

Our Missions



- Advocate and care for the emotional health of our students.
- Establishing a Culture of Wellness
- Establishing a Sense of Community



- Deliver accommodations through interactive and dynamic relationships
- Address barriers to access and full participation
- Create equitable and inclusive environments for learning and community membership

Not Your Imagination!

SDS by the #s

707 Student Requests for Accommodations

486 Students w/Diagnosed Disabilities & Approved Accommodations

228 Students w/a Single Diagnosed Disability

258 Students w/Multiple Diagnosed Disabilities

251 Students Receiving Residential Accommodations

105 Support Animals (ESA/Service Animal)

Types & Frequencies of Select Disability Diagnoses							
		2016 #s		2021-2 #s		6 Yr % +/-	*2022-23 #s
Mental Health		79		208		373%	374
ADHD/ADD		38		119		276%	143
Learning Disability		49		56		102%	99
Chronic Medical		38		137		329%	163
Autism Spectrum		12		18		150%	30
Dyslexia		6		18		133%	14
Low Vision		6		20		233%	20
Deaf/Hard of Hearing		2		11		1000%	22
Emotional Support Animals		38		71		142%	92
Service Animals		1		10		1200%	13



Student Common Symptoms, Diagnoses and Stressors

Symptoms

- Stress (academic, family)

Adjustment Disorder; Acute Stress; PTSD

- Sadness/ depressive symptoms

Major Depressive Disorder; Seasonal Affective Disorder; Depression

- Excessive worrying/ anxiety symptoms

Acute Anxiety; General Anxiety Disorder; Obsessive Compulsive Disorder

- Anger, frustration and/ or irritability

ADD; ADHD, Dyslexia

Stressors

- Academic & other demands
- Identity issues
- First time college student/first time away from home
- Relationship struggles

If you see this...the diagnosis might be this...

ACCOMMODATION

1. Brief breaks as needed
2. Flexibility in deadlines/attendance in collaboration and approved by instructor
3. Preferential seating
4. Access to instructor notes/outlines, PPTs
5. Use of laptop in class
6. Extended time on tests/quizzes

POTENTIAL DIAGNOSIS

1. IBS; Autism; Mobility Issue
2. Chronic illness with flares (Lupus; Crohns; Colitis; Arthritis, Migraines)
3. Vision; Hearing; ADHD
4. ADHD; Specific Learning Disability; Dyslexia
5. Neurological Disorder; Disorder of Written language; Dysgraphia
6. Dyslexia; ADHD;

Student Needs & Establishing a Culture of Community

- **Interpersonal Skills**

- Need for social connections!

Connecting with your students and showing empathy and kindness can profoundly impact their sense of belonging in the classroom

- **Wellness**

- Values & Purpose
- Emotional self awareness

Consider sharing some personal information; how you're coping during this difficult time

- **Resiliency/ skills**

- Distress tolerance
- Emotional regulation
- Impulse control/ Reactivity
- Flexible thinking
- Radical acceptance
- Growth mindset

Implement peer to peer support systems

Facilitate interactions and networking in the classroom through group projects

Be flexible in structuring your course.

Have a plan for students that are struggling

Pay attention to signs of distress

Check in with students via email or phone call if you notice possible struggles

It's ok to set personal and academic limits

Support does not mean lack of accountability



Promoting Wellness

Encourage holistic approach to wellness

- Emotional Health, Physical, Spiritual, Academic/ Professional Identity
- Provide campus resources for all areas

Encourage self-care.

- Ask students to create a weekly schedule & require them to have self care measures in it
- Share your own means to self-care

Generate opportunities for education

- Counseling Center outreach

How can you support student wellness?

The National Wellness Institute devised three questions that can help assess the degree to which wellness is incorporated into a particular program, class or activity:

- Does this help students achieve their full potential?
- Does this recognize and address the whole person (multi-dimensional approach)?
- Does this affirm and mobilize people's positive qualities and strengths?

Important Topics

- Mental health emergency procedures
 - Emergency vs incident
- Addressing mental health as a class: How often should we talk about mental health?
 - Creating a Safe Space
 - Include statement on syllabus about your policy on health issues (physical and/ or emotional)
- Approaching/supporting students showing indicators of distress (i.e. social media post)
 - Mocs C.A.R.E.
 - Can I promise confidentiality to my student (student told me this, but doesn't want me to tell anyone else)?
 - Can I require my student to engage in counseling?



Responding to Students in Distress

Do...

Acknowledge, respect and validate the distress.

Have a supportive, calm and encouraging tone.

Follow up or check in with the student.

Encourage students to self-regulate (deep breaths, splash some water in face, go outside for a minute and comeback).

Remind them of the ability of being resilient- it's not a trait, it's a skill

Help them explore options for help and sources of support.

Avoid...

Minimizing stressors and/ or emotions

Rushing into problem solving.

Conveying judgement towards the student

Offering assurances



Scenario

Let's Talk!

Taylor is a freshman in your class. Taylor has an Academic Accommodation Plan that includes:

- *Extended time on tests

- *Access to instructor notes/outlines/ PPTs

They have not used the accommodations. You notice Taylor's attendance begins to drop as you approach mid term week. Peers say that Taylor hasn't been leaving their dorm room much lately due to increased stress.

You decide to reach out to Taylor via email to see if there's anything you could do to support them. Taylor responds that they're struggling academically and currently "don't see the point of college". Taylor also responds by saying, "they're not doing well emotionally but it doesn't really matter anymore".

Reflection...

How would you respond to this student?

How can you support this student at the moment?

What are some resources you can share with the student?



Counseling Services Access & Student Disability Services

Website: [Office of Counseling Services - Florida Southern College in Lakeland, FL \(flsouthern.edu\)](https://www.flsouthern.edu/campus-offices/offices-directory/office-of-counseling-services)

Walk in: Thrift Bldg. 1st Floor; walk in hours are available Mon-Friday 8-5PM.

Phone: 863 680-6236

Email: counsel@flsouthern.edu

Online scheduling: [FSC Counseling Center - Questionnaire - Web Component \(titaniumhwc.com\)](https://www.titaniumhwc.com/fsc-counseling-center-questionnaire)



Website: Office of Student Disability Services-
<https://www.flsouthern.edu/campus-offices/offices-directory/office-of-student-disability-services>

Rogers Building- 2nd Floor