

# DIVERSITY ON CAMPUS

### **People with Disabilities**

Presented to
Hofstra University Chairs
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### OPENING REMARKS

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Dept. of Radio, Television, Film School of Communication

### PEOPLE WITH DISABILITIES

# Our Nation's Largest Minority

#### **PEOPLE WITH DISABILITIES**

olf 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

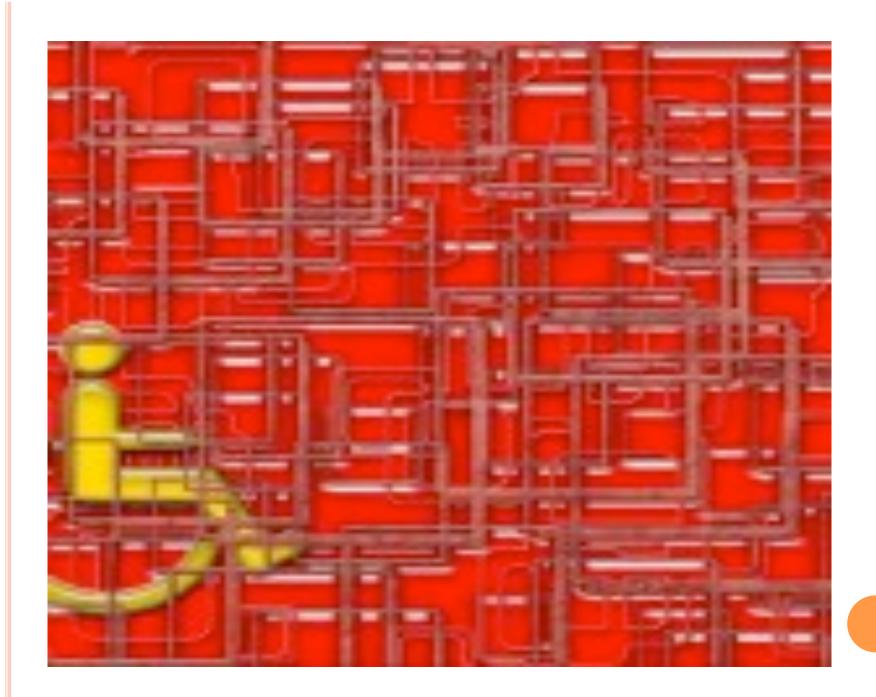
People with disabilities cross all...

- ORACIAL
- **oGENDER**
- **OEDUCATIONAL**
- **OSOCIOECONOMIC, &**
- 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

### PART I

### DR. DARRA PACE

Associate Professor and
Chairperson of the Department of
Counseling, Research, Special
Education, and Rehabilitation (CRSR)

#### **BACKGROUND**

• 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.

### **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)

Disability	LD	SP/ Lang	ID	ED/BD	Hear- ing	Visual	Ortho- pedic	OHI/Autism	Multiple Deaf/Blind
Cohort1 1990	29.7	47.0	8.4	18.0	49.5	57.9	41.0	47.5	13.4
Cohort 2 2005	48.2	55.5	28.1	34.7	72.6	77.6	54.2	55.8	37.2
% of Change	+18.5*	+8.5	+19.7* **	+16.7* *	+23.1*	+19.7	+13.2	+8.3	+23.8

# FACULTY AND ADMINISTRATOR INFORMATION

- 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).
    - oIncludes 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 reconceptionalize curriculum.
- A major concern of practitioners of UDL is equity and inclusion at the core of the learning environment (Pliner & Johnson, 2004).

## ACCESS TO CURRICULUM: UNIVERSAL DESIGN FOR LEARNING

 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 I: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.

ohttp://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?

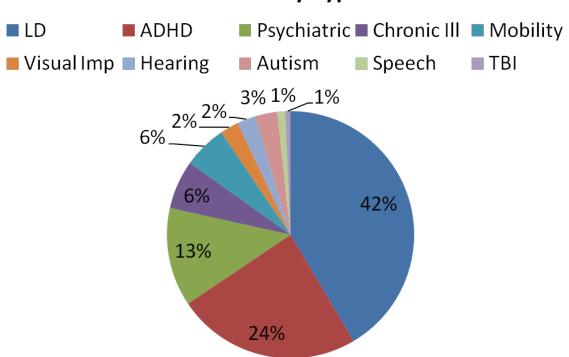
Definition of Disability

SSD Registrants

Student, Faculty, Staff & Parent
 Outreach

### HOFSTRA STUDENTS

### **Disability Types**



### **DISABILITY TYPES**

Largest Categories:

LD 241

ADHD 140

Psychiatric 75

### **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 TechnologyUse

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**

- oFall 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 AwarenessOpportunities
- 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** 

## NATIONAL COLLEGE HEALTH ASSESSMENT AMERICAN COLLEGE HEALTH ASSOCIATION

Data was provided by 39 institutions
 (slightly more than 30,000 student respondents)

• Type of institution included:

Public24

PrivateI5

• 2-year 3

4-year or above

# NATIONAL COLLEGE HEALTH ASSESSMENT STUDENT DEMOGRAPHICS

Student Status:

OUndergraduate 90.7%

• Graduate9.3%

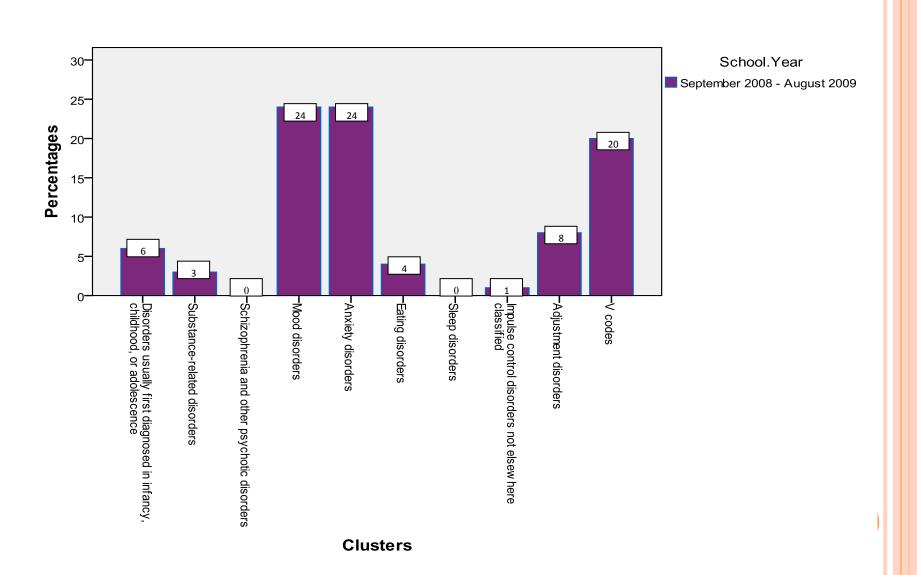
Average Age 21.38 years

#### NATIONAL COLLEGE HEALTH ASSESSMENT

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

Attention Deficit and Hyperactivity (ADHD)	<b>5.9</b> %
Chronic Illness (e.g. cancer, diabetes, auto-immune disorders)	3.5%
Deaf/Hard of Hearing	1.5%
Learning Disability	3.9%
Mobility/Dexterity Disability	0.8%
Partially Sighted/Blind	1.5%
Psychiatric Condition	3.6%
Speech or Language Disorder	0.8%
Other Disability	2.0%

### Types of Disorders Seen at SCS



#### 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:

Anxiety	16.4%
Attention Deficit/Hyperactivity Disorder	4.5%
Depression	10.0%
Learning Disability	2.9%
Sleep Difficulties	17.8%
Stress	25.4%

## 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-IVTR 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 <u>asset to a college</u> for many reasons
- ACCESSIBILTY allows students with disabilities to become part of the student body and <u>encourages</u> <u>diversity</u> 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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