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Disability Support Services in Higher Education

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Research Questions

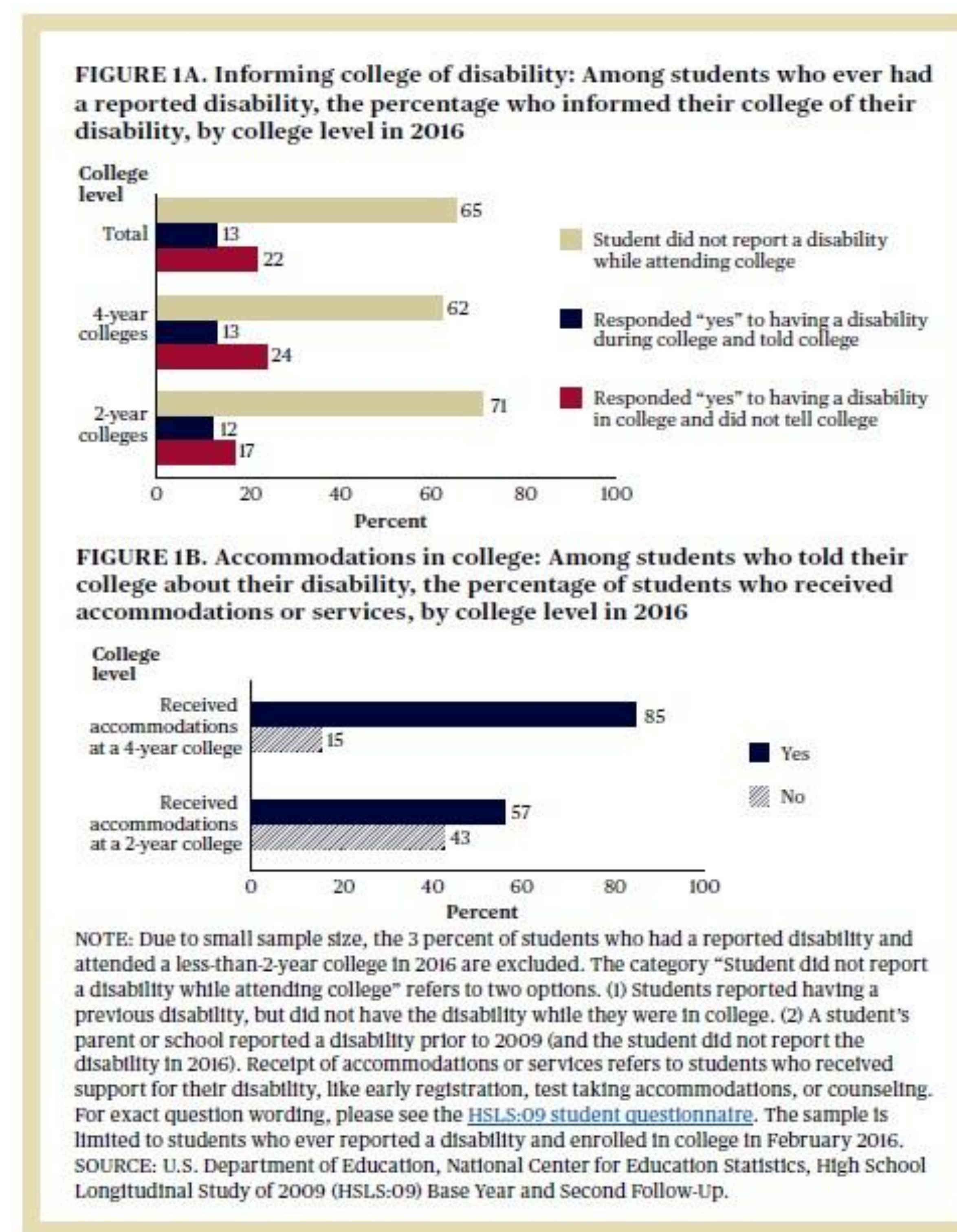
- What can Disability Support Services offer and what do they offer to help students with disabilities?
- How effective, do students believe, is Disability Support Services?
- How do faculty view Disability Support Services and support given to students?

Students & Disability Supports

- Post-secondary institutions do need to follow Title II of the Americans with Disabilities Act (ADA)
 - Entitles those with disabilities equal access and inclusion in education
 - Does not specifically state what those accommodations and supports should be
- Students are required to self-advocate independently
 - No child-find
 - Only around 13% are disclosing their disability (Adam & Warner-Griffin, 2022)
 - Less likely to graduate without support
- Accommodations given through Disability Support Services; some include:
 - Testing accommodations of extra time, low distraction area, reader, assistance bubbling
 - Other accommodations of note taking, audiobooks or text readers, access to computer (Becker & Chapin, 2021)
- Students with disabilities all need different things to be successful
- Post-secondary institutions are increasing supports, however, complains about the level of supports are 2nd highest fielded by the Department of Education Office of Civil Rights (Shine & Stefanou, 2022)

Proposed Research

- Research and interviews to see what Disability Support Services are currently doing to support students along with looking to see what additional supports they could provide
- Student perspective on Disability Support Services
 - What do they use? What do they feel is missing?
 - What could be done to further support students?
- Faculty perspective on Disability Support Services and supports that are given to students in their classes



(Adam & Warner-Griffin, 2022)

Faculty

- Many faculty members do not have formal training in helping students with disabilities
 - Leads to question why supports are important and if they could lead to unfair advantages
 - Invisible disabilities make things harder to understand
- Shine and Stefanou's (2022) research suggests professional development in these areas can lead to higher self-efficacy, which is related to more positive perceptions of having students with disabilities in classes
- Faculty may have concerns over the rigor of their classes
 - Intellectual Rigor – challenging students to explore complex ideas and make connections
 - Logistical Rigor – strict policies around how work is evaluated and produced – can unintentionally target students with disabilities (Guest-Pryal, 2022)
- How to help?
 - Professional Development
 - Accessibility
 - Differentiation
 - Start small and keep going

Resources

- Adam, T., & Warner-Griffin, C. (2022). *Use of Supports among Students with Disabilities and Special Needs in College*. National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022071>
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- Guest-Pryal, K. R. (2022, October 6). *When 'Rigor' Targets Disabled Students*. The Chronicle of Higher Education. <http://www.chronicle.com/article/when-rigor-targets-disabled-students>
- Shine, D., & Stefanou, C. (2022). Creating the Inclusive Higher Education Classroom for Students with Disabilities: The Role of Attitude and Confidence among University Faculty. *International Journal of Teaching and Learning in Higher Education*, 33(2), 216–224.