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[This handout includes excerpts from my article describing this study which will be published by the Journal of Law and Health in Fall 2007:]

LAW STUDENTS WHO LEARN DIFFERENTLY: A NARRATIVE CASE STUDY OF THREE LAW STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD)

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INTRODUCTION

Although law school pedagogy has not changed significantly over the years, the demographics of the students attending law schools have changed immensely.¹ More law students than ever before begin law school having been diagnosed with a learning disability.² Yet there has been little if any research on how law students with learning disabilities experience law school.³ Although many students do request reasonable

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¹ See, e.g., James R. P. Ogloff, et al., *More Than "Learning to Think Like a Lawyer:": The Empirical Research on Legal Education*, 34 Creighton L. Rev. 73, 86 (2000)(reporting statistics about gender and minority status in law schools, i.e., the number of women applying to law schools increased 44% and the number of minority applications increased 400%); Susan Johanne Adams, *Because They're Otherwise Qualified: Accommodating Learning Disabled Law Student Writers*, 46 J. L. Educ. 189, 196-97 (1996)(stating that the pool of diagnosed LD students becoming eligible for postsecondary education is increasing); and Lisa Eichhorn, *Reasonable Accommodations and Awkward Compromises: Issues Concerning Learning Disabled Law Students and Professional Schools in the Law School Context*, 26 J. L. & Educ. 31 (1997)(noting that learning disabled people make up one of the fastest growing segments of the law student population.”).

² See M. Kay Runyan, Joseph F. Smith, Jr., *Identifying and Accommodating Learning Disabled Law Students*, 41 J. Legal Educ. 317, 320 (1990)(asserting that increasing numbers of learning disabled students are identified and receive the assistance they need to complete academic programs).

³ See Robin A. Boyle, *Law Students With Attention Deficit Disorder: How to Reach Them, How to Teach Them*, 39 J. Marshall L. Rev. 349, 349 (2006) (describing that most law school classes will include students with ADD and explaining the traits of ADD law students); Laura F. Rothstein, *Higher Education and Disabilities: Trends and Developments*, 27 Stetson L. Rev. 119 (1997) (explaining how an entity determines whether an individual has a learning disability); Kevin H. Smith, *Disabilities, Law School, and Law Students: A Proactive and Holistic Approach*, 32 Akron L. Rev. 1 (1999); Donald Stone, *What Law*

accommodations for their learning disability, equally as many students do not disclose their learning disability to the law school nor do they request disability accommodations.⁴ As legal educators, do we have an obligation to expand our teaching methodologies beyond the typical law student? What teaching methodologies work most effectively for law students with learning disabilities? How do these students approach learning the law?

The purpose of this study was to examine the perceptions of law students with Attention Deficit Disorder (ADD) about their law school experience. I was particularly interested in the learning and studying strategies of these students and their opinions about the effectiveness of teaching methodologies used during the first and second year of law school. The study used a qualitative research methodology⁵ and employed a narrative case study analysis.⁶

Part I of this article briefly examines the literature on law students with learning disabilities and explores the traits associated with Attention Deficit Disorder (ADD). Part II describes the study methodology and the students who participated in the study. Part III presents a narrative case study of three students with ADD. The case study yielded four themes relating to the social, learning and achievement domains of the students. First, all three participants experienced feelings of isolation in law school due to their learning disabilities. Second, the two successful law students with ADD seemed to understand and use their personal learning styles to their benefit whereas the less successful student did not. Third, all three students with ADD reported that an educator's reliance upon the Socratic Method as the predominant teaching methodology inhibited their learning in the classroom. Finally, despite each of the students' important accomplishments in law school, they all expressed feelings of uncertainty about their future careers as practicing lawyers with ADD. Part IV of this article explores the

Schools are Doing to Accommodate Students with Learning Disabilities, 42 S. Tex. L. Rev. 19, 25 (2000); Scott Weiss, *Contemplating Greatness: Learning Disabilities and the Practice of Law*, 6 the Scholar: St. Mary's Law Review on Minority Issues 219, __ (2004)(describing the tension between the practicing bar and lawyers with learning disabilities).

⁴ Kevin H. Smith, *Disabilities, Law Schools, and Law Students: A Proactive and Holistic Approach*, 32 Akron L. Rev. 1, 1 (1999) (citing Laura F. Rothstein, *Introduction to Disability Issues in Legal Education: A Symposium*, 41 J. Legal. Educ. 301, 305 (1991)). Smith states: "Although most law students with a physical or mental disability apparently do not self-identify, recent studies suggest that approximately ten percent of law students possess a physical or mental disability. Further, the number of students seeking accommodations is increasing rapidly." *Id.* at 1.

⁵ Lee Goodmark, *Telling Stories, Saving Lives: The Battered Mothers' Testimony Project, Women's Narratives, and Court Reform*, 37 Ariz. St. L.J. 709, 720 (2005)(asserting that the use of a qualitative research methodology documents individuals' experiences in an important way). In addition, "Qualitative research . . . provides "greater understanding of the meaning and context of behaviours and the processes that take place within observed patterns of interrelated factors" and enables researchers to examine the perceptions different participants have of the same situation." *Id.* at 722 (citing Martyn Hammersley, *Deconstructing the Qualitative-Quantitative Divide*, in *Mixing Methods: Qualitative and Quantitative Research* 39, 41 (Julia Brannen ed., 1992)).

⁶ The case study is a common way to approach social science research. Rather than using large samples and following a rigid protocol to examine a limited number of variables, case study methods provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. Bent Flyvbjerg, *Five Misunderstandings About Case Study Research*, *Qualitative Inquiry*, vol. 12, no. 2, April 2006, pp. 219-245. A "narrative" case study is simply a case study presented in a narrative format.

conclusions we might draw from the data and the ways in which we might alter law school pedagogy to better serve students who learn differently.

I. LAW STUDENTS WITH ADD: A NEW REALITY IN LEGAL EDUCATION

There are harsh critiques of the legal academy regarding how it approaches students who learn differently:⁷ “Legal educators often suffer from disabling intellectual paralysis and lack of vision when it comes to teaching students with disabilities and nontraditional learners.”⁸ In addition, law professors may suffer from “lack of vision, stereotypes, and prejudices that prevent legal educators” from teaching those who learn differently effectively or appropriately.⁹ While this may be true of some traditionalists within the legal academy, there seems to be a growing trend among progressive legal educators to incorporate learning theory into their classrooms and to expand their teaching beyond the traditional Socratic Method.¹⁰ Yet even the most talented legal educators may not understand the subtleties of how law students with learning disabilities approach learning the law.

Much of the literature describing law students with learning disabilities deals with the legal requirements of law schools and legal educators to accommodate law students with

⁷ In my opinion, these critiques are valid.

⁸ Jennifer Jolly-Ryan, *Disabilities to Exceptional Abilities: Law Students with Disabilities, Nontraditional Learners, and the Law Teacher As a Learner*, 6 Nev. L.J. 116, 116 (2005).

⁹ *Id.*

¹⁰ There are many well-written articles on the use of learning theory in the law school classroom. See Robin A. Boyle & Rita Dunn, *Teaching Law Students Through Individual Learning Styles*, 62 Alb. L. Rev. 213 (1998) (addressing how the authors ascertained the learning styles of first-year students, in particular sections of legal writing, and suggesting ways to implement this data in the classroom); Robin A. Boyle, *Bringing Learning-Style Instructional Strategies to Law Schools: You Be the Judge!*, in *Practical Approaches to Using Learning Styles in Higher Education* (Rita Dunn & Shirley A. Griggs, eds., 2000) 156 [hereinafter Boyle, *Bringing Learning-Style*]; Carol Chomsky & Maury Landsman, *Using Contracts to Teach Practical Skills: Introducing Negotiation and Drafting into the Contracts Classroom*, 44 St. Louis U. L.J. 1545, 1546 (2000) (explaining that the Socratic dialogue ‘creates a learning environment well designed for students who learn best through abstract conceptualization and reflective observation, but ill-suited for those whose learning strengths are centered in concrete experience and active experimentation’); Lynn M. Daggett; Kristin B. Gerdy, *Teacher, Coach, Cheerleader, and Judge: Promoting Learning Through Learner-Centered Assessment*, 94 Law Libr. J. 59, 65-66 (2002) (suggesting methods of engaging students in learner-centered assessments by using David A. Kolb's learning theory to achieve ‘active experimentation’ in the learning process’); Gerald F. Hess, *Listening to our Students: Obstructing and Enhancing Learning in Law School*, 31 U.S.F. L. Rev. 941, 958 (1997) (explaining that students are frustrated by the Socratic method because their professors' questions tend to confuse rather than enlighten students and professors refuse to answer questions); M. H. Sam Jacobson, *Learning Styles and Lawyering: Using Learning Theory to Organize Thinking and Writing*, 2 J. A.L.W.D. 27 (2004) [hereinafter Jacobson, *Lawyering*]; M. H. Sam Jacobson, *A Primer on Learning Styles: Reaching Every Student*, 25 Seattle U. L. Rev. 139 (2001) [hereinafter Jacobson, *Primer*]. Michael Hunter Schwartz, *Teaching Law by Design: How Learning Theory and Instructional Design Can Inform and Reform Law Teaching*, 38 San Diego L. Rev. 347, 383 (2001) (summarizing learning theories in areas of behaviorism, cognitivism, and constructivism and recommending how to help students build skills from basic to sophisticated levels); Alice M. Thomas, *Laying the Foundation for Better Student Learning in the Twenty-First Century: Incorporating an Integrated Theory of Legal Education into Doctrinal Pedagogy*, 6 Widener L. Symp. J. 49, 97 (2000) (explaining how Joseph D. Novak's integrated theory of education can be used to ‘motivate students to learn meaningfully so they may creatively solve problems.’).

diagnosed learning, physical or other disabilities.¹¹ It is difficult if not impossible to know how many students in law school have been diagnosed with learning disabilities. An actual number of law students with disabilities may never be known given that more and more law students with learning (and other) disabilities choose not to self-identify.¹²

Professor Robin Boyle asserts that the majority of law school classes are likely to include students with Attention Deficit Disorder (ADD), and that it is essential that for legal educators to be equipped to teach ADD students.¹³ Approximately five to eight percent of Americans have ADD which means that more than 10 million Americans are affected by ADD.¹⁴ Further, many people, including law students, may not be aware that they have ADD, which means that legal educators will not know this either.¹⁵ Professor Boyle further notes that in higher education, the number of students reporting that they have ADD is substantial.¹⁶ In a survey conducted in the United States, of the 16.5 million undergraduate students in the United States, 6.4 % of the students reported having ADD.¹⁷ This suggests that there are over one million students who know they have ADD and report it to the institution.¹⁸ Just as many students may have ADD and do not report it, or are unaware that they are affected by the disability without knowing it.¹⁹

Most law school disability-related decisions are based on a “case-by-case” analysis with the only guidance being the “elastic” statutory and regulatory standards of

¹¹ *Id.* at 118. Section 504 of the Rehabilitation Act of 1973 applies directly to law students with disabilities. Rehabilitation Act of 1973, Pub. L. No. 93-112, 87 Stat. 35 (codified as amended at 29 U.S.C. §§ 701-797 (2000)). Section 504 provides: “No otherwise qualified individual with a disability . . . shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activities receiving federal financial assistance.” 29 U.S.C. §794 (2000). The term “otherwise qualified” in a law school setting has been interpreted to mean that the student can meet the essential eligibility requirements of law school, without or without reasonable accommodations, in spite of the restrictions imposed by the disability.” See Jolly-Ryan, *supra* note __, at 118. The Americans with Disabilities Act of 1990 also prohibits discrimination and affects the educational rights of law students with disabilities. 42 U.S.C. § 12101. Although it builds upon the Rehabilitation Act of 1973, Congress intended the ADA to reach beyond the Rehabilitation Act of 1973 (applying to institutions receiving federal funds). The ADA provides: “No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodations by any person who owns, leases (or leases to) or operates a place of public accommodation.” 42 U.S.C. § 12182(a). The ADA defines discrimination as: “A failure to make reasonable modifications in policies, practices, or procedures, when such modifications are necessary to afford such goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities, unless the entity can demonstrate that making such modifications would fundamentally alter the nature of such goods, services, privileges, advantages or accommodations.” 42 U.S.C. § 12182(b)(2)(A)(ii).

¹² Smith, *supra* note 4, at 1.

¹³ Boyle, *supra* note __ at 350.

¹⁴ *Id.* (citing Edward M. Hallowell & John J. Ratey, *Delivered from Distraction: Getting the Most Out of Life with Attention Deficit Disorder* 8 (2005)).

¹⁵ *Id.*.

¹⁶ *Id.*

¹⁷ *Id.* (citing Nat'l CTR. For Educ. Statistics, U.S. Dep't of Educ., *Profile of Undergraduates in U.S. Postsecondary Institutions: 1999-2000* (Statistical Analysis Report) iii (2002), available at <http://nces.ed.gov/pubs2002/2002168.PDF>). After significant attempts, I did not find any sources of statistics on how many law students have ADD).

¹⁸ *Id.*

¹⁹ *Id.*

disability statutes and rules.²⁰ A direct treatment of disability-related statutes, regulations and cases is beyond the scope of this article and has been well-covered elsewhere.²¹ Instead, this article seeks to explore the perceptions and experiences of law students with ADD, and how the legal academy might work towards providing its students with an environment of tolerance, humanity and inclusiveness.²²

A. Attention Deficit Disorder (ADD)

The three students in this study have been diagnosed with a learning disability, specifically Attention Deficit Disorder (ADD).²³ Generally, a student with a learning disability suffers from a “deficit in the processing of visual and/or auditory information.”²⁴ Learning disabilities may encompass Attention Deficit Disorder (ADD), and Attention-Deficit Hyperactivity Disorder (ADHD). The research suggests that students admitted to law school with a learning disability are usually very bright, yet their learning disability can sometimes result in a “discrepancy between aptitude and achievement,” despite their high level of intelligence.²⁵

ADD is a neurologically-based condition characterized by inappropriate levels of distractedness, inattentiveness, and impulsiveness.²⁶ Learning disabilities appear to be the most common form of disability identified by law students.²⁷ Specifically, ADD is a

²⁰ Smith, *supra* note 4 at 2.

²¹ See, e.g., Susan Johanne Adams, *Leveling the Floor: Classroom Accommodations for Law Students with Disabilities*, 48 J. Legal Educ. 273, 292 (1998); Leah Bensen Lipskar, *Learning Disabilities and the ADA: A Guide for Successful Learning Disabled Students Considering a Career in the Law*, 3 U. Pa. J. Lab. & Emp. L. 647, 648 (2001); Lisa Eichhorn, *Reasonable Accommodations and Awkward Compromises: Issues Concerning Learning Disabled Students and Professional Schools in the Law School Context*, 26 J.L. & Educ. 31, 37 (1997); Susan Johanne Adams, *Because They're Otherwise Qualified: Accommodating Learning Disabled Law Student Writers*, 46 J. Legal Educ. 189, 192 (1996); Joseph F. Smith, Jr. & M. Kay Runyan, *How Private Secondary Schools Can Meet Their Obligations to Accommodate Students with Specific Learning Disabilities*, 17 W. New Eng. L. Rev. 77, 80 (1995); Paul D. Grossman, *Making Accommodations: The Legal World of Students with Disabilities*, 87 Academe: Bull. Of the Am. Ass'n of U. Professors, Nov.-Dec. 2001, at 41; Donald Stone, *The Impact of the Americans with Disabilities Act on Legal Education and Academic Modification for Disabled Law Students: An Empirical Study*, 44 U. Kan. L. Rev. 567, 593 (1996); , Scott Weiss, *Contemplating Greatness: Learning Disabilities and the Practice of Law*, 6 Scholar 219, 231 (2004).

²² Smith, *supra* note _ at 3.

²³ This article describes one part of a larger study I completed on how law students with physical, emotional and learning disabilities read, learn and experience the law. Because of the abundance of data, I chose to focus the present article solely on law students with ADD.

²⁴ *Id.* at 137 (citing Runyan & Smith, *supra* note __ at 317-21).

²⁵ See Jolly-Ryan, *supra* note __, at 138 (quoting Suzanne Wilhelm, *Accommodating Mental Disabilities in Higher Education: A Practical guide to ADA Requirements*, 32 J. Legal Educ. 217, 229 (2003)). The Individuals with Disabilities Education Act and regulations define a “specific learning disability” as: [A] disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read a, write, spell or to do mathematical calculations [The] term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.” 20 U.S.C. § 1401 (2000); 34 C.F.R. s 300.7(b)(10).

²⁶ Jolly-Ryan *supra* note __ at 139 (citing Pamela B. Tanguay, *Nonverbal Learning Disabilities at Home* 212 (2001)).

²⁷ Kevin H. Smith, *Disabilities, Law Schools, and Law Students: A Proactive and Holsitic Approach*, 32 Akron L. Rev. 1, 13 (1999). Smith states: “ADD (and ADHD) are relatively specific neurological or

“trait” rising to the level of a disability when it “affects the person’s world.”²⁸ The three characteristics of ADD—hyperactivity, distractibility, and impulsivity,²⁹ do not determine the diagnosis of the disorder; a diagnosis is based upon how these symptoms manifest themselves.³⁰

The current research suggests that people who have ADD have impaired executive functions of the brain.³¹ The executive functions pertain to how people learn as well as how they function in everyday life.³² Impairments in executive functions can affect learning because “attention, organization, and application of effective learning strategies” are involved.³³ Attentiveness and active engagement with the material are affected, meaning that ADD students may have difficulty with “making connections between new information and prior knowledge and organizing this information in a useful way.”³⁴

What is it like subjectively to have ADD? Dr. Edward Hallowell, an expert on ADD, describes his own experience of having the syndrome of ADD as follows:

It's like driving in the rain with bad windshield wipers. . . Or, it's like listening to a radio station with a lot of static and you have to strain to hear what's going on. Or, it's like trying to build a house of cards in a dust storm. You have to build a structure to protect yourself from the wind before you can even start on the cards.

In other ways it's like being super-charged all the time. You get one idea and you have to act on it, and then, what do you know, but you've got another idea before you've finished up with the first one, and so you go for that one, but of course a third idea intercepts the second, and you just have to follow that one, and pretty soon people are calling you disorganized and impulsive and all sorts of impolite words that miss the point completely. Because you're trying really hard. It's just that you have all these invisible vectors pulling you this way and that which makes it really hard to stay on task.³⁵

biochemical conditions which impair a student’s ability to take in, retain, recall, comprehend, analyze, process or manipulate, organize and/or express (either verbally or in writing) information, concepts and ideas. These disabilities, principally ADD and ADHD, also include neurological or biochemical conditions which undermine a student’s ability to concentrate, stay “on task,” avoid being distracted by noise or other stimuli, and organize his or her life and work.” *Id.* at 14.

²⁸ See Boyle, *supra* note ___ at 353.

²⁹ *Id.*

³⁰ *Id.* Boyle points out: “A diagnosis of [a] learning disability is not made by a professor’s mere observation. Instead, there are tests recognized by the Law School Admission Services that the suspecting student must take, the Woodcock-Johnson Psycho-educational Battery-Revised for example, that can lead to a diagnosis of ADD. Law schools are prohibited by law from inquiring about students’ disabilities. Students who seek accommodations must take the initiative to get tested, provide documentation indicating that they are “other qualified,” and then provide specific requests for accommodations.” *Id.* at 354.

³¹ *Id.*

³² *Id.*

³³ *Id.*

³⁴ *Id.* at 354.

³⁵ Edward M. Hallowell, M.D., *What’s It Like to Have ADD?*, http://www.add.org/articles/whats_it_like.html (1992).

ADD carries positive traits with it as well. Some students experience episodes of high energy or intense focus which actually may help them during law school.³⁶ However, the “giftedness” of students with learning disabilities often can be overlooked or misunderstood by educators:

Intellectually gifted individuals with specific learning disabilities are the most misjudged, misunderstood, and neglected segment of the student population and the community. Teachers, school counselors, and others often overlook signs of intellectual giftedness and focus attention on such deficits as poor spelling, reading, and writing.³⁷

Professor Jolly-Ryan asserts that legal educators (and members of the legal profession in general) need to overcome their prejudices and allow law students with disabilities and more generally, nontraditional learners, to “benefit our classrooms, our teaching, and the legal profession, with their diverse learning styles and unique potential.”³⁸

If we accept the current data that more law students are coming to us with ADD (and other learning disabilities) and that these students may not self-identify, then how should legal educators respond appropriately?

With our changing student populations, teaching law may involve more than simply producing legal scholarship and mastering the Socratic Method.³⁹ The most effective law teacher may need to develop new teaching styles that accommodate many different learning styles. This study seeks to add to the current research on how law students learn by exploring the experiences of three law students with ADD.

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V. WHAT CAN WE LEARN FROM THESE STUDENTS?

The results of this case study suggest that legal educators can do a great deal to support students with learning disabilities. The literature provides excellent pedagogical suggestions about how legal educators can support law students who learn differently in the classroom and this section will not attempt to repeat those suggestions or provide a comprehensive analysis of them.⁴⁰ Instead, this section lists ten practical suggestions as recommended by the students in this study as ways in which legal educators can facilitate classroom learning for law students with ADD.⁴¹

1. *Be Organized:* Follow your syllabus. Arrive to class on time. Be timely with your grading.

³⁶ *Id.*

³⁷ J.R. Whitmore & C.J. Maker, *Intellectual Giftedness in Disabled Persons* 204 (1985)(Aspen).

³⁸ Jolly-Ryan, *supra* note __ at 116.

³⁹ *Id.* at 117.

⁴⁰ *See, e.g.,* Robin Boyle, *supra* note __ at 373-75; Jolly-Ryan, *supra* note __ at 148.

⁴¹ During the course of the interviews, I asked each of the study participants to provide suggestions for how their law professors could make learning easier for them as students who learn differently. This list is my summary of the students’ suggestions. I have no doubt that many of these suggestions are well-documented in the current literature covering this topic as well.

2. *Vary the Format of Your Lectures*: Students' attention spans are approximately 20 minutes.⁴² Use cooperative learning and small group activities to change the classroom dynamic.
3. *Teach to a Multitude of Learning Styles*: Keep students involved in the classroom. Employ "active learning" techniques. Make use of student laptops hooked up to the internet. Encourage collaboration among students. Utilize role-plays.
4. *Model Enthusiasm*: Students become more engaged when their professors are engaged with the course content. Enthusiasm is contagious.
5. *Avoid the Long Lecture*: Break up long presentations by "chunking" content. At the end of each "chunk," have students respond in some way to re-focus their attention.
6. *Increase Student Feedback (and Assessment)*: Break down assignments into "mini-assignments," and build in reinforcement as the class completes each part.
7. *Reduce Competing Stimuli in the Classroom*: Students may benefit when professors reduce competing stimuli in the classroom environment. This may mean prohibiting laptop use for a particular class or at least requesting that students not respond to email during class.
8. *Spend Time at the Beginning of the Law School Experience Discussing Learning Styles and Learning Strategies*: All students, but particularly students with ADD, may benefit from spending time at the beginning of law school to discuss individual learning styles. Organizational strategies are also helpful for students with attention deficit disorder. Consider giving examples of color-coding or flow charts as different ways to grasp the material at hand.
9. *Give Clear Directions Both Orally and Visually*: Whenever possible, provide students with a model of what he or she should be doing.
10. *Be a Mentor*: Students who learn differently may benefit a great deal from having opportunities outside the classroom to talk to professors about the material.

⁴² Jolly Ryan, *supra* note ___ at 146.

CONCLUSION

The new reality in legal education is that a certain percentage of our student population will have a learning disability, either disclosed or undisclosed. This study sought to explore the experiences of three law students with ADD. Although the sample size was small, the case studies of these students suggest that legal educators can have a profound effect on the learning experiences of law students with learning disabilities. What advice did the students in this study have for future law students with learning disabilities? Each agreed that the best advice they could give was: follow your own path.

[W]hatever [you do], don't doubt yourself. You will find your way. The system may not be perfect for you. Just find your way through it. You are not going to change the system. Tailor what you do with your time with what makes you feel comfortable. Get help if you can. There are professors who are willing to help you outside of school. . . And just play to your strengths. Be prepared to be isolated. Because there might not be a lot of people who study like you or think like you do and . . . you'll just have to find new ways to compensate.⁴³

Any legal educator can be one of those professors that are “willing to help” a student who learns differently. It is time for legal educators to welcome nontraditional learners into their classrooms. By seeking to create an environment of inclusion versus exclusion, by expanding our teaching methodologies and by recognizing the multitude of talents and skills our students possess, we can humanize the law school experience for all students.

⁴³ Transcript of Interview with Student 102 at 8 (on file with the author).