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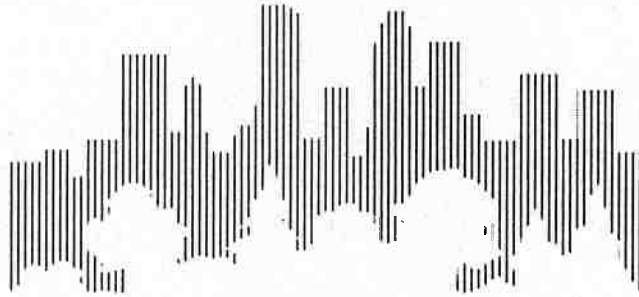
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**C • O • L • L • E • G • E**

**MASTERS IN SOCIAL WORK  
THESIS**

**Lance Hotchkiss**

**An Exploratory Internet Study Of Perceptions  
Of Academic Accommodations Among Post-  
Secondary Students With Disabilities**

**MSW  
Thesis**

**Thesis  
Hotchk**

**2001**

**AN EXPLORATORY INTERNET STUDY OF PERCEPTIONS OF ACADEMIC  
ACCOMMODATIONS AMONG POST-SECONDARY STUDENTS WITH  
DISABILITIES**

**LANCE HOTCHKISS**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
MASTER OF SOCIAL WORK**

**AUGSBURG COLLEGE  
MINNEAPOLIS, MINNESOTA**

**MAY 2001**

## DEDICATION

I dedicate this thesis to all the people who have helped and supported me in the last four years in reaching my goal.

To Patricia Nefstead, my first DVR worker, your belief in me was always unshakable. I have remembered that when my own belief in myself was shaky.

To Patricia O'Connor for your support of my goal to become a Social Worker and your knowledge and understanding of my struggles and difficulties, and my victories as well.

To my Grandfather Donald Lewis and my Grandmother Lydia Lewis. You always emphasized the importance of securing as much education as possible and you always believed in me. Your support and belief in me helped me to survive and to thrive. I only wish you were here today to see this.

To Brittany my daughter who has had to do without her single parent father for many Friday nights and Saturday mornings and afternoons when she wanted to be doing other things. I also thank her for her help in getting the computer to do what I needed it to at times. I also thank her for giving me space when I came home from school burned out or had to go do more research.

To Barb Knowlan who helped keep my PASS program active during attendance at this program. Barb has also been very supportive and a good role model of an impassioned disability rights activist. Without her support and efforts many otherwise talented people would still be rotting away and bored in nursing homes instead of contributing to society like they are capable of.

To Joani Werner of the Social Security office. Thanks for being you and being there to help stem the tide of paperwork at times when I needed to concentrate on my thesis. Also I was very lucky to get someone who is also a social worker. What luck!

ABSTRACT OF THESIS  
AN EXPLORATORY INTERNET STUDY OF PERCEPTIONS OF ACADEMIC  
ACCOMMODATIONS AMONG POST-SECONDARY STUDENTS WITH  
DISABILITIES

Research Study  
Lance Hotchkiss  
MAY 2001

This is an exploratory internet study of post-secondary students with disabilities regarding their academic accommodations. Review of the literature on academic accommodations shows that a decade after the passage of the Americans with Disabilities Act (ADA) there is still room for improvement. Previous studies found that social work schools and programs were not following their own code of ethics in the education of social work students with disabilities. Implications for social work include: working with students with disabilities as part of an active team, firm policies on campuses about accommodations, ways of accessing a respondent base for further studies, institutional advocacy, and the use of universal instructional design in educational programs.

## Chapter I

### Introduction

This is an internet study of the perceptions of post-secondary students with disabilities regarding their academic accommodations. Review of the literature on academic accommodations and post-secondary students with disabilities has indicated that even a decade after passage of the Americans with Disabilities Act(ADA) there is still room for improvement in the area of academic accommodations for people with disabilities. Henderson (1999) reports that the 1998 responses to the Cooperative Institutional Research Program(CIRP) indicate that 154,520 post-secondary freshman students reported having disabilities. This total approximates 9% of all first-time, full-time students enrolled in the fall of 1998 (Henderson, p2.). Henderson's data shows that 41 percent of these students reported having a learning disability. Currently students with disabilities receive academic accommodations and are "mainstreamed" or "included" in academic settings as a matter of law until the end of high school. Upon graduation these students, having become young adults, are going on to post-secondary school in record numbers. They generally know their rights and expect to get their accommodations. There have been a number of small studies done at various universities in America and on the international level. Other

Social workers commonly work with students with disabilities after they graduate from high school, many times doing case management with people in "transition." Zinski(1995) states in her thesis that transition services, according to her Model of Interagency Collaboration, typically involve jobs and job training, post-secondary education and training, recreation and leisure, and community participation. According to Zinski(1995) the Hennepin County Services for Persons with Disabilities Transition Program is one component of a system of transition services for high school graduates with disabilities.

Jaschik(1993) describes the potential clientele as being "nearly one in eleven freshmen" registering for post-secondary schooling. Thus the pool of potential clients with possible need for transitional case management and planning services is quite high. Also not included in Jaschik's study are statistics on people older than high school age who are in need of services to help them retool after a major life accident or the development of a condition later in life that prevents them from continuing in their previous employment. From Cooperative Institutional Research Program (CIRP) survey results, Henderson (1995) estimates the number of college freshmen with disabilities nationally as being 142,010 in number. Since this reporting is based solely on the results of a survey administered to first-time full-time freshman, the amount could be estimated to be higher. This is a significant group of people in need of transitional services yearly. This would include the transition from secondary

accommodations process. And can an internet survey make the research process more confidential and accessible?

The topic of academic accommodations can be understood to be a complicated and many-layered one. The literature review that follows will help the reader to understand the topic better. This understanding will help the reader to appreciate the questions that are asked in the survey and study itself.



disabilities. The next part will deal with how college students with and without disabilities see each other, which can affect the quality of the inclusiveness of their education. Similar studies will be discussed and then the areas of the school environment, the faculty of these schools and their attitudes and experiences will be discussed also. Whenever possible, information about the sample size and results of each study will be briefly presented to help the reader analyze the validity, and completeness of the studies included.

### The Americans with Disabilities Act (ADA)

The ADA was signed into law on July 26, 1990. The ADA gives civil rights protection to people with disabilities that compares with other civil rights bills on the basis of race, sex, national origin, and religion (HEATH,1991). (Originally HEATH stood for Higher Education And The Handicapped but that is no longer the correct way to refer to people with disabilities so now HEATH is just HEATH.) The ADA also gives people with disabilities the right to recourse in a court of law on the basis of grievances about lack of equal opportunities.

The ADA is built on the foundation of Section 504 of the Rehabilitation Act of 1973. Section 504 was the first civil rights law for people with disabilities. But Section 504 only protected people from discrimination "under any program or activity receiving federal financial assistance"(U.S. Dept. of Education, p.1). Section 504 did not help people with disabilities at exclusive private schools, in private employment or any activity that didn't receive federal funds. For most

ADA was supposed to help extend these protections to all realms of public life for persons with disabilities. But the ADA also left many areas undefined or vague.

In many cases students have had to sue in court, and then these cases set the precedent that is followed today.

In a nutshell, then, this is what the social worker should understand about the ADA and Section 504 in regards to adult students with disabilities. One, both the ADA and Section 504 require students to be admitted to any educational program if they are "otherwise qualified". This means that if a student meets the criteria for educational requirements or job experience required, then they have to be allowed to attend the program or school. Two is that the school cannot refuse to admit someone based on whether they think that person will be able to get a job in that field. The person has to meet the requirements for the school of veterinary medicine, for instance, to attend the school of veterinary medicine. The school cannot refuse to let them attend just because the staff thinks the person in the wheelchair will not be able to get a job in the field. If the person has met the educational requirements, the test score requirements, and any other requirement to enter the school, it is up to them to get their job after graduation.

Once admitted to a school if a person with disabilities has the need for academic accommodations, he or she has to register with the office of disability services. This requires a doctor's statement or a therapist's, or a

mouth wand, augmentative devices, extended time to turn in assignments, movement of classes to areas where people with physical disabilities have complete access, etc. ( adapted from Elacqua, Rapaport & Kruse, 1996, p14 of the phone survey).

After "proving" or verifying their disability with the student services office at their respective institution, the students then need to petition the program for any changes they will need to have unless their school considers the registration at student services enough. For instance, if a student needed to graduate over a five year period instead of the four years allotted in a program, the student would have to petition the program for an allowance for this. If it is reasonable, most times the student will not have to sue in court. Many times, however the only way a student will be able to get accommodations from some programs is with a lawsuit. Many students may feel that having to sue to get accommodations places them at a disadvantage in regards to a program or school because it singles them out before starting school.

Students are still not finished after registering their disabilities and petitioning the program. Students then have to approach each instructor for every class as they work out the accommodations for that specific class. The accommodations are to be made on a one-to-one basis according to both Section 504 and the ADA. This process is what I have designed this thesis to cover with an exploratory internet survey. Since students have to present

**disagree.** McCarty and Campbell had sent the survey to 955 full-time faculty members and 204 staff members at a land-grant research university. Of these 1159 potential respondents 312 completed the surveys and returned them. This was not a random sample and the researchers compared the gender data with the actual gender composition of the university. The university's office of institutional research indicated the actual staff composition to be 79% male and 21% female. The actual percentages of respondents were 74% male and 24% female with 6 respondents not answering that question.

23% of the respondents indicated no contact with disabled students during their time at the school. 45% indicated interaction with from one to five students, 32% with more than five students cumulatively. 75% of the faculty had worked with students with physical disabilities, 51% with students with learning disabilities, 44% had worked with students with visual impairments, and 23% with students who were deaf or had hearing impairments. Of the responses regarding the area of accommodations the following results were obtained: 49% disagreed with a statement that students with learning disabilities should be advised not to enroll in a course, 51% agreed that students with learning disabilities should be advised not to enroll in a course, 62% disagreed that students with physical disabilities should be told not to enroll in a course, 38% agreed that students with physical disabilities should be told not to enroll in a course, and 94% agreed with a statement that students with disabilities

and disabled students" (McCarty and Campbell, p.124). In closing McCarty and Campbell recommended that "periodic evaluation of current and proposed methods of delivering services" will help in planning and program development (McCarty and Campbell, p.124).

Baggett (1994) studied faculty awareness of students with disabilities. His study was a mailed survey that obtained a total of 429 responses, and guided interviews of eleven selected deans, department heads, and administrators at the University of Massachusetts at Amherst. Baggett concluded that the respondents lacked familiarity with disability rights law and University services for students with disabilities. Of the disabilities the respondents were most familiar with learning disabilities.

The sample population was the entire faculty of the University of Massachusetts at Amherst for a possible total of 1,149. The total response rate was 37.33%. Eleven individuals participated in the qualitative study out of the thirteen queried. A "yes, no, and don't know" format was used for most of the surveys. The attitude sections used a five-point Likert scale. Only 422 of the surveys were used because seven of those returned only had demographics or were blank. 75% of the faculty indicated that they had taught 5 or fewer students with disabilities in the last 4 years. Each instructor had worked with an estimated 9 students total in the last 4 years for a group mean of 2.227 students per instructor per year. The variance was .831 and the standard

Baggett also refers to Fichten (1988) when he suggests that college faculty and staff are somewhat accepting of students with disabilities in their schools but not in their departments. Most of Baggetts' respondents were not familiar with the services available at their schools for students with disabilities even though such information is available in the school undergraduate, and graduate catalogs, the campus telephone book, and in the newspapers at school on a on-going basis (Baggett, p.16.). This finding is very disturbing in view of the fact that 33% of faculty respondents had indicated this was how they wanted to get their information about these services . Baggett indicated that faculty attitudes may not be able to be influenced by this information because faculty all belonged to their own professional organizations outside of the school. He felt the changes would occur most rapidly through these organizations. "Until exposure to people with disabilities in the professions is widespread will faculty note the need to train those with disabilities to enter their discipline" (Baggett, p.17.).

Hart and Williams (1995) studied the interactions and communications styles that able-bodied instructors use with students with physical disabilities. Hart and Williams used participant observation to study the interactions between these students and the instructors as a way to see how having such students in the class influenced the instructors' behavior. Hart and Williams observed 66 class meetings over a six week period for 84 hours total. From their observations

valuable education (Hart and Williams, p.150). Instructors that act as guardians, and reduce academic or classroom requirements without regard to requested accommodations, create an environment of distrust for students who do not have disabilities and have a detrimental effect on the expectations of students with disabilities.

#### Universal instructional design in higher education: an approach for inclusion

Silver, Bourke, and Strehorn (1998), in a study sponsored by the University of Massachusetts Center for Teaching, used focus groups to engage faculty members in defining universal instructional design (UID) from their own perspective. Focus group members were solicited from a list of about 100 faculty members recognized by the Peer Mentoring Network, a group of students with disabilities. Of these 25 were interested but only 13 could participate because of scheduling problems. The faculty that did participate came from the disciplines of education, chemistry, music, dance, exercise science, math, Spanish, engineering, psychology, and instructional technology. Three focus groups were held for 1.5 hours each. Principles of content analysis were used to filter and consolidate the responses.

Silver et al. stated that their findings could only represent one university's experiences with services for students with disabilities. The faculty involved in the study indicated that the "entire university community and culture must undergo a transformation in its manner of instruction" (Silver et al., p. 50.).

### How college students see each other

An environment that includes students with disabilities is one that accepts them as capable human beings and views them as being a valuable part of the community. Such an environment is important to the success of every other minority group that has seen increased participation in post-secondary education (Smith & Nelson, 1993). Kelly, Sedlacek, and Scales (1994) wanted to see how college students with and without disabilities rated each other and themselves. Kelly et al. had sent questionnaires to 177 students who were registered with the disabled student service at a large eastern university. The sample of students with disabilities was not random. The 160 students without disabilities were selected randomly from the whole list of students at the school. Of the students queried the return rate was 86 of the students with disabilities and 83 of the students without disabilities. Removing the surveys in which students chose conflicting answers as to their group, the return rate was 47% of the students with disabilities and 50% of the students without disabilities. The median age of respondents was 25 years of age for the students with disabilities and 22 years of age for the students without disabilities. Kelly et al. used a 24-item instrument and gave it to the respondents 3 different times. The first time the students in each group rated themselves, the second time each group rated the other group, the third time they were told to mark it the way they felt the other group would rate them. Both groups tended to rate



ethnographic open-ended interviewing techniques so they could get descriptive information about the academic performance and experiences that students with disabilities considered key to their academic success or failure in post-secondary school. The participants were assessed for psychological belief factors and performance as related to supportiveness of family, faculty, and other classmates. This study obtained a sample of 36 college students with disabilities receiving services at a northwestern university's disabled student services office out of the total of 48 such students in attendance at this university. The ages ranged from 19 to 54 with a mean of 26.2 years. 50 % of the students had physical disabilities, 6% hearing disabilities, 19% had visual acuity disabilities, and 25% had a learning disability.

Students' answers fit into a set of ten factors according to the researchers. Six of these fit into a category the researchers labeled "psychological belief factors": discipline, and effort, acceptance of their disability, personal ambition, self-confidence, prior knowledge, and experience, and ability (Nelson et al., p.13.). The factors included in the "sociological factors" category were family support, interaction with other students, interaction with faculty, and university support services (Nelson et al., p.15.).

Nelson et al. felt that the way that students with disabilities talked about the need to accept their disability was unique to this group of students. Nelson et al. suggested that this was due to disabilities lack of acceptance in general

varied from 19 to 48 and the median age was 24 years. The study was the outgrowth of the realization by Kruse et al. that students with disabilities are enrolled in higher education more often these days. Kruse et al. felt that the way that universities could develop better programs for students with disabilities was by using needs assessment tools. The interview schedule or survey document was written up using the Likert 5-point scale that went from **strongly disagree** to **strongly agree**. There were also qualitative open-ended questions used as well for a total of 34 questions or items. Kruse et al. wanted to focus on four areas of the accommodations picture. The areas were: how students perceived academic accommodation requests, how these accommodations helped them to meet their personal and academic goals, to assess the level of faculty and student awareness of the support and referral services available, and how happy the students were overall about the academic accommodations. Kruse et al. were concerned in the discussion section about the fact that only 21% of the students with disabilities at the school surveyed had agreed to participate. It was indicated in the study that maybe there would be more noticeable differences or a broader range of experiences reflected in a larger sample. In conclusion Kruse et al. felt that their data reflected that students with "unseen" disabilities, or "hidden" as they called them had different views of their accommodations experiences. However, Kruse et al. did not state what the differences were that they had found between students with "hidden" disabilities and those that were

The respondents of the completed surveys were 66% female (117), 28% (49) male. No age categories were reported. The support services most commonly used were tutors, priority scheduling, and having counselors help with informing instructors about the student's learning disabilities. The most commonly used study skills listed were participating in a study group with non-LD students, highlighting lecture notes for studying, visiting instructors for extra help, and highlighting the text for studying. The most commonly used accommodations were using a word processor for written assignments, using a calculator on computational tests, and extended time for tests.

In conclusion, Satcher and Adamson feel that students with learning disabilities in college make good use of the academic support services available to them. Satcher and Adamson were not able to conclude whether their research indicated that students with LD are more or less isolated than other college students. The study was not randomized because of the way the Satcher and Adamson had to have the surveys distributed. Satcher and Adamson felt that the support services staff needed to be more familiar with the counseling and career counseling parts of the campus services so that they could better refer the student with LD to these. Satcher and Adamson did not indicate whether the same counseling functions and needs were being met by the support services staff as is many times the case.

Students with print disabilities

(Senge and Dote-Kwan, p. 126.). One-third of the schools in the survey only had admissions and registration materials in print form. A large number of the remaining colleges did not have class schedules, university maps, financial aid information, career development publications, and campuses in any alternative formats (Senge and Dote-Kwan, p.126.). Most of the colleges that reported that they did have accessibility to materials did this through the use of live readers. College materials of all types were rarely, and unevenly, available in braille, large print, and e-text, or on audiotape.

Senge and Dote-Kwan conclude that the CSU system's attempts to provide materials in alternative formats for students with print disabilities is in violation of current laws and precedent. Senge and Dote-Kwan recommend that all colleges and universities that receive federal financial assistance reevaluate their policies and practices in this area (Senge and Dote-Kwan, p. 127.).

Senge and Dote-Kwan reported on two precedent-setting cases that directly impacted students with print disabilities in particular and students with disabilities in general. Both cases happen to occur in 1992. In the first case (State of New Mexico v. House) a public hearing was judged "fundamentally unfair" because none of the written information for the public was available in an alternative format (Senge and Dote-Kwan, p. 121.). Title II of the ADA lists requirements for "equally effective communications" of which the New Mexico Judge decided the State was in violation (Senge and Dote-Kwan, p.121.).

case that has direct bearing on this thesis. The following five paragraphs are so appropriate to the topic of this thesis that they are quoted verbatim.

This letter was prepared in response to a complaint tiled against a university in southern California that a student with a visual impairment was unable to gain access to materials and information related to the university's academic programs. Concern was expressed about three specific aspects of accessibility: note taking; test taking; and course materials, such as textbooks and handouts in class.

In its Letter of Findings, the OCR stated that the university was required to provide notes of class lectures and discussions, including information written on the blackboard during lectures, in a directly readable format, such as braille, Nemeth Code braille, or another specialized tactile language. It declared that providing only an audiocassette recording of lectures was insufficient for meeting the university's obligation related to note taking under Section 504.

With regard to test-taking accommodations, the OCR determined that the university's arrangement of allowing the student to respond orally In a one-on-one setting directly to the instructor did not meet the Section 504 standards because it did not offer the student the same opportunity available to nondisabled students to review answers and to select the order in which the questions would be answered. As a result, the OCR

issue was that of accessibility of programs in alternative formats. Since this was done at the federal level all colleges and universities receiving federal funds "may be held accountable for upholding these standards" (Senge and Dote Kwan, p.123.).

### Social work education

The experience of social work students with disabilities has been investigated in more than a handful of studies. This has been done at a national as well as an international level. The increase of studies of this kind may be an indication of an increase in the awareness of social work institutions and the importance of the issue to those institutions.

Alperin (1988) did her study about BSW students with physical disabilities two years before the ADA was legislated in America. Alperin felt that the social work profession had professed a commitment more than a century ago to working with people with physical disabilities. Alperin was interested in the "apparent low priority this population has been accorded in social work education" (Alperin, p.99). Her study was an exploratory look at issues of field placements for students with disabilities and possible ways to solve those issues. The method Alperin used was to send the field work directors for 346 BSW programs accredited by the Council On Social Work Education (CSWE) an anonymous questionnaire. The field work directors then were asked to report the involvement of their particular BSW program with students with physical

resulting from injury, disease, or congenital defect" (Alperin, p.100-101). Most of the problems that were reported were in the areas of transportation, to and from the internships, and during home visits as required by the internship.

Alperin reported that one of the problems encountered was with the agencies receiving the students with disabilities; some did not accept students with disabilities. Alperin did not feel the agencies were intentionally exercising discrimination, but that they were often not physically accessible to students with physical disabilities. Some of Alperin's (Alperin, p.103) respondents indicated that the same agencies were too concerned with their "image" and typified students as their disabilities.

Alperin found that 50% of BSW programs had students in need of classroom accommodations, as well as accommodations in their internship environment. Alperin felt that social work instructors use a wide variety of teaching methods and technology. She also expressed concern that instructors need to evaluate how appropriate these methods are for specific groups, such as students with disabilities. Alperin also indicated that she was of the opinion that a "faculty resource person" would be appreciated to advise the faculty and students about things that could happen and ways to get around the problems.

Cole, Christ, and Light (1995) addressed social work education and Section 504 of the Rehabilitation Act and the ADA. This article was written by an associate professor, an assistant professor, and a graduate student from East

disabled, as Shapiro(1993) stated. Schmitt mentions that people with disabilities are about the last current group to get civil rights or equal opportunity rights protection by law. Schmitt emphasizes that educators and administrators helping people train for the health and human services professions need to understand the needs of students with disabilities better. Schmitt stated that students come to the campuses more fully aware of their rights and that they are more determined than ever to secure their training and education so that they can lead better quality lives. A number of case studies involving social work graduate programs are described. The key note of this article is that Schmitt insists that the student be involved in partnership with the school, the instructor and any other entity involved in their education in making decisions about their accommodations. Schmitt also reminds the reader that the student with a disability also has a right to turn down an accommodation if it is offered. But Schmitt feels that input from the student is critical to the application of any plans for accommodations at the internship site or in academic accommodation at the school.

### International studies

#### Students with disabilities value education

A study by Bailey of the University of Southern Queensland, Australia looked at the question Do students with disabilities value college education? .A survey listing 12 items equated with values for college education was generated.



impairment the responses were hidden impairment 67%, mobility impairment 30%, visual impairment 13%, and hearing impairment 6% (It must be noted that respondents were able to respond in several categories so the results are greater than 100%). The survey was a qualitative document with two parts, one part of demographics, and one part of open-ended topics of which there were four choices. The respondents were to pick one of the four topics.

Reindal concludes that his research indicates that students with disabilities have a more difficult time getting through the school day, compared to other students, and that they have additional roadblocks to face in getting the accommodations they need. In Norway students themselves are responsible for getting the materials taped, note-taking arrangements etc. Reindal poses the question of whether professors use teaching methods that promote inclusion or exclusion of students with disabilities. Reindal does feel that it is the responsibility of the higher education institution to make adjustments in teaching methods and practices that are inclusive of students with disabilities and their academic accommodations. Reindal states that Norway has a long way to go with its students with disabilities because it supports them very well in the K-12 grade levels and then does almost nothing for them in the post-secondary education level. An OECD (OECD stands for the Organisation for Economic Co-operation and Development (In particular the department of Education, Employment, Labour and Social Affairs)) study had rated Norway at the bottom

their equal access and opportunities.

In her literature review Phillips explains that she has found few studies of social work students with disabilities. However Phillips refers to two studies one by James & Thomas (1996) of students with visual impairments, and another of students with hearing impairments by Taylor (1996). In citing these two studies Phillips states that the "limited evidence" presents social work schools as being lacking in their supportive efforts and policies, and that social work students with disabilities have to deal with difficulties with their schooling and internship or practice placements on a regular basis. Phillips felt that her research indicated that this happened so often that it should be considered a given part of the experience of students with disabilities enrolled in social work schools. Phillips reflects that students with disabilities in social work programs are not consulted about their needs or requirements even though the social work literature in urges increasing the participation of clients in making decisions about their treatment or programs they are involved in.

One of the five disabling barriers that Phillips found would be termed physical access issues here in the United States. Examples of this issues include buildings or classrooms that were inaccessible to students with physical disabilities, or internships that were not appropriate, or living quarters on campus that were not accessible. Students in schools in Scotland also must fill out forms according to the Social Work Application System (SWAS) that makes

selection for students with disabilities as well.

Phillips found that social work schools used standard selection procedures, testing procedures, group interviews, and other methods that interfered with the need for students with disabilities for more time. This way of "treating all students the same way resulted in discrimination against a few" (Phillips, p.19).

Phillips also found students expressed anxiety about the need to declare their disabilities and the need for academic accommodation. She discovered that students were afraid that a statement about their "dis"-ability would affect their progress. The students didn't want to be labeled as "nuisances" and were afraid of "paper rejection" based on being in "troublesome categories" (Phillips, p.19). Phillips concluded that students were concerned about being seen as unable to "cope" in a profession where one is expected to.

Baron, Phillips and Stalker (1996) examined barriers that students with disabilities run into when completing social work education. The study by Baron et al. is the same one as that of Phillips(1998) what makes it different and important to this thesis is the theoretical framework used and the definition of disability. Baron et al. used the "social model of disability" as a conceptual framework (Baron, Phillips and Stalker, p.361.). The "social model of disability" locates the source of disability to be "constraints and barriers within society as the source of disability, rather than an individual's actual impairment,

starts with social workers underestimating the need for services to people with visual disabilities in Britain. James and Thomas state that visual disability exists in "all groups in society and is often masked by other conditions such as learning disability or aging"(James and Thomas, p. 37.). As such the need was estimated at possibly 250,000 people in Britain when James and Thomas indicate it is more likely to be one million or more. The amount and type and quality of services to people with visual disabilities in Britain varies significantly and is very inconsistent according to James and Thomas. From the surveys that James and Thomas have reviewed in the three year process people with visual disabilities "tended to be older, alone and living at the extremes of poverty"(James and Thomas, p. 35.).

James and Thomas presented qualitative information they obtained from six students with visual disabilities. In the three years in which James and Thomas compiled information for this study there were six students with visual disabilities at various stages of the Diploma in Social Work program. The Diploma in Social Work is required before a person may obtain social worker status in Britain, it is roughly equivalent to the Masters in Social Work in the United States. James and Thomas determined that discrimination roadblocks exist that prevent students with visual disabilities from receiving the Diploma in Social Work and entering the field of social work in Britain. The first roadblock delineated by James and Thomas was the recommendations of advisers. James and Thomas

found that historically people with visual disabilities have been corraled into "telephony, piano tuning, and handicrafts" (James and Thomas, p. 38.)... "light assembly, computing and other keyboard skill-based occupations (James and Thomas, p.38.). When people with visual disabilities have expressed a desire to become a social worker they quite often experience active discouragement on the part of advisers. The definition that James and Thomas used for "advisers" included people in the "career service, course tutors on access programs in further education colleges and also those working in the field of visual disability"(James and Thomas, p.39.). James and Thomas claim that most of such "advisers" are not people with disabilities, and are also part of the system of oppression of people with visual disabilities.

The next area of barriers for people with visual disabilities is listed as the area of the application for the Diploma in Social Work program where students must list previous related work or volunteer experience. This experience is expected to be direct service delivery involving clients and problem solving and resolution. Students with visual disabilities were mainly offered positions in which to observe others work or menial duties. It was clear to James and Thomas that students with disabilities were not thought of as capable by agencies. Some agencies even cited fictional fire regulations, or expressed concern that people with visual disabilities would be too vulnerable to expose them to certain kinds of clients. The students with visual disabilities felt they were up against disbelief in

entering into an educational institution. Before attending these students need to get a comprehensive needs assessment done as to what equipment, methods, and personnel will be needed to ensure their academic success. This is a very daunting and time-consuming hurdle for students with visual disabilities to overcome and can be seen as a barrier to attendance by itself. Especially since these students will have no way to anticipate all the situations and requirements they will need to meet in every class they attend as part of their program in advance. This is even more daunting because students with visual disabilities do not have access to their syllabus for any course in advance of when other students do. Students with visual disabilities need to get support services and technical equipment set up in the college, their residence or dorm, and in their internship placement (James and Thomas, p.40.). This next point about accommodations is particularly important for this thesis about academic accommodations so I will quote it in toto. The underlining is mine not the choice of James and Thomas:

Students usually have a principal method for reading. These methods may be braille (only a minority can use this medium), audio tape, large print or conventional print ( if closed circuit television is available to magnify the image) or a personal computer with voice synthesizer for those who cannot read magnified images. Often, however students prefer to have a mixture of media because usage of one medium can be very

that students with visual disabilities were refused internships in work in child protection, child care, and with those with mental illness.

Once the students with disabilities have found an internship or "practice" placement they are subject to they may find themselves subject to further discrimination by internship supervisors. According to James and Jones this involves being involved in joint work with the supervisor directly watching. The student with a visual disability is then forced to prove themselves competent unlike the trust given to student without visual disabilities in general.

Students with visual disabilities also experience discrimination in the way that grants are given out by their education authorities. In the United Kingdom students with disabilities receive various grants to help them provide their own accommodations and to help them through school. James and Thomas indicate that students with disabilities receive these grants in two basic areas: one is the "maintenance component" and the other is the "Disabled Students Allowance"(James and Thomas, p 42.). The Disabled Students Allowance is composed of non-medical assistance, a one-time grant for adaptive technology, and a general grant to cover expendable school supplies. The non-medical assistance could be to hire various service providers like personal readers, to pay for special training, for the services of a guide etc. The one-time part covers a personal computer, scanner, voice-activated software etc. Of the disabled students allowance James and Thomas state that these grants are not enough to

while they start and try to survive in school systems that often are not understanding of them. James and Thomas indicate that local authorities need to understand that students with disabilities also need flexibility in the time period in which they receive the grants. This is especially true because the requirements in class can and do change and the students conditions and disabilities can change during the time of enrollment.

James and Thomas believe that colleges and universities need to exhibit more than just 'good intentions' (James and Thomas, p44). James and Thomas recommend that colleges and universities make the commitment to purchase special equipment, work on the lighting conditions in all buildings and grounds, make painting schemes and decorating schemes emphasize the contrast between buildings and furniture, increase the definition on the edges of steps, and do better planning when setting up class schedules so that moves between buildings and from site to site are easier to do for students with visual disabilities. James and Thomas final recommendation is for teachers to make changes in their methods and uses of teaching aids to allow for full participation of students with visual disabilities.

Taylor studied the experiences of deaf students in social work and youth and community work training at the post-secondary level. Taylor used an Interview Outline and the services of a Deaf research assistant proficient in sign language. The interviews were recorded on videotape and then transcribed. The



On the topic of "Location" Taylor's respondents indicated that would prefer to attend post-secondary education at schools that were close to where they live. The reason given for this was that deaf students did not want to be separated from their social support systems. Taylor states that deaf students have experienced isolation in their earlier education and do not wish to continue being far away from their families and friends while improving their education. The experience of many of the deaf students was that of being isolated from the local people near the "special" schools that they were often sent to as young children.

The area of "Transition" is punctuated by the issue of readiness for higher education and acceptance of post-secondary students who are deaf. The issue of readiness brings up the controversy over teaching sign language or teaching deaf people to use the oral system without accommodation. Taylor presents the English system of education as being very divided on the use of accommodations, ie. note-takers, interpreters, and other ways of providing the information in alternative forms. There are many groups, Taylor indicates, that do not allow deaf people to use sign language or other accommodations because they believe the deaf person must conform to societal norms of "spoken" language and information delivery. In this school of thought using interpreters and other accommodations does not prepare a deaf person for life in the "real world". Taylor also brings up the history of many views of accommodations as

completing their studies by the hearing students and also by their tutors (Taylor, p. 58). Taylor indicated that all six of his respondents did continue their education. Taylor stated that the students demonstrated learned dependency in making application to colleges.

In the area of "Professional placements" Taylor's respondents indicated that there were problems with all placements that were not specialist Social Worker with Deaf People (SWDP) placements. While the agencies with the SWDP placements had quite good deaf awareness and environments the non-SWDP agencies required the students to spend large amounts of time educating them about deaf awareness. The students indicated in Taylor's study that they felt that this time they had to spend educating their placement organization about deaf awareness took time away from the social work experience and training they were to be receiving at the agency itself. One of the students changed their mind about becoming a social worker as a result of their experience Taylor states. Taylor stresses that his data show that these students were given little choice about their practice placements and the ones they did take had a lack of deaf awareness except in the deaf specialised ones. Taylor also raises the question as to how appropriately educated these students were for the field of social work based on such limited and specialised placements.

Taylor's respondents indicated that the area of "Institutional support" was clearly lacking in their experiences. There were shortages or absences of

deaf) would be compared to a student who is Deaf identified and what this might entail.

The respondents to Taylor's study indicated in the "Teaching and learning" category that there were drastic differences between the way that lecturers and instructors worked with deaf students. On the one hand in the classroom these teaching professionals were not helpful. They required deaf students to lip-read when this wasn't possible, the group discussions were not inclusive of deaf students and were hard to impossible to follow. They didn't make handouts of class material or use subtitled video or television materials or give deaf students transcripts of materials. But when instructors worked one-on-one with deaf students they were seen as being very helpful and supportive. Deaf students particularly felt slighted because the institutions they attended did not include material on deafness and people with disabilities in a curriculum which spoke about disadvantaged people and working with them. Historically Taylor points out deaf people have been treated as being defective and incapable, and also they are expected to "find solutions to the institution's inability to provide adequate services"(Taylor, p.64.).

In the area of "Student relations" Taylor's respondents indicated that other students did try to understand and work with them. Some of the respondents even had other students protest the lack of information access or accommodations for the deaf student. But overall the fact that other students

having to decide which days they would have interpreters for class because money was not sufficient for hiring interpreters for all days of class. Students have to hire the interpreters outside of the school themselves so this adds stress. Also students could not afford to have interpreters with them during school activities and thus many of them avoided or did not participate in extra-curricular activities. This kept them isolated as "others" when compared to the students with normal hearing (Taylor, p. 69.).

The school buildings were reported to Taylor as not having flashing light alarms in the dorms. Also the study rooms, class rooms and student lounge were too noisy for the students with some hearing to be able to differentiate who was talking or for reading lips because everything was too chaotic.

Taylor points out that his study is not complete because it does not look at the experiences of the staff and professors at the institutions where the students were. This will be addressed by Taylor in the next phase which has not yet been completed or reported on. Taylor recommends that post-secondary schools need to do a better job of training staff and professors on deaf issues and awareness. For social work programs Taylor recommends that internship placements become more inclusive of deaf students. Deaf students need to have more practice placements outside of deaf specialized agencies that work out well for them so that they become broader based practitioners. Taylor expressed that classroom instructors need to adjust their teaching methods and styles to

breakdown of the issues by Kroeger and Schuck, accompanied with their recommendations for resolution of those issues is quite pertinent to this thesis.

Kroeger and Schuck found that the definition of disability as strictly defined by medical model to be changing to that of the interactional approach. This is important as this view stresses the environment more than the previous ways of approaching disability as strictly organic (medical model) or as limits on the type and volume of work that people with disabilities can do (economic model). The interactional approach as philosophy and practice also stresses the inclusion of students themselves as partners in the process and processes involved. Kroeger and Schuck recommend that disability is not strictly related to work skills or ability to function. They recommend that architectural, institutional, informational, and attitudinal factors determine the environment that people with disabilities experience when attending higher education. Because of this, Kroeger and Schuck insist that post-secondary institutions need to examine their policies, practices, activities, and disability-related services to make sure the definition from the interactional model is being followed instead of the limited and outdated medical model definition.

Kroeger and Schuck explain in the article that when the terms "individualized" and "flexible" are used in the provision of services to students with disabilities, this usually works out to mean that these services and accommodations have been arranged and provided as if they are a privilege, not

reflects the spirit of the ADA in that accommodations are considered rights and not privileges or special concessions. This view looks at the educational process as representative of the freedom to learn and grow in American society as a whole and that people with disabilities are on equal status with other Americans. Kroeger and Schuck indicate further that when the delivery of services method is the only method used to include people with disabilities in higher education that this method in the long run may be self-defeating and not comprehensive. This is because the service method looks at accommodations as exceptions and funds them that way. When accommodations are built into programs and instruction in the first place very little "extra" or exceptions will ever need to be done.

Kroeger and Schuck state that the concept of universal design must be used for more than the physical access and should include the programs, attitudes, procedures, and systems. Also the authors view the concept of "special" as separate and separate is not good it is discriminatory. The authors take on the process of acquiring academic accommodations for students with disabilities as being flawed as it is practiced today.

This conclusion is of particular importance for this thesis. Kroeger and Schuck state that faculty members at post-secondary institutions do not understand the rights of students with disabilities, and their faculty members' responsibilities are not clearly delineated. The current practice of having students register their disability with the disability service office and then having that

student the responsibility of coming up with the accommodations.

The primary focus of this literature review has been on the topic of accommodations for post-secondary students with disabilities. Many of these articles have stated that the students going on to post-secondary education are basing their expectations of what will happen on what has happened for them at the K-12 levels. I felt it important to find at least one article that covers what has happened at the primary to secondary levels of education for people with disabilities to help shed some light on the situation that students with disabilities, those having disabilities before attending post-secondary education, at the K-12 grade levels.

The other article I have chosen was written by Henderson who is principal of Patrick O'Hearn Elementary School, which is a full-inclusion school in Boston. Henderson defines inclusive programs as those where students with disabilities are not just present in classrooms with students with no disabilities but they are also learning in those classrooms with the other students. The goal of this type of educational practice is to have all students learn and the key word is that all will succeed.

According to Henderson, although there have been improvements since the many bills have been passed in the U.S. congress to help authorize and guarantee children with disabilities "free and appropriate education", many are concerned about the outcomes for students with disabilities and the lack of

but the term used is mainstreaming. This confuses the students with disabilities by splintering their daily life and making it hard for them to feel they belong with others. And the students without disabilities and instructors it may feel that students with disabilities only should be there part of the time as well.

Interestingly, Henderson points out that a large body of research demonstrates that inclusion is better for both those with disabilities, and those without, and that it is not only cost effective, but cheaper and contributes to increasing the amount of resources that all students now will have available to them. Henderson indicates that a base-line for developing inclusion in schools is to have an effective school or program. To Henderson the characteristics of effective schools include strong leadership, agreed-upon goals, high expectations, maximum time devoted to teaching , positive school climate, frequent monitoring of student progress, ongoing professional development (underlining here is mine), and active family involvement (Henderson, p. 101).

From Henderson's research and experience he has concluded that space, time, resources, and relationships are important in setting up an inclusive educational environment. Since students with disabilities are not to be taught in separate classrooms and buildings, all buildings and classrooms need to be made accessible spaces. All students should be scheduled so that students with all abilities participate together. The funding and resources used to educate students with disabilities will no longer be spent on separate and segregated



and discrimination than from functional issues. When children are labeled as "handicapped", many educators begin to see them only as incapable and think of their deficits. Teachers that are afraid or uncomfortable around students with disabilities lower their standards, withdraw their attention, and react to them in ways that do not promote the development of their abilities to learn and function in society. Henderson also believes that disability-awareness programs have been shown to change attitudes and ways of acting in diverse communities. Teachers need to learn how people with disabilities are a part of regular society and can accomplish many things.

### Themes

There were many themes that present themselves with this review of the literature. The authors have been referred to in the preceding section. To make this section more of a summary they will not be listed here, the reader will need to refer back to the sections of the review as needed. The first theme is that of regulation. In the United States the ADA and Section 504 of the Rehabilitation Act are the main regulations affecting the administration of accommodations for post-secondary students. The literature presented does refer to regulations in Britain and Norway but does not clarify which ones if any are used as the main reference in those countries.

Application becomes the next theme of note. In the United States, Britain, and Norway students must make a statement declaring their disability in the

campuses so it is important for their families to support them in their post-secondary goals.

The faculty at post-secondary institutions have a pivotal role in the success or failure of students with disabilities at their campuses. Faculty attitudes ,teaching methods, and behaviors towards students with disabilities can help them to be accepted, to learn well, and reach their academic goals. Faculty also can do nothing to help students with disabilities to be integrated into their campuses or at worse interfere with their progress directly by abusing them in the classrooms, refusing to provide legally sanctioned accommodations, or by abusing them in front of their peers in a way that directly affects them as people. Faculty generally do better with students with disabilities and understanding and implementing any academic accommodations when they have more experience with students with disabilities and the accommodations process.

The peers of students with disabilities at the schools they attend have an important effect as not only part of the environment of the school but as members representative of society. Peers can learn through education and awareness programs that students with disabilities have something to contribute and should be taken seriously as students and as people. Peers can also learn real world skills by including people with disabilities in all campus activities and programs in their school. However change cannot be expected to come from the efforts of peers only. Schools must be committed to including students with

qualitative data with out compromising students identities in their academic community. This might expose them to negative responses from instructors and programs. Also the qualitative responses tend to be more informative than the quantitative ones because of the numbers involved. There needs to be more large scale studies done with students with disabilities so that the numbers are more meaningful although the experiences and statements made by those same students are very meaningful. Studies need to be done regarding different types of disabilities in ways that the results can be compared across the disability spectrum. Also more studies need to be done with faculty and staff attitudes.

The next section will explain some theoretical ways of looking at disabilities and academic accommodations.

technology. This emphasis also includes awareness and appreciation for "diverse learning needs and specific accommodations" (Silver, et al., 1998, p.50.). It is integral to this theory that students with diverse learning needs are accepted at the university or school at all levels and that this is an emphasis or goal of the institution.

#### Interaction-based theory

The interactional viewpoint is that disability is not based or "rooted" in persons but comes about as a result of the "interactions between persons and their environments" (Porter, 1994, p. 71.). In this system the learning characteristics of each student need to be incorporated into the learning and teaching plans. In the conventional view of learning and disability the student is attached directly to their disability and so also is their accomplishment of learning tasks or the lack of it. The term "disability" in the interactionist point of view is linked to a "lack of fit between the learner, task, and instructional setting, rather than normative, concerned with violation of social norms and ideals and the consequent application of labels"(Porter, 1994, p. 71.). In the interactionist view the term disability is a functional term and is dynamic instead of as a permanent personal flaw (Porter, 1994, p.71). When the outcome of an interaction is not successful then the interaction is viewed as one evidencing disability. But when there is congruence between the learner, the learner's skills, weaknesses, learning styles, and medically based impairment, with the demands and nature of the academic tasks, no disability exists(Porter, p.71.). The goal of

power and teach students to get the skills and knowledge to get access to the power of the culture. Instructors then need to acknowledge the realities and experience of students who are not generally part of that cultural power base. Minority groups in the power of US culture are blacks, women, and people with disabilities among others. In this approach faculty are ultimately responsible for making sure the educational experience of all students is empowering to them. Being able to have the skills and knowledge to effect self-determination is a major goal of this model.

with disabilities from any one university.

#### Institutional Review Board

This study represented a minimal risk exposure to participants because their e-mail address and other information needed to find them was not recorded. The IRB proposal was subjected to an expedited review, and a request for some changes was made on April 26, 1999. The final approval was given on May 7, 1999, and the IRB approval number 99-39-2 was assigned at that time.

#### Other Permissions Required

The survey used was based primarily on the survey generated by Elacqua, Kruse, & Rapaport (1998) and permission to use the survey questions, and to make some modifications of the same, was granted by the researchers on March 12, 1999.

In order to install the survey on the web I had to have a site. Augsburg college has individual web sites available through their [augsburg.edu/ppages](http://augsburg.edu/ppages) address; these are for personal pages. Application was made for a personal web page, and by Augsburg college rules, I had to also apply for an Augsburg e-mail account. This was important as the IRB board had insisted that any correspondence be sent to my advisor or myself. The e-mail address of my advisor and myself were both listed on the survey website for this purpose.

Links were sought with the websites for the Augsburg College Center for

are perceived by the respondent and the instructor, the other students' views of them as a result, and the way those accommodations affected the success of the student with disabilities in post-secondary education. There are a total of 11 qualitative questions involved in the questionnaire, and 20 Likert questions used.

### Ethical Protection

The survey begins with a section explaining the purpose of the survey and explaining that the respondent can leave at any time and leave any questions unanswered without penalty. No incentives in the way of monetary reward were given for completion. A complete copy of the survey is located in appendix A.

My thesis advisor and myself were the only ones who had access to the completed survey packets. The packets did not contain any information about the respondents' home address, marital status, racial identity, school of attendance, phone numbers, or originating e-mail address. This assured anonymity for the respondents in their answers. The section about disabilities did not ask for the specific disability, also making identification of the students extremely difficult, if not impossible. There were also large reminders on the survey for participants not to include any identifying information in their responses. It would have been possible for respondents to give false answers by claiming they were students with disabilities, as there was no way for the survey itself to verify this aspect.

Corporation, because they specialize in software that is used in general business, health and social sciences, education and professional research.

The particular product recommended was the Perseus Survey Solutions for the Web, which I eventually purchased. The Survey Solutions for the Web software allows for the design of the survey and setting up the survey at the website, and setting the website to transmit the completed surveys to the designers' e-mail for compilation away from the server. It also includes a package for generating graphs and display and analysis information for presentations. This is the software that was used to generate the final survey. It was used and uploaded to the website at [augsburg.edu/ppages/hotchkis](http://augsburg.edu/ppages/hotchkis). The final copy was uploaded with the help of Mr. Schwarzbauer at the CLASS office at Augsburg College and Mr. Dawson-Schmitt at the IT office at Augsburg College. It became operational and completed surveys started to arrive on May 13, 1999.

### Study Sample

The sample was drawn from students with disabilities at a number of different sites to include the Augsburg CLASS office and the University of Minnesota center for students with disabilities. The responses indicate programs that neither of these institutions have so others were able to respond as well. Students would access the survey through the informed consent form at the [www.augsburg.edu/ppages/hotchkis](http://www.augsburg.edu/ppages/hotchkis) site and then by clicking yes it would take



### Limitations

The time frame that the survey was active on the internet for responses to be included in the study sample was a limitation. Students in effect had only two weeks to participate because many undergraduate programs are over by June 9<sup>th</sup>. There were problems with e-mail addresses for the departments of the 12 colleges and universities that were e-mailed about providing a link or putting out information about the survey. In St. Paul, Minnesota the Hamline University Disabilities specialist would not put out information because she felt that it would "interfere with the ability of students with disabilities completing their final exams". Many colleges and universities have not updated their links after changing their e-mail addresses so much of the e-mail sent out notifying the disabilities departments about the survey was returned as being undeliverable.

It is also possible that schools with students with visual disabilities were not able to take the survey because of the need for software that would read it to them such as Dragon dictate brand software. Other students with disabilities could have missed it because of lack of access to computers or computing centers at their schools or homes with internet access. The literature review shows that acquiring an appropriate sample is problematic for this field of research. Another limitation was the length of the survey. Some respondents might have been stymied by the length of the informed consent document. It

## Chapter V Results

### Demographics

There were a total of 21 respondents to the survey. A majority of respondents were female, 14 or 66.7%, compared to 7 or 33.3% male (see table 1.). The age of the respondents was an average of 29.62 years, with a standard deviation of 8.13, and the range went from 18 to 49 years with all 21 respondents indicating their age. By gender, the female respondents had an average age of 30.07 years, standard deviation of 8.77, and the range of ages went from 18 to 49 years. The male respondents had an average age of 28.71 years with a standard deviation of 7.25 and a range that went from 22 to 41 years.

Table 1

<b>Gender</b>	<b>Total and %</b>
<b>Female respondents</b>	<b>14 or 66.7%</b>
<b>Male respondents</b>	<b>7 or 33%</b>

Table 2

<b>No.of responses</b>	<b>Total and %</b>
<b>1 category</b>	<b>11 52.38%</b>
<b>2 category</b>	<b>7 33.33%</b>
<b>3 category</b>	<b>3 14.28%</b>

All respondents answered the question " What type of disability do you have?" Respondents were allowed to have multiple answers to this question. Three or 14.28% chose three different categories. Seven picked two different categories or 33.33%. And eleven chose one category for 52.38% (see table 2.). The choices were:

the question. Twelve, or 57.1% attended school full-time, six attended part-time, or 28.6%, and three respondents , or 14.3% indicated that they were not currently attending post-secondary schooling of any kind (see table 5.).

Table 5

School Attendance	Total and Percentage	
Full-time	12	57.1%
Part-time	6	28.6%
None	3	14.3%

The majors indicated by respondents were quite diverse. These included: nursing, special education, biochemistry, genetics and cell biology, mathematics, mechanical engineering, applied math, public policy, Masters level learning disabilities, architectural studies, safety and health management, sociology, political science, social work, physical education, college history, and public health. Five of the respondents did not answer this question and many had two or more answers to the question.

The next section will be divided into two parts. The first part will be the quantitative data results, and the second part will be the qualitative data results.

#### Quantitative results

This study is an exploratory study. Because of this the raw data have not been processed through any statistical software. Further studies will need to do more of the statistical analysis. A summary of the quantitative results now follows.

All respondents indicated that they had requested accommodations

### Qualitative Data.

The respondents answers in the section will be grouped into five areas. These areas are: 1) types of accommodation needed, 2) types of accommodation granted , 3) setting up the accommodations, 4) in the classroom, 5) outside the classroom.

#### 1) Types of accommodations needed

The most common accommodations requested were: notetakers, extended time for tests, written materials on tape, being able to tape the lectures or courses, copies of lecture notes. Also requested were: transcription services for taped interviews, being able to sit near the main speaker, lab assistance, materials in alternative formats in a timely manner, verbalization of materials on the board, testing in an isolated environment, learning at the students variable pace, tape recording the lecture and having someone transcribe it, being able to sit in the back of the classroom, contact with the professors to ensure awareness of the complete list of assignments and due dates, facilities to type essay exams, StickyKeys assistive software, laptop computer with voice recognition software, adjustable tables, quiet test area, early registration, access to lecture materials (notes, overheads, etc.), practice tests, tutors, oral interpreters, interpreters for videos outside of class, intpreters on field trips and extra-curricular activities such as club meetings,

### 3) Setting up the accommodations

Part of the process evaluated was the process of coordinating or setting up service delivery once the accommodations were agreed upon by all parties. Since accommodations may need to be adjusted once all parties see how they work in practicality this includes the service delivery as well.

Students indicated that instructors did not always consider their privacy needs in discussing the students' disability in a public setting or in ways that were not tactful. Some of the untactful behaviors included questions and attitudes that indicated that the professor was in essence re-certifying the student for eligibility for services for students with disabilities. One area of concern about service delivery and coordination involved the receiving of the syllabi far enough ahead so that the student may anticipate and make arrangements for accommodations during the course duration. Students indicated that the lead time for taped textbooks was at least eight weeks and that paperwork or coordination for sign language interpreters usually took at least two weeks to set up.

Many instructors did not provide the sign language interpreters with copies of handouts and overheads and copies of the same for the students with disabilities. Students indicated also that some instructors change their mind about flexible testing after the exam has been scheduled. In some cases adjustable heights tables were stolen or borrowed from the classroom or taken

about discussing their specific conditions and disabilities, lack of handouts and all materials needed for the course the day other students receive them, changes in testing arrangements, instructors not working well with sign language interpreters, not having the syllabi far enough in advance to make the arrangements, and lack of cooperation between instructors and disabled student services.

#### 5) Outside the classroom

Outside of the classroom students were concerned about: being discriminated against as a student employee, living accommodations being more difficult to obtain, physical access to some campus areas including the cafeteria not being safe or equal access, lack of proper signs for blind students, lack of accommodations for anything which is not a formal course, extra curricular activities and inclusion in them or lack of inclusion, parking and transportation, and lack of sign language interpreters for extra curricular activities.

survey was posted only two to three weeks before the end of the school year at Augsburg College. At the time of posting of the survey on the internet Augsburg students were starting their finals for classes. Many other colleges such as the University of Minnesota were on similar schedules also with finals and then cessation of classes for the year. Students with disabilities, like anyone else have to study, and want to pass their exams, and get in all their final projects and assignments. For students with disabilities the end of a quarter or semester may be problematic because it is also the time to negotiate about the accommodations that were not done, or were done in a manner that wasn't helpful for the student. In addition students with disabilities who haven't received their necessary accommodations the end of the class sessions for any given term is the time to negotiate and arrange for alternate completion schedules with classes that have not worked out for them. It is a very stressful time for students with conflicts with their instructors or classes.

The design of the phone survey originally used at Central Michigan University was used as the basis of this study. This survey has not been tested for validity. Such standardization would make a good PhD dissertation, or part of one, or an excellent Master's thesis for someone. The format may need to be re-examined and organized slightly different. Many respondents indicated on the qualitative questions that they felt they had already answered a question, even though the questions were subtly different, because they were intended to examine different aspects of the issue of classroom accommodations. This

goes on without letting the interpreter catch up for the deaf student.

Another problem that came up often in the qualitative part of the survey was that it really is an awkward and humiliating thing to deal with instructors that expect to determine on their own whether a student actually needs an accommodation that they are requesting and which the student disability services has already told them they are eligible for because of their medical reports. Many respondents indicated they had experienced professors that would do their own recertification process of determining whether a student was really disabled or not. This is very destructive to the relationship with the student, humiliating, and shaming, and also illegal but it still happens. After 28 years of the 1973 Rehabilitation Act, and eleven years of the ADA this doesn't seem to be too promising to be finding this still taking place in American post-secondary education.

The qualitative responses also validated the results of studies that are in the literature review for this study. Respondents on the qualitative part of the survey indicated that they would prefer to have the syllabus for their courses before the classes begin so that they may plan with the disabled student services in their schools for their accommodations. The respondents indicated as did those of other researchers that they can not plan for each class until they have the syllabus and that receiving the syllabus on the first day of class makes them behind the other students in preparation and reading of materials. The respondents indicated that they needed time to get things like materials in



students with disabilities for all countries included in the literature review in many senses. These are the need for the syllabus in advance, the need for materials in alternative formats on day one of the classes so that all students have access to all materials for the same amount of time, the need for extended testing and assignment schedules, and possible help with notetaking and/or sign language interpretation for materials presented in class.

This study demonstrated that an interactive internet survey can be posted and that students with disabilities will respond to it. Future research can validate the existing document or be part of an effort to create one that is more valid. Figuring out how to maintain confidentiality and increase response rate not only among one school but among many could be another study. Past research in the literature suggested that most studies in this area miss those students with disabilities that choose not to ask for accommodations. It would be interesting to include their views in a study and see where it leads. Certainly social work education is another area. Students in social work colleges and universities could be surveyed to see what their responses would be. Does social work education across the country do a good job of following its code of ethics when it comes to treatment of students with disabilities in America or any other country? The literature indicates it doesn't but a larger sample of schools and institutions would be more informative.

An internet survey could be used as the Central Michigan University group

## Chapter VII Recommendations

Social workers often work with students with disabilities in transition.

This means they work with these students while they transition from high school to college, from one living situation to another, or from the hospital to the community. Many times social workers do this in case management situations, or in dealing with a family situation where a family member that previously was working was injured and now has to re-enter the job market and do work that they haven't done before. Quite often, included in this type of case management, is consideration of education for future employment.

Social workers must understand that the Adults with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973 do not of themselves resolve all problems for people with disabilities. These documents are meant to increase the opportunities for people with disabilities to become educated and become trained effectively for competitive job markets. The ADA also specifically empowers people with disabilities with legal recourse if their goals and attempts at securing the education and training needed for them to enter the job marketplace are thwarted with barriers. This doesn't mean securing that education or the accommodations some people with disabilities need to succeed in the educational environment is come automatically or easily. Quite the opposite can be true. The ADA and Section 504 would not be needed if we had a society that didn't look at such things as accommodations as "special" or

Social workers may need to be more or less active depending on the needs of the student with disabilities, and should be aware that the literature strongly suggests that the student be asked or consulted when setting up accommodations and assessing how effective they were for them. This increases the students' confidence in a system that is not generally confidence or empowerment oriented. One of the ways recommended to handle a situation when a student runs into trouble would be to set up a meeting with an instructor and the person from disability services, and the student to discuss and set up appropriate accommodations that will work for all involved. However, the literature also suggests that many instructors are not open to discussing or agreeing on accommodations, and students should be advised on the grievance process at their school and know what channels any complaints must go through, so that they will get what they need before seeking a court resolution to the problem. The courts determine whether a school or institution is guilty of discrimination and awards recompense or orders the institutions to comply with the required accommodations. The students who must go that far have also lost the time and energy that they might have otherwise been able to focus on their education and training and the job search. Students with disabilities lose valuable time and energy away from their goals when they must focus on the legal process. This creates a barrier for them in reaching their goals, even if they win their case.

### Recommendations for future research

This study could be redone with some changes and make for an interesting, useful more valid study. One of the ways would be to have the survey on a web site at the school or institution involved, and have the disabled students' office or the deans' office at the school give out a password that would enable students to access the survey allowing them privacy. This would be easy to set up as so many web sites have passwords for logging on already. Like mine the survey could still be set up to e-mail the results to the e-mail box of the person or persons doing the study.

There could be less questions than the total number I used in my survey. I was looking for the nuances in some of the answers and found that may have worked better for the researchers at Michigan State University when they originally did it as a phone survey. In doing their phone survey they trained those that administered the survey to elicit responses by asking questions in a number of different ways. This way, if someone didn't respond to one question, they would still get the information from another question. Since their study suggested that the process of asking for and receiving academic accommodations is stressful for students with disabilities, I added a few questions to help me look at that in more detail. As respondents answered the questions, sometimes worded slightly differently some quit answering after a while. They had typed that they had already answered that or something to that effect. This indicates to me that a streamlined version of my survey might be

Universal Instructional Design approach in setting up programs of instruction on a more inclusive and non-stigmatizing manner. Studies could be done to determine how many social work programs coordinate their internships for students with disabilities in a way that ensures equal opportunities are available. Simply finding ways to get more representative samples when doing research with post-secondary students with disabilities would be important. This needs to be done in a way that doesn't identify or expose those same students to revenge or ridicule for giving their honest opinions and sharing their feelings.

This study could be redone by a group of people breaking down parts of the problem and still would make for interesting and fruitful work for people at the Master's or PhD levels. It certainly could be redone by a larger institution with a full or part-time staff as a regional or even national study.

#### Handbooks for instructors

It was frequently brought up in the studies about faculty attitudes that faculty much preferred a written resource that they could look at and read in their leisure. In my research on the internet and at the Educational Resources Information Center (ERIC) database I found that guides for instructors on how to work with students with disabilities are very commonplace. Every aspect of the process is discussed in these pamphlets and instructional guides, and they are very accessible. There are thousands of such listings on the internet alone making it easy for instructors to learn what they must do and how to do it. There were so many, that I will just describe one. This was a pamphlet from Illinois

### Program design

Social work programs are committed to teaching diverse groups of social work students to work with diverse clients and their families. Part of this focus would seem to imply meeting the requirements of the ADA and Section 504 of the Rehabilitation Act of 1973 are important to social work programs. Policies for programs need to clearly state that instructors will provide accommodations as required by registered students with disabilities. Policies need to be clear that these accommodations will be provided with input from the student as to what they will need is important. But to make this part possible all courses need to have completed syllabi filed with the disabled students office at the school or college no later than eight weeks before the course of instruction is to begin. This is a minimum time frame because students who use books on tape, one of the most commonly needed accommodations, need to have all the materials to those who do the taping usually by at least eight weeks before they are needed in the course. All overheads and materials on hold in the resource center or library should also be included in the syllabus that is submitted. People who use books on tape will also likely need to have the "recommended" or materials on hold taped as well. There are many other people with disabilities that need materials in a way that requires getting the materials in advance. But one of the most frequent comments on the qualitative part of my survey and in the literature review was that it is almost impossible for students with disabilities to

same instructors need to know that once a student has formally registered with the disabled student services office, instructors do not have the right or need to try to re-assess whether a student has disabilities or need for accommodations. Legally those things are not up for debate after a student has registered with the disabled student services. It is an indignity and also illegal, for an instructor to put a student through this. Social work schools must have a clear policy that this type of abuse of power and violation of the basic rights and dignity of a human being with disabilities will not be tolerated. There must be clear sanctions and penalties for those that don't comply with this. Instructors need to have in-service training in working with students with disabilities and become much more familiar with the disabled student services office in their particular school. As some of the authors indicated in the literature review, there should be a clear policy about how to set accommodations before classes start. This would involve a meeting between the disabled student services personnel, the student and the instructor and possibly someone from the equal opportunity office or the deans' office. This group would help to eliminate many lawsuits that are waiting to happen out there in the "business as usual" way of operation for many social work schools and programs.

Students with disabilities also need to be able to take programs of instruction like BSW programs and MSW programs on a different matriculation schedule than other students. This is quite common in the list of accommodations needed throughout the literature review and through the

understand diversity, empowerment, and involvement in the struggle for equality. Social workers work for social changes that lead to equality and inclusion for all people in societies. Including information about people with disabilities, a group of people with at least 65 million members, would complement those aims.

Courses in human behavior in the social environment (HBSE) need to include information about people with disabilities. The minority of people with disabilities in America is the only one that has people from these groups, and is the only one that anyone can join at any time in their lives. Social workers of course are not immune to this, and over their lifetimes will work with and work for people with disabilities and those who will develop disabilities. The way people are referred to in society can also help determine their social status. Terminology needs to be used in courses of instruction that does not label someone as being primarily their disability. Terms like retarded or handicapped or blind are commonly used, but tend to link a persons' value to their limitations only as opposed to terms that may take a little getting used to, such as person with developmental disabilities, a person with disabilities or a person who is visually impaired. Terms that emphasize the person first or person-first terminology are emphasized in the social work ethics code, so it is really time that social work schools use them.

Any topics involving civil rights and equal opportunity need to include information about disability rights in them as well. Included in the History of



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The benefit to you as a post-secondary student with disabilities will most likely be minimal. However with the increasing amount of students with disabilities enrolling in post-secondary education newer and more thorough studies are becoming more common place as the educational system tries to adapt to teaching students with more diverse learning styles. This information may help lead to a better understanding of what students with disabilities go through in trying to secure further education and better employment. This can only benefit us all as the workforce becomes more diverse in the process. This information may benefit you indirectly as

Social Workers that work with students with disabilities will be better informed about helping their clients to achieve their educational and employment goals. They may then be better able to serve further generations of people with disabilities because of the added understanding they might achieve.

## RISKS

One of the risks may be that this survey will bring up feelings from experiences of the past. If you leave your computer on with the site open to your browser, then someone with access to your computer could sit down at the computer and have access to the information you have entered. You may have someone help you type in or enter the information, and they would also have access to the information. This will not happen if you exit the Students With Disabilities Academic Accommodations Survey Site, close your browser, or turn off your computer. Although it is theoretically possible to intercept data traveling through the Internet, it is very unlikely this will happen. The student software will automatically save all of your answers to the online survey. Your internet address or any other connecting information are not saved on any data base to assure confidentiality.

Web server and securely stored off-line in a locked file. DO NOT PLACE YOUR NAME OR ANY OTHER IDENTIFYING INFORMATION ON THE SURVEY IN ANY FORM.

## YOUR RIGHTS AS A PARTICIPANT

IF YOU HAVE READ THIS FORM AND HAVE DECIDED TO PARTICIPATE IN THIS PROJECT, PLEASE UNDERSTAND YOUR PARTICIPATION IS VOLUNTARY AND YOU HAVE THE RIGHT TO WITHDRAW YOUR CONSENT OR DISCONTINUE PARTICIPATION AT ANY TIME WITHOUT PENALTY. You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from the study.

The study is being undertaken under the auspices of the Augsburg College, Master's in Social Work Department, Augsburg College, Minneapolis, Minnesota. This project has been reviewed by the Institutional Review Board at the institution. It was given IRB # 99-39-2. this committee ensures that research projects involving human subjects follow federal regulations. If you have questions or concerns about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact the institution, anonymously, if you wish.

If you want more information before deciding, please contact Lance Hotchkiss:

Lance Hotchkiss

c/o Anthony Bibus, PhD.,

**2211RiversideAvenue.** Minneapolis,MN

**55454.** By phone 612-330-1746

1. What type of disability do you have?(CHECK ALL THAT APPLY)

- Learning disability
- Chronic condition
- Hearing impairment
- Vision impaired
- Orthopedic
- Traumatic head injury
- Acute physical or emotional condition
- Other

2. What is your major concern in the instruction of students with your disability?

3. Have you requested a specific academic accommodation pertaining to your disability?

- Yes
- No

4. What was the academic accommodation(s) that you requested?

5. What academic accommodation(s) was made?

6. What are 1 or 2 aspects that went well regarding the academic accommodations?

The next questions involve giving choices on a scale that goes from Strongly Disagree to Strongly Agree. Choose one answer. Choose your initial response.

**11. Requesting an academic accommodation is stressful.**

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**12. I am unsure if my request for an academic accommodation will be granted?**

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**13. I am embarrassed to ask an instructor for an academic accommodation?**

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**14. I feel singled out from other students when I request an academic accommodation.**



- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**19.** If I don't receive an academic accommodation, it will take me longer to earn my degree.

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**20.** In general, I am treated with respect when I receive an academic accommodation by the instructor.

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**21.** In general , I am treated with respect when I receive an academic accommodation, by my peers.

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**22.** In general, I am treated with respect when I request an

**26.** I think my current or most recent school has a suitable system for

providing academic accommodations for students with disabilities.

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**27.** With academic accommodation, I am given equal opportunity to learn as my classmates.

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**28.** Professors are familiar with the referral procedures for students with disabilities.

- Strongly Disagree
- Disagree
- Undecided or Neutral
- Agree
- Strongly Agree

**29.** I am familiar with the referral procedures for students with disabilities at my current or last school.

- Strongly Disagree
- Disagree

- More Than Six Years
- Skip

**33.** Are you currently enrolled in Vocational School, college, or other Professional Training full-time or part-time or not at all?

- Full-time
- Part-time
- Not at all
- Skip

**34.** How old are you?

**35.** If you are currently enrolled in post-secondary school, what is your major?

**36.** Are there any other areas where you have felt positive about your current or previous school making accommodations for people with your disability or other disabilities?

**37.** Are there any other areas, other than the academics, where you have concerns about your current or previous school making accommodation for people with your disability or other disabilities?

Thank you very much for participating. If you would like a summary of the findings of this study, please contact Lance

