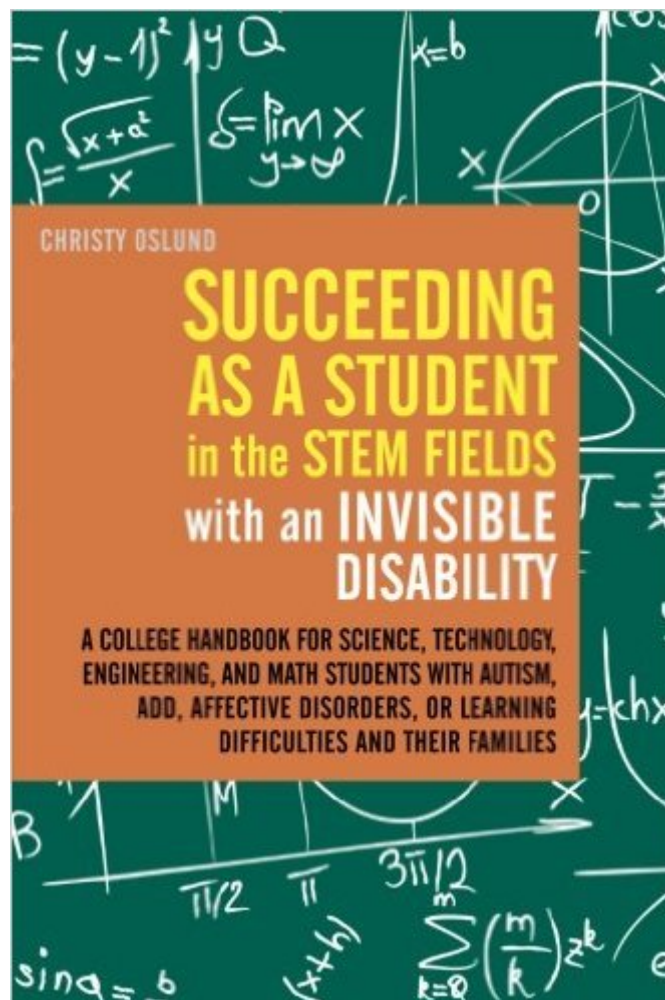


The book was found

Succeeding As A Student In The STEM Fields With An Invisible Disability: A College Handbook For Science, Technology, Engineering, And Math Students ... Or Learning Difficulties And Their Families





Synopsis

The STEM fields (Science, Technology, Engineering and Math) attract many students with autism, ADD, affective disorders and related invisible disabilities who are highly intelligent and analytical, but who, upon entering higher education, may find that they struggle with independent living and a different way of learning. This is a preparation guide for students and their families that explains everything they need to know about the university experience including classroom behavior, study skills, self-reliance, accessing support services, and when parents should and shouldn't get involved. Offering practical advice and strategies, this is a useful handbook that students can refer to again and again throughout their college years guiding them on their paths to becoming the inventors, scientists, engineers, and computer entrepreneurs of the future.

Book Information

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Customer Reviews

Worried about your Asperger's high school senior making the transition to college? Can he live independently? How can you prepare him to live away from home successfully? What about his integrating into a college environment? How will you know if he is succeeding? How will he get around? What about the professors? What should your student expect to be different from high school? How can you really prepare your student to live successfully as a young independent adult? What does your child need to know in order to make his way in the adult world away from home? This delightful book offers real-world solutions to these and other concerns of parents and guidance counselors of kids with invisible disabilities. I am a retired high school teacher. How I wish I'd had

this book then, because some of my parents were distraught about the future of their academically-sound but invisibly-disabled kids! After reading this book, I am reminded that "Disabled doesn't equal debilitated" when one is prepared. And getting prepared is where this writer shines! My favorite parts of Dr. Oslund's writing are her wry humor and anecdotes. Yet this book offers serious, working solutions in interspersed sections entitled "To Parents" and "To Students." Dr. Oslund works with special needs students and parents daily as the Coordinator of Student Disability Services at Michigan Technological University. She knows what the problems are for disabled students and has personally seen how to solve them when possible. Anyone can list problems. But not everyone has experienced working ways to prevent or address those problems. Dr. Christy Oslund has, and here they are!

"What Every Parent Needs to Know to Get a Child Ready for Life" might be a better title for this book. While it's written specifically for parents of invisibly-disabled children, most of the concepts proposed by Dr. Oslund have universal application. It's not just an autistic child going off to a STEM university who needs to know how to do laundry or catch the bus to the pharmacy, so does the young person heading off to vocational school or to the city to find a job. In addition, many of the ideas Dr. Oslund presents should be started early in life, not put off until mid- or late-teen. To the contrary, many of these skills need to be taught starting in infancy. One assumes the early teaching of hand washing after toileting or covering the mouth when coughing, but how old should a child be before learning to treat others with respect, to learn how to make eye contact during conversations, to interact with peers as well as with those of other age groups? It may be the natural inclination of many parents to want to make things easier "than we had it," for our children. Dr. Oslund points out how this practice may be the antithesis of what which we should be doing for our kids, especially if they have an invisible (or visible, for that matter) disability. Dr. Oslund, for example, suggests it may be necessary to create artificial situations to push a child into learning skills which may otherwise be left untaught, particularly for children who will actively avoid those situations as, perhaps, might a child with autism. She suggests seeking out opportunities for introducing a child to others if that's a skill that's lacking or avoided by the child, perhaps enlisting the aid of the other person to 'force' eye contact, or prepare the other person with specific dialogue to use.

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