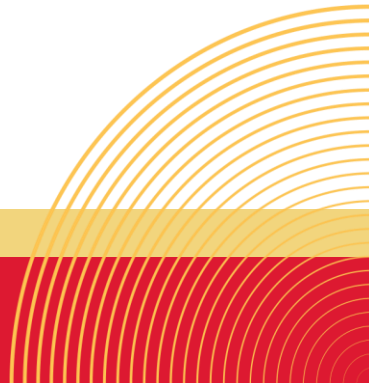


To Disclose or Not to Disclose: Navigating University Accommodations for Students with Disabilities

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Associate Professor of Special Education

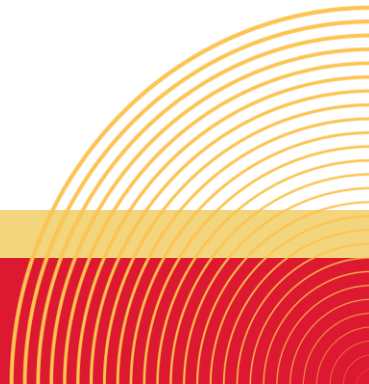


Session Details

- Study of 700 university students
- Analyzed disability accommodation registration
- Focus on non-completion factors
- Institutional barriers influencing choices
- Open discussion with panelists
- Explore support and accessibility
- Goal of more inclusive accommodation processes

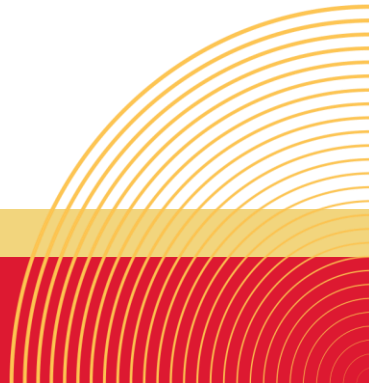
Learning Outcomes

- Understand the primary reasons students do not complete the university accommodations process.
- Gain insights from students' personal experiences with accommodations.
- Explore ways to reduce barriers and increase accessibility for students with disabilities.



Submit a Question!

- If you have a question that you would like to submit to the panel, please record it on a card.
- Panelists will respond to as many questions as possible.
- Panelists reserve the right to ***not*** answer any question for any reason.



Students with Disabilities in Postsecondary Education

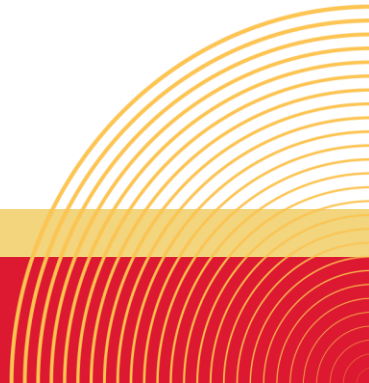
- When accessing postsecondary accommodations, the “burden of proof” is on the individual with the disability.
- A student’s endorsement of a *disability identity* impacts the proactive utilization of valuable academic accommodations that promote their academic success (O’Shea et al., 2018).
 - This is especially true of students with non-apparent disabilities (Wadlington et al., 2017)
- Newman et al. (2021) studied the use of universally available and/or disability-related in a nationally representative longitudinal dataset (2,330 SWDs).
 - ~60% of participants accessed universally available and/or disability-related supports
 - 43% had accessed universally available supports (but not disability-related supports).
 - 11% of respondents accessed only disability-related supports but not universally available supports.

Background: ISU Study

- The number of completed surveys was 166.
- Twenty-seven people consented to begin the survey but did not answer any subsequent questions, reducing the number to 139.
- Fourteen duplicate responses were removed.
- Two additional respondents were removed because their self-reported condition was a temporary medical condition
- The final included number of respondents was 123.

Background: ISU Survey

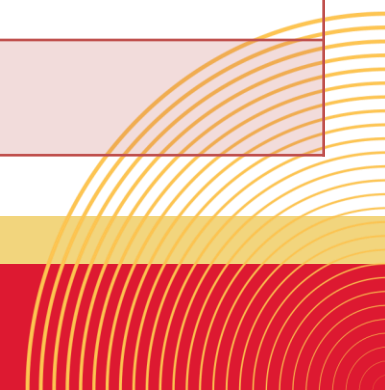
1. Please identify any/all reasons that impacted your interest or ability to proceed working with Student Accessibility Services to receive reasonable accommodations.
2. How do you characterize your condition?
3. Academic level (1st year to Graduate Student)
4. Age
5. Preferred gender affiliation



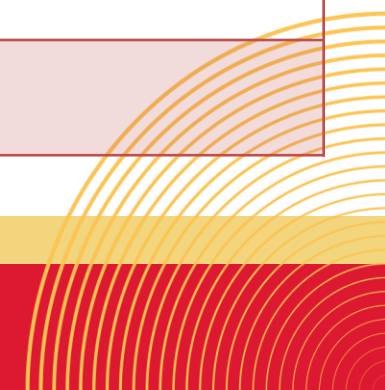
Background: ISU Survey

6. Did you receive accommodations for a diagnosed condition while you were in high school or another educational setting?
7. If 'yes,' please indicate the accommodations you were provided in that setting
8. Indicate the ISU College of your primary major
9. Are you interested in meeting with SAS staff again to discuss eligibility, resources, or services?
10. If 'yes,' please provide your contact information

Gender	Female = 88 (71%)	Male = 33 (27%)	Trans/Other = 4 (3%)
Race/ethnicity	White = 103 (83%)	Black or African American; American Indian, Native American, Alaskan Native; Asian or Asian American; Hispanic or Latinx; Multi-racial = 20 (16%)	No response = 1 (<1%)
Level	Undergraduate = 90 (84%)	Graduate = 33 (16%)	
International	Yes = 8 (7%)	No = 115 (93%)	
Veterans	Yes = 2 (1 %)	No = 121 (99%)	
Employment	Not employed = 33 (27%)	Employed 1-20 hrs/wk = 26 (21%)	Employed 21+ hrs/wk = 64 (52%)
First gen	No = 98 (80%)	Yes = 24 (20%)	
Time	Full-time = 116 (95%)	Part-time = 7 (5%)	



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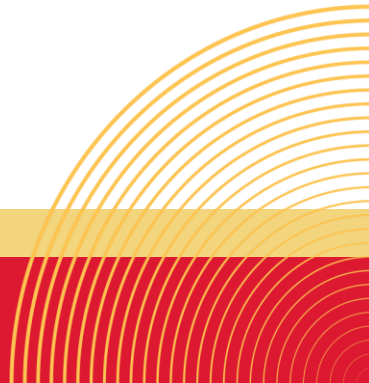


Background: ISU Survey

- Of the 123 respondents...
 - 89 did *not* access accommodations previously
 - 26 acknowledged a lack of funds for testing as a barrier
 - 55 reported that an inability to meet eligibility guidelines was a barrier
 - 71 said the amount of time to access accommodations was a barrier
 - 59 cited interpersonal concerns as a barrier

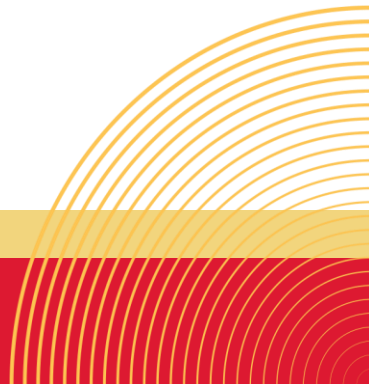
Meet the Panel

Q & A



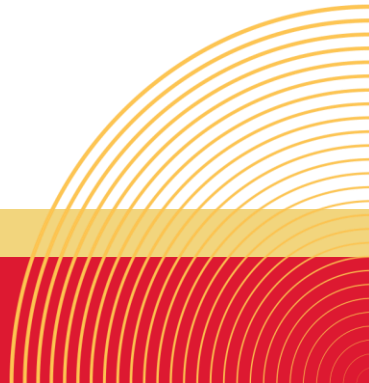
Q & A

- How do you identify related to disability / for what academic or behavioral need did you receive services in the past?
- Did you attend any other postsecondary institutions before ISU? If yes, did you access accommodations there?
- Before you became an ISU student, were you aware of Student Accessibility Services (SAS)?



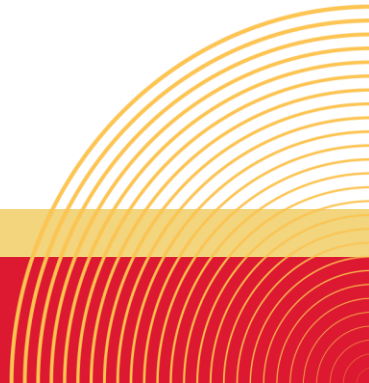
Q & A

- Did you decide to register for accommodations with SAS? Why or why not?
- What advice would you give to university faculty or staff about the accommodations process?
- What advice would you give incoming students who may qualify for accommodations?



Q & A

- Audience questions



Key Takeaways

- For university accommodations to be effective, internal and external barriers must be minimized.
- Personal experiences matter.
- Encouraging open communication about the accommodations process and fostering an inclusive campus culture will allow us to support the needs of all students.

