.00
Reduced distraction testing	102	156	52.94

The most frequently used accommodations are extended time on exams, reduced distraction testing location and note-taking assistance



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"The whole point is let's not hospitalize people if we don't have to," said Carolyn Beauchamp, president and CEO of the Mental Health Association in New Jersey, which runs mental health programs statewide and operates the state's existing crisis hotline.



Definitions

Any mental illness (AMI) is defined as a mental, behavioral, or emotional disorder. AMI can vary in impact, ranging from no impairment to mild, moderate, and even severe impairment (e.g., individuals with serious mental illness as defined below).

In 2020, there were an estimated 52.9 million adults aged 18 or older in the United States with AMI. This number represented 21.0% of all U.S. adults.

Serious mental illness (SMI) is defined as a mental, behavioral, or emotional disorder resulting in serious functional impairment, which substantially interferes with or limits one or more major life activities. The burden of mental illnesses is particularly concentrated among those who experience disability due to SMI.

In 2020, there were an estimated 14.2 million adults aged 18 or older in the United States with SMI. This number represented 5.6% of all U.S. adults.

****In the past year, RBHS experienced a 39% increase in students disclosing psychological disabilities**

RBHS Students for Disability Education and Advocacy

According to the CDC, one in four people in the United States are disabled. RBHS students might work, take classes, and socialize with disabled individuals, or are disabled themselves. ODS is working toward creating a student organization focused on issues that impact disabled people. The organization will focus on promoting disability education, advocacy, and awareness on campus and beyond. This will be the first RBHS student organization that is not school or program specific. **If you are an RBHS student and you have an interest in issues that impact disabled people, please contact Jenna Rose at jer298@rbhs.rutgers.edu.**

John Fetterman Is Using This Assistive Technology in the Senate to Help With His Stroke Recovery

(from Time Magazine)

As Fetterman learns how to do his new job while struggling with lingering auditory processing* issues resulting from the stroke, he's relying on Assistive Technology . . . advocates say Fetterman is forging a path for people with disabilities and health challenges to make it in public office.

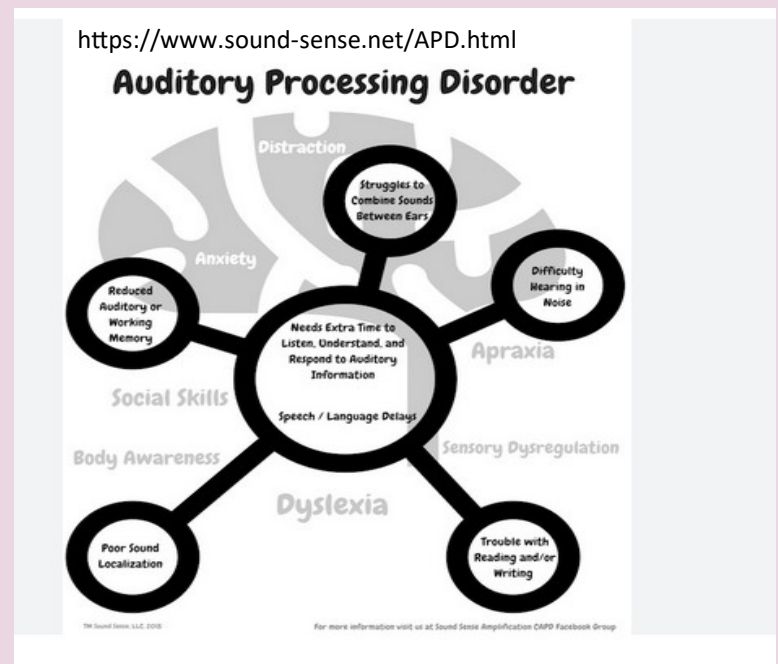
The auditory processing issues that sometimes make it difficult for Fetterman to communicate became a focus during his Senate campaign last fall . . . Though Fetterman provided some information from his doctor in the months leading up to the election, he would not release his full medical records, and critics questioned his ability to function in the Senate. Voters were less concerned: Fetterman [handily beat Republican Dr. Mehmet Oz](#) in one of the most competitive races in the country.

Soon after the election, the Office of Congressional Accessibility Services began talking with Fetterman about what accommodations he would need when he arrived. Primarily, he required the same sort of technology he used on the campaign trail, which allows him to read what people say in real time, much like the closed-captioning that TV viewers might use.

***What is Auditory Processing Disorder?**

People with auditory processing disorder (APD) have a hard time hearing small sound differences in words. Someone says, "Please raise your hand," and you hear something like "Please haze your plan." APD, also known as central auditory processing disorder, isn't [hearing loss](#) or a [learning disorder](#). It means your [brain](#) doesn't "hear" [or process] sounds in the usual way.

The type of captioning Senator Fetterman is receiving is a common accommodation for people with an auditory processing disorder. As a nonapparent disability, APD is but one of the variety of reasons using captioning during presentations (in person or over Zoom) are ben-



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