DIVERSITY ON CAMPUS

People with Disabilities

Presented to
Hofstra University Chairs
September 13, 2011
OPENING REMARKS

Dr. Nancy Kaplan

Dept. of Radio, Television, Film
School of Communication
People with Disabilities

Our Nation’s Largest Minority
If you do not currently have a disability, you have about a 20% chance of becoming disabled at some point during your work life.
People with disabilities cross all…

○ RACIAL
○ GENDER
○ EDUCATIONAL
○ SOCIOECONOMIC, &
○ ORGANIZATIONAL

...lines.
Hofstra University History

- 1963 - the Board of Trustees resolved to make Hofstra architecturally barrier-free for individuals with physical disabilities, stating that all students should have access to higher education.

- Although this later became federal law, Hofstra was recognized as a pioneer.
FOR A STUDENT TO HAVE A SUCCESSFUL COLLEGE EXPERIENCE

- Faculty need to:
  - Understand relevant laws
  - Provide appropriate accommodations
  - Use effective instructional practices
  - Have knowledge of disability characteristics
  - Use appropriate disability etiquette
Dr. Darra Pace

Associate Professor and Chairperson of the Department of Counseling, Research, Special Education, and Rehabilitation (CRSR)
The history of universities and colleges and students with disabilities is a rather recent one.

In 1945 the University of Illinois started the first support program in the states for the individuals with disabilities.
**BACKGROUND**

- Student attendance at institutions of higher education is a direct mirror of the dispositions of society in regard to individuals with disabilities.
ABLEISM

- A pervasive system of discrimination and exclusion that oppresses people who have mental, emotional, and physical disabilities… Deeply rooted beliefs about health, productivity, beauty, and the value of human life, perpetuated by the public and private media, combine to create an environment that is often hostile to those whose physical, mental, cognitive, and sensory abilities… fall out of the scope of what is currently defined as socially acceptable.

L. Rauscher & M. McClintock (1996)
ABLEISM IN EDUCATION

- It is preferable for students with disabilities to do things the same way as their nondisabled peers.
- Reflects the resistance to Universal Design
- Dominant cultural response to disabilities
- People with disabilities are childlike, dependent, in need of charity and pity
RESPONSE TO ABLEISM IN EDUCATION

- Recognize the existence of ableism in schools
- Disabilities must be included in the discussion of diversity
- Need for supportive environments for students with disabilities
- Question ingrained assumptions
- Perhaps things must be done differently
**Who are the Students with Disabilities?**

- Comparison between 1990 and 2005 of postsecondary education enrollment of youth with disabilities out-of-high school up to 4 years, by disability category (Adapted from the NLTS2 Report 2005)

<table>
<thead>
<tr>
<th>Disability</th>
<th>LD</th>
<th>SP/Lang</th>
<th>ID</th>
<th>ED/BD</th>
<th>Hearing</th>
<th>Visual</th>
<th>Orthopedic</th>
<th>OHI/Autism</th>
<th>Multiple Deaf/Blind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1 1990</td>
<td>29.7</td>
<td>47.0</td>
<td>8.4</td>
<td>18.0</td>
<td>49.5</td>
<td>57.9</td>
<td>41.0</td>
<td>47.5</td>
<td>13.4</td>
</tr>
<tr>
<td>Cohort 2 2005</td>
<td>48.2</td>
<td>55.5</td>
<td>28.1</td>
<td>34.7</td>
<td>72.6</td>
<td>77.6</td>
<td>54.2</td>
<td>55.8</td>
<td>37.2</td>
</tr>
<tr>
<td>% of Change</td>
<td>+18.5*</td>
<td>+8.5</td>
<td>+19.7*</td>
<td>+16.7*</td>
<td>+23.1*</td>
<td>+19.7</td>
<td>+13.2</td>
<td>+8.3</td>
<td>+23.8</td>
</tr>
</tbody>
</table>
Legislation in the United States also supported the acceptance of students with disabilities at the post-secondary level.

- **Section 504 of the Rehabilitation Act of 1973**
- **Title II of the American with Disabilities Act of 1990 (ADA)**
- **Higher Education Opportunity Act of 2006 (HEOA).**
  - Includes Universal Design for Learning recognizing the potential for improving practice in the classroom.
  - Both the Rehab Act and ADA are Civil Rights legislation, while the HEOA is the reauthorization of the Higher Education Act of 1965.
Access to Curriculum: Universal Design for Learning

- Universal Design for Learning (UDL) is currently seen as a means to reconceptualize curriculum.
- A major concern of practitioners of UDL is equity and inclusion at the core of the learning environment (Pliner & Johnson, 2004).
The Center for Applied Special Technology, CAST (2001) states:

The goal of UDL is to develop teaching methods that enable all students with diverse learning needs, including those with disabilities and cultural differences, to have equal access to curriculum.
PRINCIPLES OF UDL

- **Principle 1:** To support recognition learning, provide multiple, flexible methods of presentation.

- **Principle 2:** To support strategic learning, provide multiple, flexible methods of expression and apprenticeship.

- **Principle 3:** To support affective learning, provide multiple, flexible options for engagement.

- [http://www.cast.org/](http://www.cast.org/)
PART II:

Julie Yindra

Director for Services for Students with Disabilities (SSD)
Hofstra University
SSD at Hofstra

The Current Status of Disability Services Operations
WHOM DO WE SERVE?

- Definition of Disability
- SSD Registrants
- Student, Faculty, Staff & Parent Outreach
Hofstra Students

Disability Types

- LD: 42%
- ADHD: 24%
- Psychiatric: 13%
- Chronic Ill: 6%
- Mobility: 2%
- Visual Imp: 2%
- Hearing: 2%
- Autism: 3%
- Speech: 1%
- TBI: 1%
### Disability Types

**Largest Categories:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD</td>
<td>241</td>
</tr>
<tr>
<td>ADHD</td>
<td>140</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>75</td>
</tr>
</tbody>
</table>
Disability Types

Fastest Growing:
- Autism Spectrum
- Chronic Illness
- Psychiatric
**What’s Working?**

- The registration process
- The process for typical accommodations
- Architectural Accessibility
- Customer Service Model
- One-to-One Service
CURRENT INITIATIVES/IMPROVEMENTS

- Expansion of Assistive Technology Use
- Webpage
- Campus Collaborations
CURRENT INITIATIVES/IMPROVEMENTS

New Programs

• Academic Coaching
• ΔΑΠ (Delta Alpha Pi Honor Society)
• Bender Consulting/Employment Initiatives
• COSD (Career Opportunities for Students with Disabilities)
SSD Time & Resources

Fall 2010 snapshot
- 1,300 accommodation letters
- 481 proctored exams
- 200 note-takers (129 volunteer, 71 paid)
- 90% of SSD operational budget spent on accommodations for 1% of registrants
WHAT’S NOT WORKING??

- Poor Office Locations; inadequacy of facilities
- Non-apparent disabilities
  - Fears associated w/ disclosure
  - General campus awareness
  - SSD as a resource for Faculty
  - Accessibility Upgrades/Emergency Response
TO CREATE A WELCOMING ENVIRONMENT WE NEED TO:

- Increase and encourage campus collaborations
- Implement UDL principles
- Create Training and Awareness Opportunities
- Create more accessible SSD space
SSD SATISFACTION SURVEY

What our students told us:

84% are satisfied with the registration process

91% believe SSD will maintain their confidentiality

96% believe SSD staff treats them with respect & fairness
SSD SATISFACTION SURVEY

- Suggested improvements –
  - Testing facilities
  - Office location
  - Add disability-related clubs
  - Support groups
PART III

DR. JOHN GUTHMAN

Director, Student Counseling Center
Psychological and Educational Counseling

Hofstra University
STUDENT COUNSELING SERVICES

Psychological and Educational Counseling for Hofstra University Students

Assisting Students With Psychiatric Diagnoses
Data was provided by 39 institutions (slightly more than 30,000 student respondents)

Type of institution included:
- Public: 24
- Private: 15
- 2-year: 3
- 4-year or above: 36
Student Status:
- Undergraduate 90.7%
- Graduate 9.3%

Average Age 21.38 years
# National College Health Assessment

Proportion of college students who reported the following disabilities or medical conditions:

<table>
<thead>
<tr>
<th>Disability Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit and Hyperactivity (ADHD)</td>
<td>5.9%</td>
</tr>
<tr>
<td>Chronic Illness (e.g. cancer, diabetes, auto-immune disorders)</td>
<td>3.5%</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>1.5%</td>
</tr>
<tr>
<td><strong>Learning Disability</strong></td>
<td><strong>3.9%</strong></td>
</tr>
<tr>
<td>Mobility/Dexterity Disability</td>
<td>0.8%</td>
</tr>
<tr>
<td>Partially Sighted/Blind</td>
<td>1.5%</td>
</tr>
<tr>
<td><strong>Psychiatric Condition</strong></td>
<td><strong>3.6%</strong></td>
</tr>
<tr>
<td>Speech or Language Disorder</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other Disability</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
TYPES OF DISORDERS SEEN AT SCS

Clusters

- Disorders usually first diagnosed in infancy, childhood, or adolescence
- Substance-related disorders
- Schizophrenia and other psychotic disorders
- Mood disorders
- Anxiety disorders
- Eating disorders
- Sleep disorders
- Adjustment disorders
- V codes

School Year
- September 2008 - August 2009

Percentages
NATIONAL COLLEGE HEALTH ASSESSMENT

Students reported experiencing the following anytime within the last 12 months:

- Felt things were hopeless: 43.9%
- Felt overwhelming anxiety: 46.4%
- Felt so depressed that it was difficult to function: 28.4%
- Intentionally cut, burned, bruised, or otherwise injured self: 5.1%
- Seriously considered suicide: 6.0%
- Attempted suicide: 1.3%
### NATIONAL COLLEGE HEALTH ASSESSMENT

Students identified the following factors as affecting their academic performance:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>16.4%</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
<td>4.5%</td>
</tr>
<tr>
<td>Depression</td>
<td>10.0%</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>2.9%</td>
</tr>
<tr>
<td>Sleep Difficulties</td>
<td>17.8%</td>
</tr>
<tr>
<td>Stress</td>
<td>25.4%</td>
</tr>
</tbody>
</table>
FUNCTIONAL LIMITATIONS DUE TO PSYCHIATRIC DISABILITY

- Screening out environmental stimuli
- Sustaining concentration
- Maintaining stamina
- Managing multiple tasks with time pressures
- Interacting with others
- Responding appropriately to change

Adapted from Center for Psychiatric Rehabilitation, Boston University
MANIFESTATION OF PSYCHIATRIC DISABILITIES IN ACADEMIC SETTINGS

- Changes in work habits
- Poor attendance
- Performance decline
- Disorganized/Incomplete work
- Written or verbal communication is threatening, destructive, or violates personal boundaries
- Impaired memory
- Poor concentration
- Inability to synthesize information
- Inappropriate response to social cues
DOCUMENTATION FOR ACCOMMODATION OF PSYCHIATRIC & EMOTIONAL DISABILITIES

- Diagnostic evaluation by a qualified professional
- Must possess a specific DSM-IV TR diagnosis
- Clinical history must demonstrate significant functional limitations/impairment
MAINTAINING ACADEMIC INTEGRITY

- Accommodations do not alter expectations of learning outcomes
- Decisions regarding academic competence are determined by faculty
MAINTAINING APPROPRIATE BOUNDARIES

- Student privacy and faculty support
- When to refer
- Confidentiality
Final Thoughts
FINAL THOUGHTS

- ACCESSIBILITY is an **asset to a college** for many reasons
- ACCESSIBILITY allows students with disabilities to become part of the student body and **encourages diversity** amongst the students.
- INCREASING DIVERSITY not only allows students with disability a fair chance at a higher education but also allows **other students to gain** from the perspective of someone with disability.
FINAL THOUGHTS

- Be aware of rights and responsibilities
- Be flexible and be open to new ways of teaching and learning
- Take advantage of the resources Hofstra offers
THANK YOU...

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