SU Disability Studies Abstracts
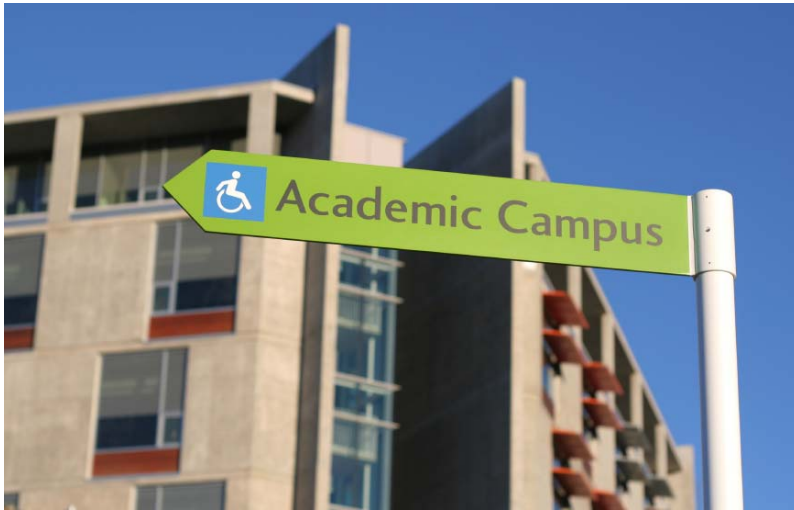
The Inclusive University

Abstracts on Postsecondary Education and Faculty, Staff, and Students with Disabilities

Edited by
Rachael Zubal-Ruggieri
with contributions by Arlene Kanter, Kelly Bunch, Wendy Harbour,
Steve Taylor, Liat Ben-Moshe, and Deborah Spector

July, 2012

THE INCLUSIVE UNIVERSITY:

**ABSTRACTS ON POSTSECONDARY EDUCATION
AND FACULTY, STAFF, AND STUDENTS WITH DISABILITIES**
SU Center on Human Policy, Law, and Disability Studies

**Edited by Rachael Zubal-Ruggieri
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Contents:

PREFACE

This extensive listing contains resources intended for those who are interested in learning about inclusive postsecondary education and may be helpful to assist postsecondary institutions to include people with disabilities in all aspects of campus life. Syracuse University and the Center on Human Policy has produced *Beyond Compliance: An Information Package on the Inclusion of People with Disabilities in Postsecondary Education*, an information package compiled and edited by Rebecca Cory, Steve Taylor, Pamela Walker, and Julia White, with additional contributions by Jagdish Chander, Eugene Marcus, Michael Schwartz, Valerie Smith, and Cheryl Spear, as well as the book *Beyond Pedagogical Curb Cuts: Incorporating Disability in the University Classroom and Curriculum*, produced by the SU Graduate School and edited by Liat Ben-Moshe, Rebecca C. Cory, Mia Feldbaum, and Ken Sagendorf. This listing does not replace these valuable resources but rather provides information on what is available in this subject area.

The material now available on inclusive postsecondary education reveals a continually growing body of literature and other resources that have expanded to different disciplines and parts of the world; therefore, the topics covered in this extensive listing are broad and overlap. Basic categories include accommodations, advocacy, disability and pedagogy, disability support services, outcomes and employment, strategies for success, and transition. More focused topics include information on specific disabilities, global perspectives, faculty and staff with disabilities, and others.

For the most part, this listing includes either published abstracts for journal articles or publishers' descriptions for books. Only a few have been reviewed and annotated. Within the topical categories, resources are organized in standard APA style for ease. As newer resources become available, attempts to keep this bibliography updated will be ongoing, and it is possible that an online resource such as a blog will be created to post newer materials as they are continually being discovered. Please note that URLs and websites change quite regularly, so some links included here may be incorrect.

Rachael Zubal-Ruggieri
July, 2012

THE ACADEMIC LIBRARY

This brief section includes resources related to a very important part of postsecondary education: relevant library services and support to students, faculty, and staff with disabilities. Also included are resources related to electronic databases and information in the library in alternate formats.

Black, N. E. (2005). Blessing or curse? Distance delivery to students with invisible disabilities. *Journal of Library Administration*, *41*(1), 47-64.

> The student with learning disabilities faces various challenges in an academic environment. As more students with learning disabilities enter post-secondary institutions, this poses a variety of considerations both for the student and for the librarian. The technology offers tremendous opportunities for disabled persons, and it stands to reason that more learning disabled persons may pursue distance education as a viable alternative to higher education. To date, there is very little literature examining the learning disabled student in a distance learning environment. This paper explores the implications for the distance librarian serving the needs of the distant student with learning disabilities by discussing the literature related to the learning disabled student in an academic environment, the profile of learning disabled students, challenges, models for success, and adaptive technology. The paper also makes reference to the standards, professional principles, and legislation that inform and guide the practices integrated into distance library service.

Dermody, K., & Majekodunmi, N. (2011). On-line databases and the research experience for university students with print disabilities. *Library Hi Tech, 29*(1), 149-160.

> *Purpose:* The purpose of this paper is to present findings of a study which examined the searching experience of university students with a print disability and their use of screen reading software to navigate three proprietary databases.
>
> *Design/methodology/approach*: Participants completed a series of tasks in three different online databases using their screen reading software. Screen recording software provided video and audio documentation of the process. Survey data was collected pre and post study as well as after each database search session.
>
> *Findings*: The paper provides insights on the information seeking behaviour of students with print disabilities as well as the barriers encountered while navigating online databases using screen reading software.
>
> *Research limitations/implications*: The study focuses only on a small sample of university students with print disabilities and therefore lacks a control group of non-print disabled students against which the results could be measured.
>
> *Practical implications*: Database vendors are aware of the barriers their databases pose for users of screen readers. It is in the best interest of vendors to assist libraries in promoting the accessible features that already exist in their databases. Libraries can assist students by providing database instruction tailored to users of screen readers and by assisting database vendors in usability feedback and in marketing options.
>
> *Originality/value*: Participants consisted of students with learning, visual and mobility disabilities and who were native users of screen reading software. There is a lack of research on the intersection

of databases design and its impacts on the information literacy skills of students with print disabilities. This paper provides some insights on the first step in the information seeking process (gathering information) by students with a print disability and the barriers encountered.

Huang, S. T. (1990). Reference services for disabled individuals in academic libraries. *The Reference Librarian*, *11*(25), 527-539.

Reference services for disabled students require not only traditional directional and informational assistance, but also physical assistance. Providing this service takes planning, commitment and funding on the part of the librarians providing the service and on the part of the library administration. A well-planned staff development program should be offered to the entire library staff on a regular basis in order to increase awareness of disabled library users' needs and to sensitize the staff to their physical limitations. This will help to overcome barriers in library facilities and collections.

Jahoda, G. (1985). Academic library service to physically disabled students and faculty. *The Reference Librarian, 4*(12), 207-211.

"Questionnaires were sent to heads of public services of 167 academic libraries in the Southeast. Usable returns were obtained from 109 respondents. The questionnaire included ten tasks that might be appropriate for a part-time coordinator of library service to disabled students and faculty. Respondents were asked to indicate whether or not these tasks should be done and are done by either the library or another unit within the institution. The librarians' attitude toward disabled persons appears to be the critical factor in providing service to this group" (p.207).

Mendle, J. (1995). Library services for persons with disabilities. *The Reference Librarian, 23*(49), 105-121.

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination with respect to the disabled in public entities and in "public accommodations and services operated by private entities." Passage of the ADA has prompted libraries all over the country to evaluate services to these users and has generated a vast number of resources on the ADA and on services to disabled patrons. This article examines the burgeoning literature and presents a case study of The University of Alabama Libraries' efforts to meet these users' needs. The case study focuses on the establishment of an adaptive technologies lab to serve the needs of blind, visually impaired and learning disabled students, and upon the continual efforts to heighten staff awareness.

Pinder, C. (2005). Customers with disabilities: The academic library response. In N. Joint (Ed.), Disability Issues and Libraries: A Scottish Perspective [Special Issue]. *Library Review, 54*(8), 464-471.

The article surveys the general academic library response within the UK to disability legislation and the growing numbers of students declaring disabilities entering higher education. Following a brief review of the provisions of legislation, particularly the Special Educational Needs And Disability Act of 2001, and the response of funding and other bodies, the article addresses specific regional - that is, collaborative - and individual institutional initiatives. Responses from libraries are found to be very positive and offer a service-level benchmark to libraries in other sectors or elsewhere. This is a geographically focused paper, looking at the UK and in particular the Scottish position, and other countries may present different findings. An account of the implementation of a variety of initiatives aimed at disabled users, with much relevance to practitioner concerns. The paper gives a valuable overview of the progress made in academic libraries to date on disability issues in Scotland, and in

the UK, and shows that both the legislation combined with the inherent customer-service values of the library profession have helped raise the standard of library performance in this regard.

Schmetzke, A. (2001). Web accessibility at university libraries and library schools. *Library Hi Tech, 19*(1), 35-49.

The Americans with Disabilities Act (ADA) mandates that library programs and services must be accessible to people with disabilities. In an era in which much information resides in digitalized form on the WWW, the ADA's mandate must be interpreted as applying not only to physical space but also to cyberspace. Just as in the physical world, proper design is a crucial issue. Only accessibly designed Web pages ensure that all people, including those with print disabilities, have access to Web-based information. Previous studies indicate that a large proportion of campus and university library Web pages are not accessible. This study looks at the universities that, according to *US News & World Report*, have the nation's 24 most highly ranked schools of library and information science (SLIS). The findings give cause for concern. It is reasonable to assume that low Web page accessibility at the nation's leading library schools reflects a lack of awareness about this issue among the leaders and trainers in the library profession.

ACCOMMODATIONS, ASSESSMENTS, AND TESTING

"Section 504 of the Rehabilitation Act and the Americans with Disabilities Act require that universities provide reasonable accommodations that afford equal opportunity for students with disabilities. However, accommodations for students with disabilities are sometimes perceived by faculty and administration as costly modifications that have the potential to disrupt the classroom environment. Although accommodations provide disabled students the equal opportunity to fully participate in a course, accommodations also have the potential to provide for all students the opportunity for both richer modes of instruction and the benefit of important and diverse perspectives from the experiences of disabled students in the classroom"

Julia White, "A Dictionary of Accommodations," <u>Beyond Compliance: An Information Package on the Inclusion of People with Disabilities on Postsecondary Education</u>, 2003

This section features resources on accommodations, assessments, and testing and includes diverse perspectives on adequacy, efficacy, and philosophy of providing accommodations in the classroom, in entrance exams, as well as providing overall support people with disabilities in the postsecondary setting. See also the sections on "ADVOCACY AND ATTITUDES" or "BARRIERS AND CHALLENGES" which are more often than not interrelated with the subject of accommodations.

Adams, S. J. (1996, June). Because they're otherwise qualified: Accommodating learning disabled student writers. *Journal of Legal Education, 46*(2) 189-215.

Discussion of learning disabled (LD) law students looks at what constitutes a learning disability and explains circumstances leading to increasing numbers of LD students in law schools. Manifestations

of learning disabilities in writing are examined, problems with this in the law school setting are noted, and early identification and interventions are explored. Focus is on law schools' responsibility.

Adams, S. J. (1998, June). Leveling the floor: Classroom accommodations for law students with disabilities. *Journal of Legal Education, 48*(2), 273-296.

Examines the provision of disability accommodation in the law school classroom, including the crucial threshold task of establishing a durable and flexible accommodations policy; educating the school's administration, faculty, and student body; maintaining confidentiality; accommodating learning disabilities; law review accommodations; and support groups.

Anderson, A., & Wylie, N. (2008). *Beyond the ADA: How clinics can assist law students with "non-visible" disabilities to bridge the accommodations gap between classroom and practice* [Boston College Law School Faculty Papers]. Boston: Boston College Law School. Retrieved from http://lsr.nellco.org/cgi/viewcontent.cgi?article=1222&context=bc_lsfp.

"At the very time that the importance of experiential learning is being trumpeted as critical to the preparation of all law students for practice, all too little has been written about the role of clinical education in helping students with non-visible disabilities succeed in their chosen careers. In her groundbreaking 1999 article, Sande Buhai alerted the academy to the unique role that clinics can play in the legal education of students with disabilities. Buhai demonstrated persuasively that law school clinics offered such students an opportunity to identify and experiment with accommodations which would assist them in practice. To achieve that goal, she proposed that clinicians and students base those accommodations on the employment provisions of the ADA.

This article seeks to build upon these important insights. It presumes the applicability of the ADA to law school clinics and focuses instead on what clinics can offer students with mental health impairments, neurological disorders, and learning disabilities, whether or not they technically qualify for ADA protections, to prepare them most effectively for practice. Given the harsh demands of practice, particularly for lawyers with disabilities, it is incumbent on the academy to maximize the teaching opportunities available in clinics before graduation.

Part I opens with a brief summary of the current law on accommodating lawyers with disabilities in practice. Part II provides an overview of how other professional disciplines (e.g. medicine, education, and social work) are adapting clinical pedagogy to meet the needs of students with disabilities. While educators in other professions attempted to address these questions earlier and more comprehensively than did the law academy, ultimately their contributions leave unanswered many questions about how best to assist students with non-visible disabilities in clinical settings.

Then, in Part III, we offer two case studies, built on our own clinical teaching experiences, of law students with mental health and learning impairments. We then use those histories to discuss one law school's efforts to accommodate the needs of students with learning disabilities and mental illness. In particular, we look to the role of law school administrators (including student services and career placement) in counseling students with disabilities. Then we investigate how clinics can help these students seek assistance and develop tools and strategies for dealing with their disabilities, while preserving ethical and academic standards. We close in Part IV by offering proposals for best practices for maximizing the effectiveness of clinical education in the legal training of lawyers with mental health and learning disabilities" (pp. 3-4).

Ashworth, M., Bloxham, S., & Pearce, L. (2010). Examining the tension between academic standards and inclusion for disabled students: The impact on marking of individual academics' frameworks for assessment. *Studies in Higher Education, 35*(2), 209-223.

This article draws on developing theory regarding assessment and marking to explore the impact of staff values regarding widening participation on grading decisions. It reports on an innovative creative arts module delivered for students with complex disabilities. Data collection included observation of teaching, interviews with staff, students and learning support staff, recordings of two academic team discussions and a questionnaire on moderation issues completed by staff. Whilst the students were very positive about the experience, the data identified pace of learning, the role of support workers and issues in authenticating student learning as aspects for future development. In particular, the research suggests that staff tackled the tension between valuing academic standards and inclusion by recasting student achievement as different rather than inferior, interpreting assessment rubrics in the light of their individual 'frameworks' for assessment. The article considers whether this recasting of standards illuminates the problematic nature of standards and assessment criteria in higher education.

Baldridge, D. C., & Swift, M. L. (in press). Withholding requests for disability accommodation: The role of individual differences and disability attributes. *Journal of Management.*

Prior research suggests that people with disabilities often do not request needed workplace accommodations, though relatively few studies address which factors influence the extent of such potentially self-limiting behavior. Drawing on workplace disability, help seeking, and social identity literature, this study proposes and tests a model of request withholding frequency using survey data from 279 people with hearing impairments. Consistent with expectations, older employees withheld requests less frequently; however, there was no main effect of gender. Moreover, the strength of the relationship between age and request withholding frequency was significantly weaker when the disability was more severe and when the age of disability onset was earlier. Similarly, disability severity influenced the strength of the relationship between gender and request withholding frequency, though the age of disability onset did not. These findings are consistent with social identity theory, in that those individual differences and disability attributes that shape social identities also appear to affect decisions to request disability accommodation. In practical terms, managers need to not only be supportive of disability accommodation requests but also recognize that some employees, such as young persons with disabilities, may need even more support, and support in a form that affirms or minimizes threats to other salient identities, such as their youth. Additional implications for management research and practice are discussed.

Ball, S. (2009, June). Accessibility in e-assessment. *Assessment & Evaluation in Higher Education, 34*(3), 293-303.

E-assessment offers many opportunities to broaden the range of tools at the assessor's disposal and thereby improve the overall accessibility of the assessment experience. In 2006, TechDis commissioned a report, produced by Edexcel, on the state of guidance on accessibility at the various stages of the assessment process--question design, construction of delivery software and so on. The findings from this report are briefly presented herein, and discussion is invited from all relevant stakeholders to ascertain priority areas for the development of guidance for the sector.

Barnard-Brak, L., Lechtenberger, D., & Lan, W. (2010). Accommodation strategies of college students with disabilities. *The Qualitative Report, 15*(2), 411-429. Retrieved from http://www.nova.edu/ssss/QR/QR15-2/barnard-brak.pdf.

College students with disabilities develop and utilize strategies to facilitate their learning experiences due to their unique academic needs. Using a semi-structured interview technique to collect data and a technique based in grounded theory to analyze this data, the purpose of this study was to discern the meaning of disclosure for college students with disabilities in relation to the strategies they invoke while seeking accommodations. The study revealed three underlying themes common to the accommodation-seeking strategies of the participants who were academically successful college students with disabilities. These themes include: scripting disclosure of one's disability; negotiating accommodations with faculty; and downplaying one's disability status.

Barnard-Brak, L., & Sulak, T. (2010). Online versus face-to-face accommodations among college students with disabilities. *American Journal of Distance Education, 24*(2), 81-91.

Although both the number of online learning opportunities and students with disabilities in higher education has increased over the last two decades, students with disabilities may be overlooked. The purpose of this study was to examine attitudes toward requesting accommodations in the online learning environment among college students with disabilities compared with requesting accommodations in the face-to-face learning environment. Accommodations refer to those adjustments and modification made to instructional and/or curricular requirements in order for students with disabilities to fully participate in a course (Rehabilitation Act of 1973). Results indicate that students with disabilities did not have significantly different attitudes toward requesting accommodations as a whole in the face-to-face versus online learning environments. Results, however, do indicate that students who report having visible disabilities appear to have more positive attitudes toward requesting accommodations in the online versus face-to-face learning environment compared with students who report having hidden disabilities.

Belch, H. (1995). Admitting graduate students with disabilities. *New Directions for Student Services, 1995*(72), 101-110.

This chapter examines the role of the graduate dean and faculty in the admission of graduate students with disabilities. It reviews legal responsibilities and obligations and provides a framework from which to review policies, procedures, and standards.

Bessant, J. (2012). 'Measuring up'? Assessment and students with disabilities in the modern university. *International Journal of Inclusive Education, 16*(3), 265-281.

In this article, I ask how university students with disabilities negotiate with staff arrangements for alternative assessment practices. I draw on three case studies using a personal pronoun perspective to challenge the conventional view that educational policy and teaching practice are forms of rational action. I demonstrate how the lives of students and staff are typically characterised by unexpected events, disorder, emotion and prejudice. The analytic perspective offered here establishes how meanings, intentions and different viewpoints and alliances emerge as social actors work to create specific faculty and institution cultures. The case studies also reveal what does and what does not work – some of the obstacles – and what needs to be done if we are serious about equity and inclusive education. They include practical assistance in recognising the specific requirements of students with disabilities and how to design alternative assessment for students with specific 'conditions'. I argue that professional development and specific techniques in curriculum design are needed. Some staff also require help in recognising their policy and legal obligations. A cultural change which identifies and challenges prejudice is a larger task if universities are to become places in which equal opportunity principles and inclusive education are present and actively practised.

Bird Claiborne, L., Cornforth, S., Gibson, A., & Smith, A. (2011, June). Supporting students with impairments in higher education: Social inclusion or cold comfort? *International Journal of Inclusive Education, 15(5),* 513–527.

This paper uses a discursive analysis to examine the experience of 'inclusion' from several stakeholder groups in one university. The research team included disability support staff at the institution, external disability consultants and academic researchers. A critical focus group investigation centred on four groups: students who were identified as having an impairment (SWIs), academic staff (teachers), administrators and students who did not identify as having an impairment (non-SWIs). Interviews had facilitators with both research and disability expertise. Groups recounted different experiences of inclusion. SWIs, drawing on a rights discourse, emphasised a lack of resourcing and barriers created by the teaching staff. In contrast, teachers, administrators and (to a lesser extent) non-SWIs emphasised the importance of social inclusion, reflecting discourses around needs and humanist notions of care and support, which largely seemed to miss the core of SWI concerns about recognition of their technical competence. For all groups, questions around disclosure of disability were of greater concern than tensions between needs and rights or the recent publication of a Code of Practice for the higher education sector. The findings challenged some of the researchers' own assumptions, with unexpected implications for practice.

Broadbent, G., Dorow, L. G., & Fisch, L. A. (2006, Fall). College syllabi: Providing support for students with disabilities. *The Educational Forum, 71*(1), 71-80.

Syllabi from undergraduate and graduate courses offered at a small, private liberal arts college in central New York were examined to determine what percentage contained information that would make it easier for students with disabilities to access supports or accommodations to improve their success in the course. A total of 111 syllabi were examined for the presence or absence of information relevant to students with disabilities. Given that a significant percentage of the course syllabi lacked information that would enable students with disabilities to be self-sufficient, the authors recommend that course syllabi be standardized to ensure that all students, particularly those with disabilities, have the knowledge they need regarding assistive support.

Buhai, S. L. (1999). Practice makes perfect: Reasonable accommodations of law students with disabilities in clinical placements. *San Diego Law Review, 36*, 137, 185-186.

"This article discusses the reasonable accommodation of law students with disabilities in a clinical law environment. Although law review articles and bar journals, case law, and administrative regulations have discussed reasonable accommodations for students with disabilities in the law school setting, none have focused on the unique problems and issues that arise in clinical law placements" (p. 137).

Calderwood, K., & Degenhardt, J. (2010). Accommodating a social work student with a speech impairment: The shared experience of a student and instructor. *Journal of Social Work in Disability & Rehabilitation, 9*(4), 235-253.

This ethnographic study describes the results of a collaborative journaling process that occurred between a student and his instructor of a second-year social work communications course. Many questions from the student's and the instructor's perspectives are raised regarding accommodating the student with a severe speech impairment in a course that specifically focuses on communication skills. Preliminary recommendations are made for social work students and professionals with communication limitations, and for social work educators.

Cawthon, S. W., Nichols, S. K., & Collier, M. (2009, Winter). Facilitating access: What information do Texas postsecondary institutions provide on accommodations and services for students who are deaf or hard of hearing? *American Annals of the Deaf, 153*(5), 450-460.

Students who are deaf or hard of hearing often require accommodations in order to participate in essential functions of college life. Although federal law mandates access to campus activities, real access for these students varies by site. The present study investigated the level of access of students who are deaf or hard of hearing at Texas postsecondary institutions. These schools' online accommodations policies were reviewed in fall 2006. A systematic review of published policies was used to summarize accommodations and services available for instruction, assessment, and campus life. About half of the 157 schools provided information online. Examples of classroom accommodations included note takers during class lectures and extra time for tests. Nonacademic services included referrals to community resources and course registration assistance. Results are discussed in the context of information that prospective students may need to make informed choices regarding postsecondary education.

Chard, G, & Couch, R. (1998). Access to higher education for the disabled student: A building survey at the University of Liverpool. *Disability & Society, 13*(4), 603-623.

The problems associated with disabled students gaining access to higher education are complex and can be complicated further by difficulties encountered in the built environment of universities themselves. A survey of the built environment at the University of Liverpool was carried out using a group of occupational therapy undergraduate students. Students were able to learn about access audits and understand more fully the problems associated with access as part of their own studies. Results were recorded using a computer database, which enabled dissemination of information via the university's managed PC network and Home pages on the internet. Discussion and debate centre on the dilemma between a freely accessible environment for all students and the constraints imposed by the present day built environment and economic climate. The need for effective strategies in collaboration with disabled students is also considered.

Chouinard, V. (1996, Winter/1995, Fall). Like Alice through the looking glass: Accommodation in academia. *Resources for Feminist Research*, *24*(3/4), 3-11.

This article explores issues of equity and accommodation for disabilities in an academic setting. The author chronicles her struggles with her university's administration to implement structures and policies that would not put her at a disadvantage. Her personal experience is placed in a wider context of the devaluing of women's work in academia generally.

Chouinard, V. (2010). "Like Alice through the looking glass" II: The struggle for accommodation continues. *Resources for Feminist Research, 33(3/4), 161-177.*

This article provides an autoethnographic account of the more recent phase of my ongoing struggles, as a disabled female faculty member at a Canadian university, for my legal rights to reasonable accommodation and freedom from discrimination on the basis of disability. It is a sequel to an article dealing with the early years of my struggles for accommodation, published in this journal [vol. 24, nos. 3/4 (1995/96)]. It focuses on the many social barriers to accommodation, inclusion and equality of rights that I encountered in an academic workplace. These included devaluations of my contributions in the workplace, social and spatial exclusion from events in my academic unit, prolonged systemic salary discrimination, resistance to developing a reasonable accommodation plan and even hostility and punishment for being vocal on accommodation issues and, ultimately,

taking legal action against the University. This article not only sheds light on some of the challenges facing disabled women who struggle for accommodation in academic workplaces but also encourages others to share their experiences of struggling for fair and reasonable accommodation.

Christ, T. W., & Stodden, R. (2005). Advantages of developing survey constructs when comparing educational supports offered to students with disabilities in postsecondary education. *Journal of Vocational Rehabilitation, 22*(1), 23-31.

Legislation and a competitive labor market have resulted in a significant increase in the number of students with disabilities enrolled in postsecondary education. Nevertheless, the provision of supports and accommodations is primarily limited by financial constraints. With financial supports in decline at postsecondary institutions, it is critical to determine the factors that contribute to services that are effective, appropriate, and proven to foster success. Unfortunately, few studies have done this. Further, it is unknown if supports commonly utilized in postsecondary programs are effective. This study utilized exploratory factor analysis of repeatedly administered surveys (1999-2001) to determine: (a) if the survey items grouped into meaningful constructs that represent services provided to students with disabilities, (b) if the constructs exhibited a significant difference between two and four-year institutions, and (c) if the constructs changed over time. The analysis revealed that the 34 survey items grouped well into four constructs titled Strategies, Assistive Technology, Accommodations, and Vocation/Work Support. Some of the constructs exhibited significant differences between two-year and four-year institutions and over time. Further, this analysis indicates that constructs of appropriately grouped survey items are a more reliable and efficient measure of support services than individual item analysis commonly used in survey research.

Colker, R. (2008, Spring). Extra time as an accommodation. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69*, 413-474. Retrieved from: http://lawreview.law.pitt.edu/issues/69/69.3/02Colker.pdf.

Although the provision of extra time has become the standard method of accommodating students with various disabilities when they take the Law School Admissions Test (LSAT) or in-class timed exams, this Article suggests that we consider other means of attaining fairness on exams. Through a survey of the psychometric literature, as well as a modest empirical study, this Article argues that the rank order of students is likely to be significantly affected by the type of examination instrument used. This Article places the psychometric literature on examination results in the context of testing of prelaw students as well as law students and suggests that we place less emphasis on timed instruments in ranking students. While questioning the validity of the LSAT for all students, this Article also argues that the LSAT scores of students who take the exam under conditions of extra time are likely to be as valid as the scores of students who take the exam under regular conditions. The Article urges the Law School Admission Council (LSAC) to conduct a proper validity study so that students who receive extra time are not disadvantaged during the admissions process. Finally, this Article suggests that law faculties examine their testing practices to see if they offer a sufficient variety of testing methods to compare students fairly. The current overemphasis on in-class timed exercises is likely to inappropriately disadvantage certain students and not give them an opportunity to demonstrate their mastery of the material.

Cope, D. (2005, November/December). Disability law and your classroom. *Academe, 91*(6), 37-39. Retrieved from: http://www.aaup.org/AAUP/pubsres/academe/2005/ND/Feat/cope.htm.

"Yes, you should make appropriate accommodations for disabled students. But before you take anyone's word for it, you owe it to yourself and your students to learn the current state of the law" (p. 37).

Diamond, A. S. (1994, Fall). L.D. law: The learning disabled law student as a part of a diverse law school environment. *Southern University Law Review, 22*, 69-97.

> This Article explores the educational experiences and the life challenges of the learning disabled law student. Part I of this Article introduces personal, historical, and statutory perspectives on the experiences and educational rights of the learning disabled law student. Part II constructs a theory of why the presence of the learning disabled law student presents an issue of inclusion and diversity. Part III discusses how the law school's academic support system may help realize the promise of diversity offered by the learning disabled law student's presence in the law school environment.

Eichhorn, L. A. (1997). Reasonable accommodations and awkward compromises: Issues concerning learning disabled students and professional schools in the law school context. *Journal of Law & Education, 26*(1), 31-63.

> Under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, colleges and universities are prohibited from discriminating against qualified students with learning disabilities and must reasonably accommodate such disabilities so that students have a genuine opportunity to complete academic programs successfully. Not surprisingly, just like their non-disabled peers, a number of learning disabled college graduates are choosing to enter professions such as law and medicine. Their entry into professional schools has raised a number of legal issues concerning their qualification to matriculate, their need for accommodations, and their eventual ability to practice successfully. This article discusses each of these issues in the specific context of legal education after providing general explanations of learning disabilities and of the federal statutes governing the rights of learning disabled students.

Elliot, H. W., Arnold, E. M., Brenes, G. A., Silvia, L., & Rosenquist, P. B. (2007, July/August). Attention Deficit Hyperactivity Disorder accommodations for psychiatry residents. *Academic Psychiatry, 31*(4), 290–296. Retrieved from: http://ap.psychiatryonline.org/cgi/reprint/31/4/290.pdf.

> *Objective:* With the increase in diagnosis and treatment of attention deficit hyperactivity disorder (ADHD) in adults, it is expected that more resident physicians will require accommodations so that their academic performance and clinical competency can be measured adequately. The authors provide an overview of the requirements and issues regarding the provision of ADHD accommodations for psychiatry resident physicians as well as recommendations regarding policy development in this area.
>
> *Method:* The authors review the symptoms of ADHD, proper documentation of ADHD, and the rationale and legal basis for providing accommodations to resident physicians with ADHD.
>
> *Results:* Executive functioning, attention, and affect regulation are three domains that could negatively affect the functioning of a resident physician with ADHD. Possible accommodations specific to each general competency are described.
>
> *Conclusions:* In order to comply with existing guidelines, training programs should be proactive and have a procedure in place that 1) requires adequate documentation; 2) ensures confidentiality; 3) grants accommodations which measure core knowledge and not the limits of the disability; and 4) does not alter the core curriculum of the program.

Fuller, W. E., & Wehman, P. (2003). College entrance exams for students with disabilities: Accommodations and testing guidelines. *Journal of Vocational Rehabilitation, 18*(3), 191-197.

> In order to enter traditional 4 year college programs, most students with disabilities will need to perform on the standardized entrance exams such as the Scholastic Aptitude Test (SAT). The purpose of this paper is to describe ways to identify accommodations and prepare for these exams in order to attain scores which will maximize performance.

Glover-Graf, N. M., & Janikowski, T. P. (2001, Summer). Career selection and use of accommodations by students with disabilities in rehabilitation education programs. *Rehabilitation Counseling Bulletin, 44*(4), 222-228.

> The Rehabilitation Counselor Disability (RCD) Survey was administered to 186 rehabilitation students throughout the United States. Data were gathered related to disability, program awareness of disability, influence of disability upon career choice, levels of functional limitation, and use of accommodations. Most indicated moderate functional limitations, and about half required accommodations.

Hall, L. M., & Belch, H. A. (2002, December). Setting the context: Reconsidering the principles of full participation and meaningful access for students with disabilities. *New Directions for Student Services, 2000*(91), 5-17.

> Demographic trends and the fundamental principles of access and participation are addressed in the context of the lessons learned as other historically underrepresented groups have entered higher education.

Hampton, G., & Gosden, R. (2004, July). Fair play for students with disability. *Journal of Higher Education Policy and Management, 26*(2), 225-238.

> Universities provide a competitive environment that in some ways resembles the sporting field. But unlike the arrangements made for disabled athletes, for whom separated fields of competition are available, disabled students are required to enter into open competition with non-disabled students. To make this open competition fair, students with disability are provided with a range of accommodations to compensate. The availability of these compensatory measures gives rise to some difficult decision making for university administrators. These difficulties are mostly concerned with two questions of fairness: who is eligible for the accommodation, and how much accommodation is appropriate? Students with disability who are eligible for accommodation should still be encouraged to minimise their reliance on this type of assistance in order to ensure they properly develop attributes of independent learning.

Harpur, P. (2010). Accessible or not? Academics' hand written comments on assessment items written by students with print disabilities. *Disability & Society, 25*(1), 121-122.

> Most university courses involve students sitting examinations and submitting written research papers. Many universities provide each student with individual comments on their assessment items. Generally these comments are written throughout the assessment item by the marker to provide the student with guidance on where they can improve and what areas were answered correctly. While hand written comments throughout a paper are extremely valuable for most students, where the student has a vision impairment or another print disability the use of hand written comments can

deny such students receiving vital guidance. This note discusses my experiences with comments on assessment items and identifies strategies to ensure that all students have equal access to feedback on their work.

Harrison, A. G. (Ed.). (2012, March). Assessment and Accommodation of Students with Learning Disabilities at the Postsecondary Level in Canada: A Special Issue for Psychologists in Education [Special Issue]. *Canadian Journal of School Psychology, 27*(1).

"This special issue of the *Canadian Journal of School Psychology* is devoted to examining current diagnostic practices in Canada and also the practices related to accommodating students with learning disabilities (LD) at the postsecondary level. Furthermore, we gathered expert opinions regarding the duty to accommodate students with LD and when such accommodations may not be required. Our aim was to gather current information and research regarding practices in Canada in order to assist psychological practitioners who conduct LD assessments and to provide empirically based information to inform best practice in this area of clinical activity" (pp. 3-4).

Articles in this special issue include:

- Easier Said Than Done: Operationalizing the Diagnosis of Learning Disability for Use at the Postsecondary Level in Canada
- A Model to Guide the Conceptualization, Assessment, and Diagnosis of Nonverbal Learning Disorder
- Why We Need Reliable, Valid, and Appropriate Learning Disability Assessments: The Perspective of a Postsecondary Disability Service Provider
- Beyond Psychometric Evaluation of the Student—Task Determinants of Accommodation: Why Students With Learning Disabilities May Not Need to Be Accommodated
- Assistive Technology Use by Students with LD in Postsecondary Education: A Case of Application Before Investigation?
- The Importance of Symptom Validity Testing in Adolescents and Young Adults Undergoing Assessments for Learning or Attention Difficulties

Harvey, M. W., Cotton, S. E., & Koch, K. R. (2007, Winter). Indiana secondary CTE instructors' perceptions of program expectations, modifications, accommodations, and postsecondary outcomes for students with disabilities. *The Journal for Vocational Special Needs Education, 2*(2), 16-32. Retrieved from: http://specialpopulations.org/Vol%2029-2%20Chapters/JVSNEVol29-2_Harvey.pdf.

This study explored potential influences that students' educational label, behavior, and learning characteristics have on program expectations, modifications, accommodations, and postsecondary outcomes as perceived by Indiana secondary career and technical education (CTE) instructors. This is a replication study of research conducted with Pennsylvania CTE instructors (see Harvey & Pellock,2003). Participants were asked to rate program elements using a 5 point Likert-type scale after reviewing two specified student vignettes; one describing a non-disabled student and the second describing a student with a specified disability. Ten sample selected CTE centers in Indiana (n=147) participated in the study. Results point to significant differences in Indiana CTE instructors' perceptions of program expectations, modifications, accommodations and postsecondary youth out comes by disability classification. Recommendations concerning future research and training are discussed.

Hatzes, N. M., Reiff, H. B., & Bramel, M. H. (2002). The documentation dilemma: Access and accommodations for postsecondary students with learning disabilities. *Assessment for Effective Intervention, 27*(3), 37-52.

> Seventy-three disability service providers representing colleges and universities across the United States completed an informal, online survey focusing on institutional guidelines for documentation of learning disabilities. Most institutions reported having documentation guidelines that were adapted from those published by the Association on Higher Education and Disability (AHEAD). However, respondents indicated that documentation is most often rejected because it is not current and does not meet other institutional guidelines. When making accommodation decisions, respondents reported using a combination of sources including recommendations in the documentation, professional judgment, and discussion with students. Such information should help secondary school personnel, disability service providers, and consumers understand the critical role that documentation plays in the process used by colleges and universities to make eligibility and accommodation decisions.

Hill, J. L. (1996, Summer). Speaking out: Perceptions of students with disabilities regarding adequacy of services and willingness of faculty to make accommodations. *Journal on Postsecondary Education and Disability, 12*(1).

> This article examines the perceptions of 264 students with disabilities attending universities in Canada regarding the "adequacy" of services from the Office of Students with Disabilities (OSD) at the postsecondary settings they attend and the "'willingness" of faculty to make accommodations for their unique needs in the classroom. The majority of students rated services as good or excellent. Thirty-five percent indicated their needs were not being adequately met, with nearly one quarter of the students reporting that lack of service from the OSD had seriously impacted their ability to pursue a postsecondary education. Even though approximately two-thirds of the respondents reported that faculty were very willing to make accommodations to meet their needs, lack of accommodation from instructors had seriously impacted the ability of roughly one third of the respondents to pursue a postsecondary education. Twelve percent responded that faculty were unwilling to make accommodations and 9% reported taking some type of action as a result of lack of accommodation (e.g., lodging a complaint with the Academic Vice-President). Recommendations to improve the quality of services from the OSD and to foster willingness of faculty to accommodate students with unique learning needs are given.

Humphrey, M. J. B. (2010). *The relationship of self-determination skills, use of accommodations, and use of services to academic success in undergraduate juniors and seniors with learning disabilities.* Unpublished doctoral dissertation, Department of Counseling and Personnel Services, University of Maryland. Retrieved from: http://hdl.handle.net/1903/11297.

> Students with disabilities are entering colleges and universities across the nation in ever-increasing numbers, with the greatest percentage being students with learning disabilities (LD). Yet, students with disabilities often do not graduate from college at the same rate as students without disabilities. Self-determination is an important skill for students to possess as they navigate a more complex academic environment in which they are required to make decisions independently. Having effective services for students with LD is crucial to their academic success. Students with LD were recruited through College and University contacts maintained by the student disability offices. Seventy students from eight institutions (all 4-year institutions, which included four independent colleges and four state universities), responded to an online survey, completing measures about their grade point average (GPA), use of accommodations, use of related services, and their skills as measured by the Self-Determination Student Scale. Results indicated that there was a significant, positive

relationship between self-determination and GPA, such that self-determination reliably predicted GPA in this sample. However, no relationship was found between use of accommodations and GPA or between use of services and GPA, as many students reported selectively utilizing accommodations and services, which was interpreted to indicate developing self-determination. Recommendations for how campus disability offices might assist students in the development of self-determination skills are discussed and implications for future research academic success are presented.

Hurtubis Sahlen, C. A., & Lehmann, J. P. (2006, January/February). Requesting accommodations in higher education. *Teaching Exceptional Children, 38*(3), 28-34.

Postsecondary survival requires that the students who are accustomed to being special education recipients become pro-active self-advocates if they want to receive support services. Although postsecondary institutions have an obligation to level the playing field for students with disabilities, the rules for requesting and receiving accommodations differ from rules in high schools. Here, Hurtubis Sahlen and Lehmann discuss student and institutional considerations during the process of obtaining accommodations at the postsecondary level.

Jung, J. (2007). Textual mainstreaming and rhetorics of accommodation. *Rhetoric Review, 26*(2), 160-178.

In this essay I examine the problematics of mainstreaming within one site of composition studies research the composition anthology. Specifically, I apply articulation theory and feminist disability theory to argue that the mainstreaming of disability narratives within composition readers, when articulated with a theory of individual subjectivity, legitimizes the belief that accommodation is an individualized process. Thus accommodation becomes synonymous with fitting in, a definition that locates the responsibility for adaptation within the abnormal body rather than within the institutions and ideologies that construct it as such.

Jung, K. E. (2003, March). Chronic illness and academic accommodation: Meeting disabled students' "unique needs" and preserving the institutional order of the university. *Journal of Sociology and Social Welfare, 30*(1), 91-112.

People with disabilities are just one of the groups designated for special attention in relation to equity in postsecondary education. This paper explores the way in which policies that provide academic accommodation for students disabled by chronic illness unfold in practice. As part of the administrative regime of the university, these policies are typically designed to reconcile the interests and relevances of the law with the interests and relevances of the academy. When a disabled student "activates" the policy, regardless of whether or not services and assistance are provided or are useful, the student becomes situated within social relations that make disabled students' "needs" manageable in the organizational context. As applicants for the institution's privileges and services, students actively participate in the accomplishment of the institutional order of the university, i.e., they fulfill the university's legal obligation not to discriminate against students with disabilities. This, I will argue, constitutes an exercise of power and preserves the existing social organization of the university, although it is normally understood as the university acting "in the interests of students with disabilities." Specifically, I show how the individualization of accommodation—ostensibly to meet each student's unique needs—shifts the obligation for change to individual students and instructors and forecloses opportunities for the university to become more genuinely accessible and inclusive.

Katsiyannis, A., Zhang, D., Landmark, L., & Reber, A. (2009, June). Postsecondary education for individuals with disabilities: Legal and practice considerations. *Journal of Disability Policy Studies, 20*(1), 35-45.

Participation of students with disabilities in postsecondary education has been increasing steadily in the past two decades. Many of these students need reasonable accommodations and other assistance in order to stay enrolled and graduate with a degree. However, recent studies indicate that faculty in higher education have little knowledge about legislative mandates regarding their obligation in serving students with disabilities. When faculty members are ignorant of the legislative mandates pertaining to students with disabilities, accessibility to learning may be compromised. Lack of disability legislative knowledge may also lead to a failure to provide reasonable accommodations and may ultimately result in litigation. This article provides an overview of legislative mandates, examines relevant litigation, and discusses practice considerations regarding the participation of students with disabilities in postsecondary settings.

Knapp, S. D. (2004, April). *Disability access at SUNY campuses: 10 years after the ADA.* Albany, NY: United University Professions' Disability Rights and Concerns Committee. Retrieved from: http://www.uupinfo.org/reports/disability.pdf.

This report from the UUP Disability Rights and Concerns Committee responds to a UUP Executive Board charge to "monitor campus implementation of the Americans with Disabilities Act (ADA) and make recommendations regarding disability rights." The Committee surveyed UUP bargaining unit members in 2000. Our findings are reported in sections: "Campus Accessibility"; "Reasonable Accommodations"; "Attitudes and Behavior toward People with Disabilities"; "Age and Disability"; "Expenses"; and "The Just Community" (p. 2).

Konur, O. (2002, March). Assessment of disabled students in higher education: Current public policy issues. *Assessment and Evaluation in Higher Education, 27*(2), 131-152.

Although there are over 68,000 disabled students in higher education programmes in the UK, a laissez-faire policy has been adapted regarding the provision of assessment services for these students, with a result that there have been no statutory duties for these programmes not to discriminate against them. With the introduction of the Special Educational Needs and Disability Act (2001) amending Part IV of the Disability Discrimination Act (1995), it would be timely to consider assessment related issues and benefits from the experiences of the US higher education programmes and educational testing agencies in this area since the mid-1970s. This paper argues that it is the academic achievement of disabled students that should be measured by the assessment services, not their disabilities. Without the provision of reasonable assessment adjustments, as the research shows, it is inevitable that disabilities of disabled students would be measured not their academic achievements, contrary to the main argument put forward by Sharp and Earle (2000) among others. The paper argues for a historical role for the educators and administrators of higher education programmes in eliminating discrimination against disabled students in provision of assessment services at every stage of their studies in the long run.

Konur, O. (2007, June). Computer-assisted teaching and assessment of disabled students in higher education: The interface between academic standards and disability rights. *Journal of Computer Assisted Learning, 23*(3), 207-219.

Computer-assisted teaching and assessment has become a regular feature across many areas of the curriculum in higher education courses around the world in recent years. This development has resulted in the 'digital divide' between disabled students and their nondisabled peers regarding their participation in computer-assisted courses. However, there has been a long-standing practice to ensure that disabled students could participate in these courses with a set of disability adjustments that are in line with their learning modalities under the headings of presentation format, response format, timing, and setting adjustments. Additionally, there has been a set of supporting antidiscriminatory disability laws around the world to avoid such divide between disabled students

and their nondisabled peers. However, following a successful precedent in Davis v. Southeastern Community College (1979), the opponents of disability rights have consistently argued that making disability adjustments for disabled students to participate in computer-assisted courses would undermine academic and professional standards and these laws have resulted in a 'culture of fear' among the staff. This paper challenges such myths and argues, based on a systematic review of four major antidiscriminatory laws, that universities have full academic freedom to set the academic standards of their computer-assisted courses despite the introduction of such laws and that there has been no grounds for the perceived culture of fear about the consequences of the participation of disabled students in computer-assisted courses.

Lerner, C. S. (2004, April). "Accommodations" for the learning disabled: A level playing field or affirmative action for elites? *Vanderbilt Law Review, 57*(3), 1043-1124. Retrieved from: http://law.vanderbilt.edu/publications/vanderbilt-law-review/archive/volume-57-number-3-april-2004/download.aspx?id=2991.

"This article evaluates the legal and political efforts to accommodate the learning disabled in American higher education generally, and in particular on the mental aptitude exams, such as the SATs, which are used by universities to select students. `Accommodations' are said to level the playing field among test takers, allowing bright students to demonstrate their true academic potential" (p. 1045).

Lewis, L., & Farris, E. (1999, August). *Statistical analysis report: An institutional perspective on students with disabilities in postsecondary education* [NCES 1999-046]. Washington, DC: National Center for Education Statistics. Retrieved from: http://nces.ed.gov/pubs99/1999046.pdf.

"Key legislation such as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) has prompted numerous questions regarding access, support, and accommodations for students with disabilities in postsecondary education institutions. These institutions are required by law to provide reasonable accommodations to students with disabilities to ensure equal access to educational opportunities for these students. However, there have been no nationally representative data available from postsecondary institutions about the enrollment of students with disabilities and the support services and accommodations these institutions provide to students with disabilities. Moreover, since no information has been available about the recordkeeping and reporting capabilities of postsecondary institutions regarding students with disabilities, it has been difficult to assess the extent to which postsecondary institutions can provide information about these students.

In response, this study, requested by the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education (ED), provides nationally representative data from 2-year and 4-year postsecondary education institutions about students with disabilities. Specifically, the survey, undertaken by the National Center for Education Statistics (NCES) using the Postsecondary Education Quick Information System (PEQIS), includes information about (1) enrollments of postsecondary students with disabilities, (2) institutions enrolling students with disabilities, (3) support services and accommodations designed for students with disabilities, (4) education materials and activities designed to assist faculty and staff in working with students with disabilities, and (5) institutional records and reporting about students with disabilities. Information contained in this report is restricted to those students who had identified themselves in some way to the institution as having a disability, since these are the only students about whom the institutions could report. Note that students who identify themselves to the institution as having a disability are a subset of all students with disabilities, since some students with disabilities may choose not to identify themselves to their institutions" (p. iii).

Lindstrom, J. H. (2007). Determining appropriate accommodations for postsecondary students with reading and written expression disorders. *Learning Disabilities Research & Practice, 22*(4), 229-236.

One of the most significant barriers facing postsecondary students with reading and written expression disorders who are eligible to receive specific accommodations is the lack of professional knowledge pertaining to issues surrounding accommodations. Though guided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the process by which accommodation decisions are made varies considerably across institutions of higher education. Given the recent rise in litigation surrounding the practice of how accommodations are determined as well as the increasing number of postsecondary students with reading and writing disabilities who are requesting accommodations, it is imperative that accommodation decisions be defensible and supported by empirical research. The purpose of this article is to provide an overview of current research on the effectiveness of accommodations for postsecondary students with language-based learning disabilities, discuss important considerations in the accommodation selection process, and offer recommendations for future research.

Lombardi, A. R., & Murray, C. (2011). Measuring university faculty attitudes toward disability: Willingness to accommodate and adopt Universal Design principles. *Journal of Vocational Rehabilitation, 34*(1) 43–56.

Today, more students with disabilities attend four year institutions, but may struggle to succeed within these settings. University faculty attitudes and practices contribute to the success or failure of students in these postsecondary settings. In this study, we developed, administered, and evaluated a measure of faculty attitudes and perceptions toward students with disabilities. Results from 289 faculty members indicated that responses loaded on eight reliable factors pertaining to (a) Fairness in Providing Accommodations, (b) Knowledge of Disability Law, (c) Adjustment of Course Assignments and Requirements, (d) Minimizing Barriers, (e) Campus Resources, (f) Willingness to Invest Time, (g) Accessibility of Course Materials, and (h) Performance Expectations. Group comparisons by faculty gender, rank, college/school, and prior disability-focused training indicated more positive attitudes toward providing accommodations and adopting Universal Design principles among faculty who are female, nontenured, housed within the College of Education, or had prior disability-focused training experiences. These findings suggest that faculty attitudes and perceptions toward disability and their willingness to accommodate and adopt Universal Design principles can be reliably assessed. The potential usefulness of such assessments for practices within postsecondary environments are discussed.

Lovett, B. J., Lewandowski, L. J., Berger, C., & Gathie, R. A. (2010, Spring). Effects of response mode and time allotment on college students' writing. *Journal of College Reading and Learning, 40*(2), 64-79.

Written essays are a common feature of classroom and high stakes standardized tests at many age levels. However, little is known about how small alterations in the writing task affect students' writing, an issue made more important by the increasing use of task alterations for students with disabilities. In the present study, 140 college students completed a standardized assessment of writing ability under one of two timing conditions (10 minutes, 15 minutes) and with one of two response formats (handwritten, word-processed). Students who used a word processor wrote significantly more than did students who handwrote their essays. However, the extended time allotment only increased students' amount of writing in the word processor condition. Only small differences between the groups' essays were found in spelling, grammar, and related characteristics. Implications of these results for future research and writing assessment policies are discussed.

Madaus, J. W., Banerjee, M., & Hamblet, E. C. (2010, August). Learning disability documentation decision making at the postsecondary level. *Career Development for Exceptional Individuals, 33*(2), 68-79.

> Students with learning disabilities (LD) transitioning from secondary school to postsecondary education must submit documentation verifying the existence of a disability and that describes a current and substantial limitation to learning. Preparing acceptable documentation can be a challenge for secondary personnel because of differing laws at the secondary and postsecondary levels and because of variation in the type of data required by each school. This study presents the results of a survey of 183 postsecondary disability service providers related to frequently required components of LD documentation. Although a clear diagnosis of LD was required by most respondents, there was variation in regard to other key components. Implications and suggestions for secondary transition practice are presented.

Madriaga, M., Hanson, K., Heaton, C., Kav, H., Newitt, S. & Walker, A. (2010). Confronting similar challenges? Disabled and non-disabled students' learning and assessment experiences. *Studies in Higher Education, 35*(6), 647-658.

> The article presents evidence from a systematic survey of disabled (*n* = 172) and non-disabled (*n* = 312) students regarding their learning and assessment experiences within one higher education institution in the UK. This study builds upon previous work in the sector, with the aim of gathering evidence to inform inclusive policy and practice for the benefit of *all* students, disabled or non-disabled. The findings indicate that, while disabled students confront barriers of access in their learning and assessment, there are similar difficulties they share with non-disabled students.

Mayer, K. S. (1998, January). Flagging nonstandard test scores in admissions to institutions of higher education. *Stanford Law Review, 50*(2), 469-522.

> Because testing services have been unable to certify the comparability of standardized test scores obtained under nonstandard administrations, the scores of disabled examinees who receive testing accommodations are flagged to indicate that they might not be completely comparable to scores obtained under standard conditions. This practice, however, raises issues of stigma, privacy, and discrimination against disabled examinees. In this note, the author considers the legal implications of flagging nonstandard test scores under the Americans with Disabilities Act and the Rehabilitation Act. The author concludes that the practice is legally objectionable under both acts and advocates that the practice be abandoned.

Moshinsky, A., & Kazin, C. (2005, January). Constructing a computerized adaptive test for university applicants with disabilities. *Applied Measurement in Education, 18*(4), 381-405.

> In recent years, there has been a large increase in the number of university applicants requesting special accommodations for university entrance exams. The Israeli National Institute for Testing and Evaluation (NITE) administers a Psychometric Entrance Test (comparable to the Scholastic Assessment Test in the United States) to assist universities in Israel in selecting undergraduates. Because universities in Israel do not permit flagging of candidates receiving special testing accommodations, such scores are treated as identical to scores attained under regular testing conditions. The increase in the number of students receiving testing accommodations and the prohibition of flagging have brought into focus certain psychometric issues pertaining to the fairness of testing students with disabilities and the comparability of special and standard testing conditions. To address these issues, NITE has developed a computerized adaptive psychometric test for

administration to examinees with disabilities. This article discusses the process of developing the computerized test and ensuring its comparability to the paper-and-pencil test. This article also presents data on the operational computerized test.

Norton, S. M. (1997). Examination accommodations for community college students with learning disabilities: How are they viewed by faculty and students? *Community College Journal of Research and Practice, 21*(1), 57-69.

As increasing numbers of students with learning disabilities enroll in colleges and universities, the need to provide accommodations for these students also increases. Both federal and state laws mandate that appropriate accommodations be provided for these students, but little is known about how accommodations are accepted on campuses. Faculty and students at a California community college were asked to respond to surveys targeting their feelings about examination accommodations. Results indicated that faculty are very receptive to a variety of accommodations and that they are sensitive to students' feelings. However, although students use exam accommodations, many appear apprehensive about asking for accommodations and most do not clearly explain their learning disabilities to their professors.

Ofiesh, N. S., Hughes, C., & Scott, S. S. (2004). Extended test time and postsecondary students with learning disabilities: A model for decision making. *Learning Disabilities Research & Practice, 19*(1), 57-70.

The most frequently requested accommodation among students with learning disabilities (LD) in postsecondary settings is extended test time. The frequency with which this accommodation is requested and granted compels disability service providers to become knowledgeable about the factors that influence the need for, and appropriateness of, the accommodation. Moreover, the synthesis of these factors becomes the basis for determining if the accommodation is reasonable under federal law. The purpose of this article is to present a step-by-step model to be used as a decision-making process when considering the accommodation of extended test time for postsecondary students with LD. The model is designed to assist disability service providers in the analysis and synthesis of information collected from (1) the student's diagnostic evaluation, (2) the course or classroom test to be accommodated, and (3) student interviews. A list of diagnostic tests from the four most frequently administered test batteries used with adults is provided, along with a concise explanation of how characteristics of LD impact reading, writing, and math, and relate to the need for extended time. This information can be used to determine if extended test time is a reasonable accommodation and to estimate how much additional time to provide.

Ofiesh, N., Mather, N., & Russell, A. (2005, March). Using speeded cognitive, reading, and academic measures to determine the need for extended test time among university students with learning disabilities. *Journal of Psychoeducational Assessment, 23*(1), 35-52.

This study examined the relationship between scores on "speeded" cognitive and academic tests and the need for the accommodation of extended test time for normally achieving students (NA) and students with learning disabilities (LD). Often, in postsecondary settings the decision to provide the accommodation of extended test time is based largely on the diagnostic test scores in the student's LD documentation. Therefore, the primary purpose of this study was to evaluate the relationship between specific diagnostic tests and the need for the accommodation of extended test time. A secondary purpose was to investigate the relationships and predictive ability of five speeded cognitive tests, three speeded cluster scores, and two measures of timed reading. Correlations and logistic regression analyses were used to assess gain in score performance and predict the need for extended test time. Participants included 41 NA university students and 43 university students with

LD. The findings indicated significant group differences on all speeded cognitive, reading, and academic tests, with the exception of Digit Symbol on the Wechsler Adult Intelligence Scale-III and Retrieval Fluency and Decision Speed tests on the Woodcock-Johnson III Tests of Cognitive Abilities. The Reading Fluency test and the Academic Fluency cluster of the Woodcock-Johnson Tests of Achievement III were the best predictors of students with LD who needed extended time on the multiple-choice reading comprehension test.

Opini, B. M. (2008). Strengths and limitations of Ontario post-secondary education accessibility plans: A review of one university accessibility plan. *International Journal of Inclusive Education, 12*(2), 127-149.

This paper examines the strengths and limitations of the Ontarians with Disabilities Act (ODA) accessibility plan prepared by one post-secondary education institution in Ontario, Canada, during the 2004/05 academic year. The paper focuses on ways the intersectionality between disability and gender is not voiced in the plan and its implications for female students with disabilities in post-secondary educational institutions. It is argued that future accessibility plans need to pay attention to these intersections and, therefore, frame their initiatives in a manner that would address systemic sexism and inequitable power relations that serve to marginalize persons with disabilities, particularly women, hence rendering them marginal in post-secondary educational contexts.

Palmer, C., & Roessler, R. T. (2000). Requesting classroom accommodations: Self-advocacy and conflict resolution training for college students with disabilities. *Journal of Rehabilitation, 66*(3) 38-43.

The purpose of this study was to evaluate the effects of an eight-hour training program in self-advocacy and conflict resolution skills designed to help college students with disabilities request classroom accommodations. Conducted in two and four-year postsecondary settings, the study involved 50 students with disabilities certified by their institutions as needing classroom accommodations. Results supported the multivariate hypotheses that the treatment group would exceed the control group in (a) acquired levels of self-advocacy and conflict resolution behaviors, (b) general knowledge of rights and responsibilities for academic accommodations, (c) levels of accommodation requesting and conflict resolution self-efficacy, and (d) levels of social competence.

Pardeck, J. T. (2003). Social work admissions and academic accommodations for students with disabilities. *Journal of Social Work in Disability & Rehabilitation, 2*(1), 79-91.

The Americans with Disabilities Act of 1990 (ADA) protects students with disabilities from discrimination by academic and professional programs in higher education. A student with a disability cannot be denied admission to an educational program because of his or her disability if the student is otherwise qualified. This means that a student with a disability who is qualified for an academic or professional educational program cannot be denied admission to a program based solely on the student's disability. This educational requirement mandated by the ADA applies to all educational fields including social work education. The purpose of this study was to explore how social work programs are dealing with these requirements in their admission and academic accommodation procedures. Twelve social work programs located in the mid-western United States participated in the study. Representatives of each of these programs were given an in-depth interview focusing on their admissions process, academic accommodations, and general topics related to social work education and disabilities. All programs taking part in the research were accredited by the Council on Social Work Education (CSWE). The CSWE is the national accreditation body for social work education within the United States.

Ranseen, J. D., & Parks, G. S. (2005, March). Test accommodations for postsecondary students: The quandary resulting from the ADA's disability definition. *Psychology, Public Policy, and Law, 11*(1), 83-108.

Legal wrangling precipitated by the Americans with Disabilities Act (ADA) has resulted in courts adopting a narrow view of disability. This narrow categorical disability definition is in conflict with current mental health and educational practice that presumes an inclusive view of disability. Test accommodations for licensing exams based on learning impairments provide an example of the conflict generated by legal versus mental health views of disability. Mental health practitioners often support test accommodation requests for students who do not meet the ADA's strict threshold for disability determination. Mental health practitioners must understand the ADA definition of disability, and test organizations need to examine goals and alter standard practice in a manner that is fair and equitable independent of learning impairments.

Raue, K., & Lewis, L. (2011). *Students with disabilities at degree-granting postsecondary institutions* (NCES 2011–018). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from: http://nces.ed.gov/pubs2011/2011018.pdf.

This first look report presents findings from "Students with Disabilities at Degree-Granting Postsecondary Institutions," a Postsecondary Education Quick Information System (PEQIS) survey that was designed to provide national estimates on students with disabilities at 2-year and 4-year Title IV eligible, degree-granting institutions for the 2008-09 academic year. This report provides national data about students with disabilities, the services and accommodations provided to these students, how institutions keep track of students with disabilities, institutional policies regarding disabled students, and various aspects of institutional accessibility.

Rickerson, N., Souma, A., & Burgstahler, S. (2004, March). *Psychiatric disabilities in postsecondary education: Universal design, accommodations and supported education.* Paper presented at the National Capacity Building Institute Issues of Transition and Postsecondary Participation for Individuals with Hidden Disabilities, March 31-April 1, 2004, Honolulu, Hawaii. Retrieved from http://www.ncset.hawaii.edu/institutes/mar2004/papers/pdf/Souma_revised.pdf.

This article provides a call for increased awareness and academic support for students with psychiatric disabilities in postsecondary education. The limited literature in this area is reviewed. The authors correct misunderstandings about these types of disabilities and provide information to increase faculty, administrator, and staff awareness regarding the rights and needs of postsecondary students with psychiatric disabilities. Three areas of focus are highlighted: typical academic accommodations, application of principles of universal design of instruction; and supported education through advising, counseling, and postsecondary preparation courses. Further research is encouraged.

Roessler, R. T., Brown, P. L., & Rumrill, P. D. (1998, Fall). Self-advocacy training: Preparing students with disabilities to request classroom accommodations. *Journal on Postsecondary Education and Disability*, 13(3). Retrieved from http://www.ahead.org/uploads/docs/jped/articles/Volume13/13_3/jped133roesslerselfadvocacy.doc.

In a single subject multiple baseline (with replication) design, 3 college students with disabilities completed training to help them advocate for classroom accommodations with their instructors. Presented in terms of 17 target behaviors in seven lessons, self-advocacy training covered the basic elements of an accommodation request (e.g., introducing oneself, disclosing disability, explaining the benefits of accommodations, describing how to implement accommodations, obtaining teacher agreement, reviewing the request, and closing by expressing appreciation). Instructional strategies included didactic teaching, modeling, role-playing, and feedback. Results indicated that the students acquired, maintained, and generalized the self-advocacy skills taught in the program.

Saks, E. R. (2008, April). Commentary: The importance of accommodations in higher education. *Psychiatric Services, 59*(4), 376.

"Another question is how accommodations are invoked by and benefit different groups of students, such as students with learning disabilities and those with psychiatric illnesses. [...] it will be also be important to examine whether ADA requirements decrease stigma because persons with mental illnesses are experienced by fellow students as successful peers or whether stigma increases because the nondisabled student body resents their being given accommodations. Yet I have a very active and satisfying professional life as a chaired mental health law professor" (p. 376).

Salzer, M. S., Wick, L. C., & Rogers, J. A. (2008, April). Familiarity with and use of accommodations and supports among postsecondary students with mental illnesses. *Psychiatric Services, 59*(4), 370-375.

OBJECTIVE: Many persons with serious mental illnesses are interested in pursuing postsecondary education and are doing so in increasing numbers. Accommodations can be essential, but limited research suggests that few formally seek accommodations, although increased efforts to heighten awareness may be changing this. The purpose of this study was to examine whether students with mental illnesses are increasingly aware of, and utilize, accommodations and academic supports and to identify the supports that are most used and perceived to be most helpful.

METHODS: A national Internet survey was conducted from July 2005 to July 2006, resulting in responses from 190 current and 318 former students with mental illnesses.

RESULTS: The study found modest but significant negative correlations between how long ago students left college and their familiarity with accommodations, their request for or receipt of accommodations, and their use of the Office for Students With Disabilities. These results were particularly noticeable when comparing current and former students. Moderate positive correlations that were significant were found between familiarity with accommodations, use of campus disability offices, and request for or receipt of accommodations.

CONCLUSIONS: There is increased awareness and use of accommodations among students with mental illnesses, but it is also clear that most receive supports directly from instructors without going through the formal accommodations process. Encouraging students to utilize disability offices and greater attention to accommodation barriers may further increase support seeking. Supports that are most used and viewed as most helpful provide direction for service providers and campus personnel in their efforts to facilitate students' educational goals.

Savettiere, E. (2000). Evaluating accommodations provided to students with disabilities at colleges and universities. *Journal of Undergraduate Research, 1*(7). Retrieved from: http://www.clas.ufl.edu/jur/200004/papers/paper_savettiere.html.

Many individuals look toward the future and choose to continue their education, and proceed to college. The number of students with disabilities is an increasing part of the student population at colleges and/or universities. Colleges and/or universities have been faced with the challenges of accommodating all students with disabilities. The purpose of this study is to investigate how universities and/or colleges accommodate students with disabilities. A random sampling of colleges and universities across the United States has been done and both students with disabilities and the dean of students will receive a survey. A literature review was completed. Changes and Development in legislation, Services and Recommendations on how to provide equal opportunity for students with disabilities, and the thoughts and knowledge of their professors were accumulated. Many colleges and/or universities seem to be providing equal opportunity for students with disabilities, but more needs to be accomplished. Findings indicate mixed reviews regarding accessibility and accommodations from the returns of one university.

Schley, S., & Albertini, J. (2005, Winter). Assessing the writing of deaf college students: Reevaluating a direct assessment of writing. *Journal of Deaf Studies and Deaf Education, 10*(1), 96-105*.

The NTID Writing Test was developed to assess the writing ability of postsecondary deaf students entering the National Technical Institute for the Deaf and to determine their appropriate placement into developmental writing courses. While previous research (Albertini et al., 1986; Albertini et al., 1996; Bochner, Albertini, Samar, & Metz, 1992) has shown the test to be reliable between multiple test raters and as a valid measure of writing ability for placement into these courses, changes in curriculum and the rater pool necessitated a new look at interrater reliability and concurrent validity. We evaluated the rating scores for 236 samples from students who entered the college during the fall 2001. Using a multiprong approach, we confirmed the interrater reliability and the validity of this direct measure of assessment. The implications of continued use of this and similar tests in light of definitions of validity, local control, and the nature of writing are discussed.

Scott, S. S. (1997). Accommodating college students with learning disabilities: How much is enough? *Innovative Higher Education, 22*(2), 85-99.

Individuals with learning disabilities are attending institutions of higher education in greater numbers than ever before. In attempts to accommodate these students in the classroom, faculty often face the ethical concern of balancing the rights of students with learning disabilities with the academic integrity of the course, program of study, and institution. In order to dispel misinformation, a brief description of learning disabilities and federal law is provided. The ethical concern of "how much is enough?" is examined, and recommendations are provided for the informed and active participation of faculty in accommodating college students with learning disabilities.

Sharoni, V., & Vogel, G. (2007). Entrance test accommodations, admission and enrollment of students with learning disabilities in teacher training colleges in Israel. *Assessment & Evaluation in Higher Education, 32*(3), 255-270.

The 'Saf' (threshold) exam is the entry exam taken by approximately 40% of the students enrolled in teacher training colleges in Israel. Students with learning disabilities may apply and be granted testing accommodations on this exam. This study examines the percentage of students with testing accommodations among the testees and those who began their studies in 2003. Their test and subtest scores were compared to those of students without accommodations as were grades on high school matriculation exams. Characteristics such as gender, age, difficulties as reported in assessments and assessment history were examined. Enrollment patterns in the various colleges departments were noted. Satisfaction with the testing accommodations process was looked at as

well. Ramifications and recommendations are discussed vis a vis future research needed and policies regarding the admission of students with learning disabilities to institutions of higher learning.

Sharpe, M. N., Johnson, D. R., Izzo, M., & Murray, A. (2005). An analysis of instructional accommodations and assistive technologies used by postsecondary graduates with disabilities. *Journal of Vocational Rehabilitation, 22*(1), 3-11.

The objective of this study was to examine the range of instructional accommodations and assistive technologies used by postsecondary graduates with disabilities. Based on the rationale that such information can provide important information regarding "inputs" of a measured outcome, in this case, successful graduation from a postsecondary institution, the findings of this study will help us to better understand the nature of supports that may facilitate persistence among postsecondary students with disabilities. Using a structured-interview approach, postsecondary graduates (N = 139) were asked to identify instructional accommodations and assistive technologies provided to them in secondary and postsecondary settings. Findings of this study show that generally, instructional accommodations and assistive technologies are provided at much higher rates at the postsecondary level. With regard to users of assistive technology, the majority of graduates indicated that they accessed and learned to use the technology by themselves or with the assistance of a family member. Study findings also suggest that graduates were generally satisfied with the types of instructional accommodations and assistive technology supports provided to them at the postsecondary level.

Skinner, M. E. (2007). Faculty willingness to provide accommodations and course alternatives to postsecondary students with learning disabilities. *International Journal of Special Education, 22*(2), 32-45.

The number of students with documented learning disabilities (LD) enrolled in postsecondary settings has increased steadily over the past 20 years. Providing reasonable accommodations significantly increases the probability of success for these students. The present study investigated the willingness of postsecondary instructors to provide accommodations and alternative courses. Results indicated that instructor willingness to provide accommodations and their support of course alternatives varied as a function of school affiliation (e.g., education, mathematics and science, etc.), rank, and specific accommodation requested. Based on the results of this study and previous literature, programmatic suggestions are provided for facilitating the provision of academic adjustments to student with LD in postsecondary settings.

Snyder, L. E., & Downey, D. E. (Eds.). (2001, February). Accommodations for College Students with Learning Disabilities [Feature Issue]. *Topics in Language Disorders, 21*(2).

"In the past decade, the number of students with language learning disabilities entering colleges and universities around the country has nearly tripled. Reports indicate that between 3 and 10% of all freshmen enrolled in colleges and universities in the United States have learning disabilities (LD) (Willdorf, 2000). Many of these students experience a successful course of studies and graduate without additional help. Others, however, continue to need some form of accommodation to help them succeed. We edited this issue of *Topics in Language Disorders* (21:2) to draw attention to the observation that language learning disabilities (LLD) don't "go away" once a student enrolls in college. Specifically, we wanted to focus on the problems that students with LLD encounter with the undergraduate curriculum, the role speech-language pathologists and special educators can play at the college" (p. v).

Steinberg, A. G., Iezzoni, L. I., Conill, A., & Stineman, M. (2002). Reasonable accommodations for medical faculty with disabilities. *JAMA*, *288*(24), 3147-3154.

An unknown number of medical school faculty have disabilities, and their experiences have generally escaped notice and scrutiny. Although most medical schools offer long-term insurance and extended leaves of absence for disability, relatively few have policies explicitly addressing accommodations for faculty with disabilities as they perform teaching, research, and clinical duties. We discuss accommodating active medical school faculty with disabilities, drawing on University of Pennsylvania School of Medicine initiatives exploring the concerns of faculty with sensory and physical disabilities. Anecdotal reports suggest that many faculty, fearing reprisals, resist seeking job accommodations such as those mandated in the 1990 Americans with Disabilities Act (ADA). Although some faculty with disabilities have found supportive academic mentors, others report that lax institutional enforcement of ADA requirements, including physical access problems, demonstrates a tepid commitment to disabled staff. Potentially useful job accommodations include adjusting timelines for promotion decisions; reassessing promotions requirements that inherently require extensive travel; improving physical access to teaching, research, and clinical sites; and modifying clinical and teaching schedules. Faculty with disabilities bring identical intellectual and collegial benefits to medical schools as their nondisabled counterparts. In addition, they may offer special insights into how chronic illness and impairments affect daily life.

Stone, D. H. (1996, May). The impact of the Americans with Disabilities Act on legal education and academic modifications for disabled law students: An empirical study. *Kansas Law Review, 44*, 567-600.

"Law schools face the challenge of providing disabled students with reasonable accommodations in their academic setting in a fair and equitable manner. Disabled law students continue to demand academic modifications in course examinations by claiming to be persons with mental or physical disabilities. Law schools are also beginning to see requests for extension of time for degree completion, priority in course registration, and authorization to tape record classes, all by virtue of an entitlement under the mandates of the Americans with Disabilities Act (ADA).

Persons with a wide range of disabilities are seeking academic modifications from their law schools. What disabilities are most often represented? Are persons with learning disabilities inclined to seek additional time in completing their final exams? Are students with a mental illness more or less inclined to self-identify and seek similar reasonable accommodations? For those disabled students who are provided with additional time to complete their course examinations, how much additional time is fair and equitable? Should law schools provide readers for blind students and sign language interpreters for deaf students, or modify classroom equipment for physically disabled students? When law schools consider providing reasonable accommodations in academic programs to their disabled students, what is the role of the law school professor in approving the requested modification? How does anonymous grading affect a disabled student's request for an academic modification? Do most students who seek an accommodation have the request honored? Is there an administrative appeal process within the law school community? For those disabled law students who desire an academic modification, what, if any, medical, psychological, or educational documentation is required? Do law schools have written policies and procedures for addressing requests by disabled students?

A fundamental issue underlying the provision of reasonable accommodations within a law school setting is the future impact such an accommodation may have when the disabled lawyer subsequently represents a client in a legal proceeding. Do law schools provide a disservice by offering an "advantage" to a disabled law student when as a lawyer, no such "benefit" is provided? Do law schools, under the mandate of the ADA, recognize that providing academic modifications to disabled students has a significant impact beyond legal education, affecting the bar admission process, bar examination, attorney grievance and disbarment procedures, and employment of lawyers in the work place in general?

The empirical data contained in this Article is submitted to serve as a backdrop for purposes of elaboration and comparison of these and other questions. Eighty law schools from across the country were surveyed to obtain data and elicit their opinions on such questions relating to academic modifications. The significant number of disabled students seeking an academic modification in their law school education warrants such inquiry. Law schools continue to grapple with disabled students' claims for fair and equitable treatment, as well as the desire to avoid a backlash from the nondisabled students who want to avoid providing disabled students with an unfair advantage in the law school setting.

This Article discusses and analyzes court decisions in the area of reasonable accommodations in the academic arena in order to understand the impact of the ADA and the direction courts are heading as they tackle this difficult and important area of law. Finally, this Article offers recommendations regarding fair and equitable reasonable accommodations for disabled law students in the academic setting" (pp. 567-568).

Stone, D. H. (2000, Winter). What law schools are doing to accommodate students with learning disabilities. *South Texas Law Review, 42*, 19-57.

"This article discusses and analyzes court decisions addressing reasonable accommodations in the academic arena of law school examinations. The text illustrates the impact of the ADA and the direction courts are heading as they tackle this difficult and important area of law. In a prior study, eighty law schools from across the country were surveyed to obtain data and elicit their opinions on questions relating to academic modifications. The empirical data is intended to serve as a backdrop for elaboration and comparison of these and other questions. The significant number of disabled students seeking academic modifications in their law school education warrants such an inquiry. Law schools continue to grapple with claims from disabled students for fair and equitable treatment. An additional concern is the desire to avoid a backlash from the non-disabled students who want to prevent providing disabled students an unfair advantage in the law school setting." (p. 24)

Stoneham, J. (2005, August). The accessibility of the community college classroom to students with disabilities. In S. Burgstahler (Ed.), Promising Practices: Accessible Information Technology in Education [Special Issue]. *Information Technology and Disabilities E-Journal, XI*(1). Retrieved from: http://people.rit.edu/easi/itd/itdv11n1/stoneham.htm.

Community and technical colleges, especially those located in rural regions face significant challenges in effectively addressing the educational needs of students with disabilities and in maintaining information equality as they struggle to keep pace with technology. Blue Ridge Community College (BRCC) in the Appalachian region of North Carolina developed a practice to assess current educational technology accessibility, implement faculty training, and upgrade adaptive technology on its two campuses. The project included the input of a student advisory board, the development of faculty training materials, the creation of a disability services handbook, an assessment by the NC Assistive Tech Project, and the proposal of procurement policies.

Thomas, L., Quinn, J., Slack, K., & Casey, L. (n.d.). *Student services: Effective approaches to retaining students in higher education.* Staffordshire, UK: Institute for Access Studies, Staffordshire University. Retrieved from: http://www.staffs.ac.uk/access-studies/docs/SSReport.pdf.

"Effective Approaches to Retaining Students in Higher Education is a research study which places the provision of student services within a widening participation context, and analyses how such services can best support a more diverse student population to remain in higher education (HE)" (p. 1).

Walker, A. R., & Test, D. W. (2011, August). Using a self-advocacy intervention on African American college students' ability to request academic accommodations. *Learning Disabilities Research & Practice, 26*(3), 134-144.

Due to an increase in enrollment of African American students with disabilities in postsecondary education, there is a need to identify strategies that may lead to improved transition and self-advocacy skills for these students. These strategies include teaching students to request academic accommodations and to have an understanding of how their disability affects their academic learning. Therefore, the purpose of this article is to provide an in-depth explanation of a self-advocacy strategy that was used to teach three African American male college students how to request their academic accommodations. Results indicated this strategy may be a promising intervention for African American college students with disabilities.

Wilhelm, S. (2003, April). Accommodating mental disabilities in higher education: A practical guide to ADA requirements. *Journal of Law & Education, 32*, 217-237.

"This article does not challenge the philosophical underpinnings of the ADA in its application to mentally handicapped individuals in higher education. An enlightened society must make educational opportunities available to all of its citizens. The aim here is more practical. Offered instead is an examination of the law and cases involving mentally disabled students so as to assist institutions of higher education in developing guidelines and policies for accommodating students" (p. 219).

Wolstenholme, C. (2010). Including students with personal care and physical needs: a discussion of how attitudes of school and college staff impact on effective educational inclusion. *Support for Learning, 25*(3), 146-150.

This article explores the different ways in which inclusion is interpreted in the context of students who have personal care and physical needs. This varies according to professional and role orientations. The author gathers the views of practitioners in schools and colleges, as well as those working in local authority settings. The findings indicate variations in the level of willingness to include these students, and suggest the need for greater consistency in approach if the needs of such young people are to be met.

Wolman, C., McCrink, C. S., Rodriguez, S. F., & Harris-Looby, J. (2004, July). The Accommodation of University Students with Disabilities Inventory (AUSDI): Assessing American and Mexican faculty attitudes toward students with disabilities. *Journal of Hispanic Higher Education, 3*(3), 284-295.

An instrument was constructed to assess faculty attitudes toward university students with disabilities and accommodations in the United States and Mexico. Faculty in the United States were more positive about their professional development and had more positive general assumptions about students with disabilities. Faculty in both countries were very similar in their willingness to accommodate most types of students with disabilities and to become friends with people with disabilities.

Wood, C. L., Kelley, K. R., Test, D. W., & Fowler, C. H. (2010, August). Comparing audio-supported text and explicit instruction on students' knowledge of accommodations, rights, and responsibilities. *Career Development for Exceptional Individuals, 33*(2), 115-124.

> With increasing numbers of students with disabilities entering postsecondary education, it is important to teach students with disabilities their rights and responsibilities governed by civil rights acts (i.e., Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act) for requesting accommodations in postsecondary education. This study compared the effects of audio-supported text and explicit instruction on students' knowledge of their rights, responsibilities, and accommodations in postsecondary education. Participants included four high school seniors with mild disabilities from an urban school district. Using a simultaneous-treatments design with an initial baseline and final best treatment phase, results indicated explicit instruction produced higher scores compared to audio-supported text for all participants. Future research and implications for practice are discussed.

Wright, B. C. (2005). Accommodating disability in higher education: A closer look at the evidence for a mainstream framework of learning support. *Research in Post-Compulsory Education, 10*(1), 121-144.

> In a recently published research article in this journal, Avramidis & Skidmore (2004) argued that it is time we placed issues of disability provision more in the context of provision for the generic student. They presented a study based on the Learning for All Questionnaire (LfAQ), which investigated certain implied issues. Findings indicated a need for improved educational provision for all students. No differences were found between disabled and non-disabled students in perceived level of needs or support for university, tutoring and lecturing systems. This null finding was the same for the learning support needs of disabled versus non-disabled students, with both groups wanting identical changes to the way the university's central learning support service responds to learning needs. These findings were taken as calling for a move away from a 'specialist' framework of disability provision and towards a 'mainstream' framework instead, in which the needs of disabled students are accommodated within improvements made in learning for all. Further, the Disabled Students' Allowance should be given over to departments in order to help fund this change in 'institutional habitus'. In this article, four serious failings of the study and analyses are outlined. When these are addressed in a disability-theoretic reanalysis of the LfAQ data, every main finding is reversed. It is concluded that educational provisions are generally adequate. Students would welcome changes but these are more to do with increasing levels of convenience rather than learning support issues. Furthermore, the LfAQ data actually refute rather than support a mainstream framework of disability provision.

ADVOCACY AND ATTITUDES

Resources in this section focus primarily on advocacy for full inclusion of students with disabilities as well as attitudes, perspectives, and awareness (some positive, some negative) to support this. While there are laws and regulations in place for access to postsecondary education, it does not guarantee appropriate access and positive attitudes necessary for inclusion to succeed.

AACC/ACCT Joint Statement on Leadership and Diversity. (2008). *Community College Journal, 79*(2), 7.

Community colleges serve larger percentages of African-Americans, Asian/Pacific Islanders, Hispanic Americans, Native Americans, and students with disabilities than any other segment of higher education, and well over half of community college students are women. Together, AACC and ACCT will continue and expand their collaboration to ensure that community college leaders--trustees and presidents--work in partnership to ensure the continued success of community colleges, while also ensuring the doors of opportunity remain wide open to those who aspire to a higher education and to those who seek to lead such institutions.

Ash, A., Bellew, J., Davies, M., Newman, T. & Richardson, L. (1997). Everybody in? The experience of disabled students in further education. *Disability & Society, 12*(4), 605-621.

The authors report on a study of student attitudes towards disabled students in three colleges of further education. They found that many non-disabled students were not aware of the various issues facing disabled students at the colleges. Social contact between disabled and non-disabled students was not extensive, although those who had attended school with disabled pupils were more likely to have friendships with disabled students at college. Whilst non-disabled students were strongly supportive of inclusive education in principle, many saw inclusion in the mainstream as conditional on the particular impairment of an individual. Disabled and non-disabled students supported the view that early social and educational contact results in greater mutual understanding, and is of benefit to all students.

Ashcroft, T. J. (2012, May). *Nursing educators' perspectives of nursing students with disabilities.* Unpublished doctoral dissertation, Faculty of Education, University of Manitoba, Winnipeg, MB. Retrieved from: http://hdl.handle.net/1993/5216.

This grounded theory study explored Canadian nursing educators' perspectives of nursing students with disabilities. Seventeen faculty members from four western Canadian nursing education programs participated in semi-structured interviews. Data consisted of interview transcripts, demographic forms and field notes. Data analysis was conducted as described by Strauss and Corbin (1998). Transcribed interviews were examined using a fluid and dynamic process of examination of interviews, open coding, axial coding and selective coding. the theory of producing competent graduates emerged from the data, with the central category being supporting students on the path to competent graduate. Producing competent graduates was described as a linear process, commencing when the students enter the program and culminating when they successfully complete their education. Participants believed students with disabilities could become competent graduates. The educators' perspectives of these learners was best captured by the term "wary challenge." Participants' perspectives of nursing students with disabilities were influenced by the context of nursing education programs, attributes of the nursing educator, perceived attributes of the environment and perceived student attributes. These attributes influenced how the educators worked with disabled students seeking to become competent graduates. Most learners were seen as proceeding along the path to competent graduate at a steady pace. Some students. both those with and those without disabilities, were identified as sometimes being at academic risk. Educators offered myriad supports, including developing reasonable accommodation for clinical courses. Most students returned to the path to competent graduate, while a few continued to experience difficulties. These situations compelled the nursing educators to engage in deep, deliberate consideration as they sought to balance the students' rights with the imperative of patient safety. The unique aspect of decision making when working with students with disabilities was "where do we draw the line". Recommendations for nursing education include improving faculty knowledge

regarding disabilities and instituting clearer guidelines for developing and communicating accommodation in the clinical setting. Recommendations for future research include developing a better understanding of nursing educators' perspectives of disabilities and what influences those views.

Asselin, S. B. (1993). Enhancing faculty awareness and knowledge of students with disabilities. *Community College Journal of Research and Practice, 17*(3), 283-289.

An increasing number of students with disabilities are enrolling in postsecondary institutions. To better serve these students, faculty, administrators and counselors must develop an understanding of the needs of students with disabilities and how to make accommodations for their success. An inservice program that targeted skills in enhancing awareness of student needs, meeting legal mandates for accommodations, and developing a team approach to serving students is presented. As a result of participation in the inservice program, all community colleges in the Commonwealth have instituted an advisory council that addresses the academic environment and needed support services for students with disabilities.

Avramidis, E., & Skidmore, D. (2004, March). Reappraising learning support in higher education. *Research in Post-Compulsory Education, 9*(1), 63-82.

With the increasing number of disabled students entering the higher education sector, much research work has focused on the support services arena and the elimination of barriers that the disabled students have encountered. While producing useful advice on meeting the needs of disabled students, this line of research has done little to locate disability issues within the mainstream learning and teaching debate. By adopting a socio-educational model of 'learning difficulty', the study upon which this article draws examined through a survey the issue of 'learning support' for the whole student population of one university. The survey employed the Learning for All Questionnaire (LfAQ), a newly developed instrument that aimed to operationalise a holistic view of learning support. The analysis of the collected data provided directions for developing university policies and practices through a significant reformulation of the existing support provision. The article concludes by exploring the concept of 'institutional habitus' as a tool for understanding institutional practices, and effecting change to enhance learning and promote inclusion. The implications of current funding arrangements (the Disabled Students' Allowance) for a mainstream model of learning support are also discussed.

Barnard-Brak, L., Davis, T., Tate, A., & Sulak, T. (2009). Attitudes as a predictor of college students requesting accommodations. *Journal of Vocational Rehabilitation, 31*(3), 189-198.

The purpose of the current study was to examine those variables that we postulated as predicting whether a registered college student with a disability would request accommodations in higher education. To achieve this purpose, a variety of predictor variables were considered as predicting whether a student with a disability would decide to request accommodations and analyzed using logistic regression analyses. Results indicate two significant predictors of a college student with a disability requesting accommodations, which were a student's university characteristics (e.g. being large public versus small private) and student attitudes toward requesting accommodations. Results indicate the importance of both personal and environmental factors as influencing a student's behavior of requesting accommodations.

Battle, D. E. (2004, February 3). Project Success: Assuring college students with disabilities a quality higher education. *The ASHA Leader.* Rockville, MD: American Speech-Language-Hearing Association. Retrieved from: http://www.asha.org/Publications/leader/2004/040203/f040203b.htm.

"With the support of a $400,000 grant from the USDE, Project Success at Buffalo State College (SUNY) provided a demonstration program to ensure that students with disabilities would receive a quality higher education. Co-directors Marianne Savino and Dolores E. Battle collaborated with 13 colleges and universities in western New York. In a partnership between the Disability Services Office, the Exceptional Education Department, and the Office of the President, the project conducted training for more than 1,000 administrators, faculty, and professional staff over four years."

Beauchamp-Pryor, K. (in press). Changes in the political and policy response towards disabled students in the British higher education system: A journey towards inclusion. *Scandinavian Journal of Disability Research.*

This article maps a journey of political and policy change in the response towards disabled students studying in British higher education: changes which were underpinned by dominant perceptions about disability. Findings are drawn from an analysis of archival material linked to UK legislative and policy development, together with key informant data, which included the views of senior policy staff and disabled people. Recent changes in the response towards disabled students incorporate findings from an in-depth study at a case study university, which involved extensive interviewing of staff members and disabled students. It is argued that disability was perceived as a welfare issue within higher education policy and provision and, consequently, disabled students were treated differently to other groups who were viewed as experiencing inequality, for example, women and people from ethnic minorities. The failure to understand disability in terms of equality and rights, and as a form of oppression, meant that the inequality and the lack of inclusion experienced by disabled students remained unchallenged until more recent legislative developments.

Beauchamp-Pryor, K. (2012). From absent to active voices: Securing disability equality within higher education. *International Journal of Inclusive Education, 16*(3), 283-295.

This article discusses the representation and participation of disabled students in the development of higher education policy and provision within the UK, at both a national and institutional level. Findings are drawn from a doctoral study, which identified the importance of student participation in securing equality and inclusion. Power relationships and established boundaries are explored to ascertain how vocal disabled students are in these processes. Questions are addressed in terms of the genuineness and effectiveness of participatory approaches, identifying those barriers that are likely to impede the process. These include the influence of dominant ideology, professional expertise and attitudes towards the capability of disabled students. All are important when considering the increased rights of disabled people.

Beilke, J. R., & Yssel, N. (1998). Personalizing disability: Faculty-student relationships and the importance of story. *Journal for a Just and Caring Education, 4*(2), 212-224.

Beilke and Yssel examine exemplary relationships between faculty and students with disabilities in higher education. The results revealed the importance of the faculty-student relationship as a means of establishing one's identity within the classroom and university.

Ben-Moshe, L., Cory, R. C., Feldbaum, M., & Sagendorf, K. (Eds.). (2005). *Building pedagogical curb cuts: Incorporating disability in the university classroom and curriculum.* Syracuse, NY: The Graduate School, Syracuse University. Retrieved from: http://disabilitystudies.syr.edu/resources/downloadcurbcuts.aspx.

Students in SU's Disability Studies program published this monograph, and the editors and major contributors were past leaders of the Beyond Compliance Coordinating Committee (BCCC). The book, which reflects the mission of BCCC, is remarkable because it was conceived and created entirely by students. The book recognizes that compliance with the Americans with Disabilities Act and other anti-discrimination laws is important, but that often those measures do not go far enough to ensure that universities acknowledge and value the contributions of all students, including students with disabilities.

The book is divided into three sections: Incorporating Disability in the Curriculum, Designing Instruction for Everyone, and Students with Disabilities in the Classroom and the chapters include:

- Mainstreaming Disability: A Case in Bioethics
- Language Barriers and Barriers to Language: Disability in the Foreign Language Classroom
- Including Women with Disabilities in Women and Disability Studies
- Seeing Double
- Cinematically Challenged: Using Film in Class
- "Krazy Kripples": Using South Park to Talk about Disability
- Teaching for Social Change
- Nothing Special: Becoming a Good Teacher for All
- Tools for Universal Instruction
- "Lame Idea": Disabling Language in the Classroom
- Learning from Each Other: Syracuse University and the OnCampus Program
- Being an Ally
- Adapting and "Passing": My Experiences as a Graduate Student with Multiple Invisible Disabilities
- "We're not Stupid": My College Years as a Mentally Challenged Student
- Crucial Communication Triangle: Students with Disabilities, Faculty and Disability Support Services
- Signs of Inclusion: Using Sign Language Interpreters in the Classroom
- Legal Requirements for Students with Disabilities and Universities

Borland, J., & James. S. (1999). The learning experience of students with disabilities in higher education. A case study of a UK university. *Disability & Society, 14*(1), 85-101.

This paper summarises the results of an investigation into the social and learning experiences of students with disabilities in a UK University. The students' experiences were evaluated in three broad areas: with respect to the categories used by the Higher Education Council to examine the quality of the learning experience for all students in higher education; against the issues conventionally included in studies and policy developments for independent living for people with disabilities; and in relation to the impact coming to university has on the lives of students with disabilities. The paper highlights the issues of central concern to students with disabilities in the University and draws some conclusions with policy implications from a discussion of student perception of services, the practical constraints facing the institution, and the social values which underpin the framework of support for students with disabilities in Higher Education in England and Wales.

Chew, B. L., Jensen, S.A., & Rosen, L. A. (2009). College students' attitudes toward their ADHD peers. *Journal of Attention Disorders, 13*(3), 271-276.

Objective: The attitudes of college students with and without ADHD toward peers with ADHD were examined. Method: A total of 196 college students (30 diagnosed with ADHD) anonymously completed four attitude measures. General analyses of attitudes toward peers with ADHD as well as comparisons between those with and without ADHD are made.

Results: For all participants, but especially for those with ADHD, more frequent contact with peers with ADHD was associated with more positive attitudes toward individuals with ADHD. Only half of individuals with ADHD report receiving adequate accommodations, and only half of those report actually using the available accommodations. Overall, more negative than positive adjectives were endorsed as describing individuals with ADHD, and this was especially true for individuals with ADHD in comparison to those without ADHD.

Conclusion: Contact with other individuals with ADHD may be especially important for college students with ADHD.

Clinton, L. C., & Higbee, J. L. (2011, May). The invisible hand: The power of language in creating welcoming postsecondary learning experiences. *Journal of College Teaching and Learning, 8*(5), 11-16.

This manuscript discusses from the joint perspectives of an undergraduate student and a faculty member the often invisible role that language can play in providing postsecondary learning experiences that can either include or exclude students on the basis of social identity. The authors discuss ignorance, uncertainty, and political correctness as barriers to open communication about race, ethnicity, gender, sexual orientation, disability, and other aspects of social identity. They then address writing about diversity and provide ideas for engaging in conversations about diversity in the classroom.

Cory, R. C., White, J. M., & Stuckey, Z. (2010). Using Disability Studies theory to change disability services: A case study in student activism. *Journal of Postsecondary Education and Disability, 23*(1), 29-38.

In their article, Cory, White, and Stuckey describe the impact that student activism has had in supporting the development of a positive climate for disability at Syracuse University. The impetus for change was students' experience that the compliant delivery of accommodations often does not support "equality of opportunity and meaningful participation." Informed, connected, and emboldened by disability studies, the students' response was community organization and activism rather than the more common individual complaint. This case study provides a compelling example of how exposure to the historic, political, economic, and cultural experiences of disability taught through disability studies can ignite student involvement and significantly change a campus.

Cory, R., Taylor, S., Walker, P., & White, J. (2003). *Beyond compliance: An information package on the inclusion of people with disabilities in postsecondary education.* Syracuse, NY: Syracuse University, Center on Human Policy. Retrieved from: http://thechp.syr.edu/beyond-compliance-an-information-package-on-the-inclusion-of-people-with-disabilities-in-postsecondary-education/.

The materials in this information package were compiled for anyone interested in learning about disability issues in postsecondary education. It contains essays, reprints, and resources designed to

assist postsecondary institutions to move beyond compliance and to include disabled persons in all aspects of campus life. It is not intended to provide step-by-step guidelines or to serve as a comprehensive manual on all aspects of inclusion and accommodations. Rather, it is designed to offer some perspectives, strategies, and resources that individuals can use to advocate for the inclusion of people with disabilities at universities and postsecondary institutions.

Crawshaw, M. (2002). Disabled people's access to social work education—Ways and means of promoting environmental change. *Social Work Education: The International Journal*, 21(5), 503-514.

Disabled people are under-represented among social workers. It is argued that this results in lack of diversity in the workforce and in reduced opportunities to make service delivery more inclusive. An audit tool is outlined which can be used to identify barriers and strengths at DipSW programme, university site, agency site and individual student level to disabled people entering social work education. Completed audits could then form the basis of DipSW Programme Development Plans or curriculum plans for individual students, as required. Review mechanisms at the different levels would help ensure that attention to planning and action does not get lost. Assessment issues and aspects of the practice teacher/student/tutor relationships are also discussed. Disability equality training is seen as a central component of audit and provision. The need for proactive, not reactive, policies is made clear.

Cress, C. M. (2008). Creating inclusive learning communities: The role of student–faculty relationships in mitigating negative campus climate. *Learning Inquiry, 2*(2), 95-111.

This study examined student perceptions of their learning environments at 130 American colleges and universities. Results indicate that students of color, women students, and gay/lesbian students are the most likely to observe and experience prejudice and discrimination within and outside of their classrooms. Fortunately, the development of strong student–faculty relationships significantly mitigate negative campus climate and support the formation of inclusive learning communities. Institutional implications are discussed.

David, M. E. (2009). Social diversity and democracy in higher education in the 21st century: Towards a feminist critique. *Higher Education Policy, 22*(1), 61-79.

This paper takes a feminist perspective on the UK literature on mass higher education in the 21st century, building on US critiques about marketization, neo-liberalism and 'academic capitalism'. Concepts of equality and diversity have been transformed by neo-liberalism and how these changes have constrained democratic contributions to UK higher education policies and practices is the focus. Diversity has replaced more traditional conceptualizations of socioeconomic inequalities, and has shifted from being about ethnicity/race to one of 'widening participation' or 'fair' access to higher education, including social class, disabilities, gender and age. Debate focuses on individual students on first or undergraduate degrees, whether full or part-time, and how higher education institutions can contribute to graduate employment, individual or social mobility, rather than re-inscribing social stratification. I present an analysis that demonstrates the challenges and dilemmas about equality and diversity in UK mass higher education and conclude that despite expansion of higher education 'persistent inequalities' remain. I reveal UK policy shifts around gender as concerning women, as students or academics, to one about lack of educational opportunities in post-compulsory education for young men from poor or disadvantaged family backgrounds as students, ignoring the question of women's opportunities and contributions to new forms of academic practice. I argue that this illustrates how new forms of higher education, despite expansion and increasing participation, remain resistant to some of the feminist and critical yet creative challenges about transformations in academic practice and development.

Dodd, J. M., Rose, P. M., & Belcourt, L. (1992). Tribal college faculty attitudes toward accommodations and services for students with disabilities. *Tribal College, IV*(1), 22-29.

> Higher percentages of disabilities have been reported among Indian people than other ethnic groups. If Indian persons with disabilities are to have access comparable to others, tribal colleges will need to provide accommodations and services. Therefore, this was a study of tribal college faculty willingness to provide accommodations and their attitudes toward accommodations. Faculty were surveyed at 25 of the 26 colleges in the United States which are members of the American Indian Higher Education Consortium. Generally faculty members were favorable toward accommodations.
>
> Reports of disabilities among American Indian people reveal a higher percentage of disabilities than the United States population in general (O'Connell, 1987; U.S. Bureau of the Census, 1983.) Among the reported disabilities are organic brain syndrome, learning disabilities, orthopedic disabilities, mental illness, hearing impairment, and visual impairment. American Indian students with disabilities might not have access equal to other students if tribal colleges do not provide services and accommodations. Therefore, the purpose of this study was to determine tribal college faculty attitudes towards accommodations for students with disabilities.

Dowrick, P. W., Anderson, J., Heyer, K., & Acosta, J. (2005). Postsecondary education across the USA: Experiences of adults with disabilities. *Journal of Vocational Rehabilitation, 22*(1), 41-47.

> While postsecondary education participation statistics are available, there is little research that gives voice to the experiences and perceptions of individuals with disabilities. In this study, focus groups were conducted in 10 disparate states to explore student identified barriers to the access and utilization of educational supports and subsequent employment. Results indicated that students with disabilities still have difficulty obtaining basic accommodations and supports. Discriminatory attitudes and assumptions about their ability also negatively impacted these individuals in postsecondary education and the workplace. Findings suggest that while progress has been made to increase their success, support services should be better coordinated. Programs to educate faculty, peers, and employers need to be implemented to decrease discriminatory attitudes and further increase these students' success in postsecondary education and subsequent employment.

Fuller, M., Bradley, A., & Healey, M. (2004). Incorporating disabled students within an inclusive higher education environment. *Disability & Society, 19*(5), 455-468.

> This study investigated disabled students' perceptions and experiences of learning in a single university. The paper reports the views of disabled student volunteers with a range of impairments who were selected to discuss experiences of teaching and assessment that they commonly encountered. Four group interviews were organized in 2002, before the Disability Discriminants Act (DDA) part IV came on stream, in which disabled students were invited to reflect together on their experiences as learners at the case study university. In addition to teaching and assessment, the students also identified issues to do with access to, and the use of, information as important in their learning experience. We conclude that further studies will need to adopt a more integrated approach to understanding disabled students' experiences as learners.

Estrada, L., Dupoux, E. & Wolman, C. (2005). The personal-emotional social adjustment of English-language learners to a community college. *Community College Journal of Research and Practice, 29*(7), 557-568.

This study investigated the effects of locus of control and other predictors on personal-emotional and social adjustment to community college in English-language-learner students. Results indicated that locus of control was significantly associated with both social adjustment and personal-emotional adjustment. Students with more external locus of control showed better adjustment to college. Stress and being first in the family to attend college significantly predicted personal-emotional adjustment, while having precollege friends attending the same college was significantly related to social adjustment. Implications for research and service programs are discussed.

Evans, N. J., Assadi, J. L., & Herriott, T. K. (2005). Encouraging the development of disability allies. In R. D. Reason, E. M. Broido, T. L. Davis, & N. J. Evans (Eds.), Developing Social Justice Allies [Special Issue]. *New Directions for Student Services, 2005*(110), 67-79.

The authors advocate for a constructionist interpretation of disability, grounded in a social justice perspective, by discussing disability paradigms, factors that influence attitudes and attitude change regarding disability, and disability ally development and behaviors.

Fichten, C. S., Tagalakis, V., & Amsel, R. (1989). Effects of cognitive modeling, affect, and contact on attitudes, thoughts, and feelings toward college students with physical disabilities. *Journal of Developmental and Physical Disabilities, 2*(2), 119-137.

One goal of the present study was to evaluate cognitive and affective factors which facilitate problem-free interaction between nondisabled and physically disabled college students by (1) exploring variables related to ease with people who have disabilities, and (2) evaluating the consequences of previous contact with disabled persons. A second goal was to explore the effects of four cognitive modeling interventions on thoughts, attitudes, affect, and self-efficacy expectations in relation to interaction with disabled peers. Results for 126 nondisabled college students indicate that lack of ease with persons who have disabilities is an important contributor to interaction difficulties; individuals who felt ill at ease with disabled college students (1) were more likely to anticipate being uncomfortable when interacting with a peer who has a disability, (2) had lower self-efficacy expectations about interacting in various social situations, (3) had more negative attitudes toward disabled persons, (4) expected to have more difficulty working with a disabled peer, and (5) had more negative thoughts about interacting with a disabled classmate. Previous contact with people who have disabilities was related to the frequency of positive thoughts about interaction but had minimal effects on attitudes or affect. Cognitive modeling was found to be ineffective in changing any aspect of these affective, attitudinal, and cognitive factors. The implications of the results for cognitive assessment and for resolving interaction problems between nondisabled and disabled individuals are discussed.

Finn, D., Getzel, E. E., & McManus, S. (2008). Adapting the self-determined learning model for instruction of college students with disabilities. *Career Development for Exceptional Individuals, 31*(2), 85-93.

As the number of students with disabilities who are entering postsecondary education continues to rise, the need for their adequate preparation to successfully complete programs of study is a critical concern. A common characteristic of students who successfully enter and complete programs of study in postsecondary settings is that of having self-determination skills. This article discusses the results of a pilot study that implemented the self-determined learning model of instruction, modified for use in postsecondary education settings. Evaluation results are discussed with implications for further research.

Graham-Smith, S., & Lafayette, S. (2004, March). Quality disability support for promoting belonging and academic success within the college community. *College Student Journal, 38*(1), 90-99.

Positive classroom experiences in college are critical to successful inclusion of students with disabilities in the campus community. For students with disabilities, this includes classroom accommodations coordinated by a disability support office. In the fall of 2002, an electronic survey was sent out to students at Baylor University requesting accommodations asking what was most beneficial for them. The responses were overwhelmingly in favor of a caring staff and a safe environment where the struggles of college life can be addressed. This indicates to the researchers that being cognizant of an individual's spirit is more important than structure and policy. Without providing understanding, the cares, struggles, and needs of individual students go untouched and success becomes untenable. Care overcomes the sense of isolation and separateness that a student with disabilities feels and gives him/herself the permission to nevertheless belong and succeed in a frightening and challenging college environment. The other listed, defined, and researched accommodations are all necessary, yet they must be provided by a caring staff who not only can discern individual needs, and provide the necessary resources, but can open the doors of success opportunities by empowering students through trustful regard and encouragement.

Gray, J., Harrison, G., Sheridan-Ross, J., & Gorra, A. (2008). Using a computer aided test to raise awareness of disability issues amongst university teaching staff. In K. Miesenberger J. Klaus, W. Zagler, & A. Karshmer (Eds.), *Computers Helping People with Special Needs: 11th International Conference, ICCHP 2008, Linz, Austria, July 9-11, 2008 Proceedings* [Lecture Notes in Computer Science] (pp. 198-206). Heidelberg: Springer Germany.

A computer-based test has been created as a training tool to raise awareness among university academic staff of some common experiences faced by people with visual, mobility, hearing and cognitive difficulties when using a computer. This test simulates experiences of disabled students who use computers and take computer-based tests, and provides advice and guidance to university teaching staff on how they may best cater for the needs of such students. The paper discusses the reasons for creating such a tool in such a format, its structure and content, and the outcome of its presentation to several groups of participants. Feedback from students with disabilities is to be used in the future development of the test.

Haller, B. A. (2006). Promoting disability-friendly campuses to prospective students: An analysis of university recruitment materials. *Disability Studies Quarterly, 26*(2). Retrieved from: http://www.dsq-sds.org/article/view/673/850.

Estimates are that currently about 9 percent of students on college campuses have some form of disability. These students are all are supposed to receive accommodations on those college campuses based on Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The focus of this study is how these students receive information about these accommodations, their rights, the campus accessibility, and other issues related to them. The findings of this study show that university viewbooks and other materials sent to interested high school students are depicting disability. However, there does not appear to be much recruitment of prospective students with disabilities past the occasional picture in the viewbook. No cover letter made a mention of unique services for students with disabilities, and less than half of the university general materials mentioned campus disability services (40%). In addition, only 39 percent of the schools that sent any general materials sent Disabled Student Services (DSS) materials (N=85).

Haines, D. W. (2007). 'Crossing lines of difference': How college students analyse diversity. *Intercultural Education, 18*(5), 397-412.

> Contemporary American college students confront increased diversity during their college years in race, class, nationality, religion, ethnicity, language, sexual orientation, age, and disability. Yet, how do students conceptualize this diversity, evaluate the options it provides, and assess its limitations? Furthermore, how do those researching diversity develop approaches that are flexible and open enough to reflect emerging student ways of thinking about diversity? Based on work at a diverse US public university especially a pilot project on free-form student essays this paper examines how students conceptually navigate an environment that both encourages and inhibits interaction across difference. These students indicate skepticism about the marketing of diversity and frustration at the limited interaction across difference on campus, yet also an appreciation of the opportunities that diversity provides.

Harris, J., Ho, T., Markle, L., & Wessel, R. (2011, May/June). In practice: Ball State University's faculty mentorship program: Enhancing the first-year experience for students with disabilities. *About Campus, 16*(2), 27–29.

> Students with disabilities at Ball State University have a unique mentorship opportunity—those who take advantage of it gain considerable benefits.

Hawkins, D. F. (2012). *The attitudes of college faculty toward students with disabilities at a church-affiliated institution.* Unpublished doctoral dissertation, Trevecca Nazarene University, Nashville, TN.

> This study explored the attitudes of college faculty toward students with disabilities at a church-affiliated institution. *The Multidimensional Attitude Scale Towards Persons With Disabilities (MAS)* was utilized to ascertain quantitative measures; while face-to-face interviews were used to collect qualitative data. Fifty-two faculty members responded to the survey and 22 faculty members were interviewed. The results of this study showed that faculty members had some positive attitudes regarding teaching students with disabilities. However, there was some apparent ambiguity in faculty members' responses as related to serving students with certain disability types. Some parallel trends were found between this study and the review of the literature; the most interesting similarity was the expressed willingness of faculty to assist students with disabilities.

Houck, C. K., Asselin, S. B., Troutman, G. C., & Arrington, J. M. (1992). Students with learning disabilities in the university environment: A study of faculty and student perceptions. *Journal of Learning Disabilities, 25*(10), 678-684.

> This study examines faculty and student perceptions regarding university students with learning disabilities, sensitivity to such students' special needs, accommodations, and the perceived impact of a learning disability. Results reveal a general sensitivity to the special needs of students with learning disabilities; however, group differences suggest several areas warranting further attention.

Huger, M. S. (Ed.). (2011, Summer). Fostering the Increased Integration of Students with Disabilities [Special Issue]. *New Directions for Student Services No. 134*.

> "As students with disabilities continue to pursue higher education in greater numbers, the need for comprehensive service provision has become a priority at many institutions in the United States. Students with disabilities were last addressed in a *New Directions* volume in 2000 and a lot has

changed since then. Legal mandates and legislation, new paradigms for viewing disability services, and the diffusion of technology necessitate an updated guide.

This volume addresses higher education administrators and college professors beyond those working in the area of disabilities. All members of a community benefit from the diversity that students with disabilities bring to a campus, and all campus constituents have an obligation to serve their diverse students. Therefore, all members must be prepared to navigate issues surrounding the increased integration of students with disabilities with knowledge and professional preparation. This volume provides that preparation and knowledge. Disability services staff cannot be the only members of a college's administration who provide services to students with disabilities. If the campus is to take full advantage of the range of perspectives and talents that its students possess, increased integration is necessary. This volume frames access to higher education within a contextual goal of increasing the social and academic integration of students with disabilities. To this end, all chapters provide practitioners and faculty members with guidance concerning not just accommodating but including students in the fabric of an institution" (p. 1).
Articles in this volume include:

- Fostering a disability-friendly institutional climate
- Universal design for academic facilities
- Employing universal design for instruction
- Transition strategies to ensure active student engagement
- Accessible online learning
- Education abroad for students with disabilities: Expanding access
- Understanding the experiences of students with psychiatric disabilities: A foundation for creating conditions of support and success
- Legal issues in serving students with disabilities in postsecondary education

Humphrey, M., Woods, L., & Huglin, L. (2011, October). Increasing faculty awareness of students with disabilities: A two-pronged approach. *Journal of Postsecondary Education and Disability, 24*(3), 255-261.

Many universities use a center-based model to deliver services to students with disabilities. A hybrid service delivery model utilizing a center-based disability resource and faculty mentors was recently implemented in a large, public university in the Northwestern United States. Noticeable improvements observed to date include increased administrative support, positive collaborations with teaching center staff, and increased faculty awareness of resources for instructing students with disabilities.

Hutcheon, E. J., & Wolbring, G. (2012). Voices of "disabled" post secondary students: Examining higher education "disability" policy using an ableism lens. *Journal of Diversity in Higher Education, 5*(1). Retrieved from: http://psycnet.apa.org/psycinfo/2012-02768-001/.

A comprehensive understanding of the experiences of post secondary students with diverse abilities is needed. The ways in which 'disabled' postsecondary students make meaning of their experiences in postsecondary education was explored. Eight participants (self-identified disabled post secondary students) were recruited from post secondary institutions in Calgary, Alberta. Five themes (hegemonic voice, voice of the body, voice of silence, voice of assertion, voice of change) were identified within a body-social-self framework. Findings demonstrate a continued need for critical examination of higher education policy and its capacity to address differences in ability. The concept of ableism (hegemonic ability preferences which inaugurate the norm) is presented and is demonstrated to be of utility as an analytical lens. Findings are highly anticipated to address existing

literature gaps and to be of importance to policymakers, researchers, and ability-diverse student populations.

Ihori, D. K. (2012, May). *Postsecondary faculty attitudes, beliefs, practices, and knowledge regarding students with ADHD: A comparative analysis of two-year and four-year institutions.* Unpublished Doctoral Dissertation, USC Rossier School of Education, University of Southern California, Los Angeles, CA: Retrieved from http://gradworks.umi.com/3513782.pdf.

Understanding the attitudes, beliefs, and practices of postsecondary faculty regarding students with Attention Deficit Hyperactivity Disorder (ADHD) and the laws that protect such students is critical for both student success and compliance with federal laws. The purpose of the present quantitative study was to identify differences between two-year community college and four-year university faculty in regard to their attitudes and beliefs about students with ADHD, their willingness to accommodate such students, and their knowledge of the legal protections for students with disabilities. In order to gain this information, electronic surveys were distributed to faculty members at two two-year community colleges, two four-year public universities, and two four-year private universities. The data was analyzed to determine whether significant differences in faculty responses exist between two-year colleges and four-year universities. Further analysis was conducted in order to determine whether differences exist between faculty responses at private four-year universities and public four-year universities. The results of the analyses indicate that no significant differences exist between types of universities in regard to faculty attitudes and beliefs about students with ADHD, their willingness to accommodate such students, and their knowledge of the legal protections for students with disabilities. However, additional analyses of the survey results beyond the scope of the research questions indicate that further professional development may be needed across postsecondary institutions regarding Section 504 of the Rehabilitation Act of 1973, appropriate accommodations for students with ADHD, and referral processes for students with ADHD to obtain educational accommodations.

Jacklin, A. (2011, June). To be or not to be 'a disabled student' in higher education: The case of a postgraduate 'non-declaring' (disabled) student. *Journal of Research in Special Educational Needs, 11*(2), 99-106.

This paper draws on data from a research project that was funded by the UK's Higher Education Academy. The project focused on the experiences of disabled students in one English higher education institution, and a key feature of the project was to attempt to access the perspectives of 'non-declaring' disabled students. This paper draws on the experiences of one of the 'non-declaring' respondents, Anna, a postgraduate student. In the UK, some students declare their disabled status on entry to a higher education institution, some do so once at the institution and some never let the institution know of their impairment. It is the perspectives of this latter group that are particularly difficult to access. Anna's experiences as a postgraduate student provide some insight into what may affect decisions about declaration of impairment. Drawing on a social-relational understanding of disability, factors that influenced her decision not to 'declare' and the consequent effect on her experience of higher education are explored.

Jorgensen, S., Fichten, C. S., Havel, A., Lamb, D., James, C., & Barile, M. (2005). Academic performance of college students with and without disabilities: An archival study. *Canadian Journal of Counselling, 39*(2), 101-117.

The academic outcomes of students with (n = 653) and without disabilities (n = 41,357) were compared over a 12-year period at a large Quebec college. Results showed that students with and

without disabilities, including learning disabilities, had virtually identical grades and graduation outcomes. However, students with disabilities undertook lighter course loads and took approximately one semester longer to graduate. The findings suggest that counsellors need to urge students with disabilities to consider higher education when developing their career plans. In planning the transition, students need to be made aware of disability-related services at post-secondary institutions.

Kellner, L.A. & Freden, L. (2006). "If they could see me now!": College students reflect on their experiences as special education students in the K-12 system. *Review of Disability Studies: An International Journal, 2*(1), 58-76.

The current study examined the experiences of six students with learning disabilities in a four-year public, liberal arts college and discusses the meaning they attributed to their previous identification as special education students while in the K-12 system. Data was gathered through a semi-structured interview, questionnaire, and a sentence stem structure. A qualitative approach was used and results were analyzed using principles of content analysis. Themes emerging as noteworthy were: (a) the effect on relationships with peers, (b) lack of developmental knowledge by school support staff, (c) family support, and (d) the challenges of upholding expectations.

King, J. M. (2004, April 21). *Dynamics of concealed disabilities among students at a major research university in a rural area.* Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA. Retrieved from: http://scholar.lib.vt.edu/theses/available/etd-05042004-013456/unrestricted/ETD.pdf.

This research explores the experiences and attitudes of nine full-time students with disabilities at Virginia Tech who choose to conceal their identity as individuals with disabilities in various contexts. The definition of disability is expanded to include those individuals who perceive themselves to be disabled, with or without meeting diagnostic or legal criteria, since many of those who conceal their differences may choose not to pursue such forms of official classification and identification. In a series of interviews, participants provide insight into their experiences, labels and discourse that have shaped those experiences, and outcomes of identification as individuals with disabilities. A variety of themes emerging from the interviews, under the categories of experiences, labels and discourse, and outcomes of disability, are analyzed and discussed. This research aims to explore and develop a greater understanding of these individuals and what their stories have to offer through an emic perspective.

Kirby, A., Sugden, D., Beveridge, S., & Edwards, L. (2008, October). Developmental co-ordination disorder (DCD) in adolescents and adults in further and higher education. *Journal of Research in Special Educational Needs, 8*(3), 120-131.

Few studies have looked at the strengths and weaknesses and needs of students with developmental co-ordination disorder (DCD). This paper describes a cohort of 93 UK students currently studying at further or higher education and who have reported motor difficulties present since childhood. The study group consisted of 21 reporting to have DCD only, 38 with DCD plus another diagnosis (a combination of any of the following: dyslexia, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), learning difficulties); 23 subjects reporting dyslexia only, and 11 students who have not been formally diagnosed.

The aim of this study was to first ascertain the similarities and differences between the students in the type of support received in childhood and while at university. The second goal was to examine the reported strengths and difficulties and see how they vary for each subgroup.

The DCD group reported higher levels of motor-related difficulties such as handwriting and also executive functioning difficulties. They also had higher levels of professional support given in childhood and were also more likely to be living at home with parents compared with the dyslexia group. Despite different types of difficulties reported in the DCD group, the range of student support given across all groups was similar. Significantly more of the dyslexia group were reported to be in receipt of disability student allowance than the DCD group. The DCD and other disorders group were seen to be an intermediary group in most of the areas studied.

Kraska, M. (2003, Winter/Spring). Postsecondary students with disabilities and perceptions of faculty members. *The Journal for Vocational Special Needs Education, 25*(2/3), 11-19. Retrieved from: http://specialpopulations.org/Vol%2025%20-%20Chapters/05Kraska.pdf.

The purpose of this study was to ascertain the perceptions of postsecondary faculty members related to students with disabilities. A questionnaire, entitled "The Survey of Faculty Attitudes Relative to Serving Students with Disabilities," was used to collect data from a sample of 106 faculty members at a public four year, state-supported institution in the southeast. No statistically significant differences in perceptions existed based on gender, age, years of teaching, and contact with students with disabilities. Statistically significant differences in perceptions were found for academic rank and academic unit. Such research is useful to help develop and implement policies for serving students and to identify areas in which training programs may enhance faculty knowledge and sensitivity toward students with disabilities.

Klein, G. D. (2009). Student disability and experiential education. *The Journal of Effective Teaching, 9*(3), 11-37.*

As a significant percentage of students in higher education today have one or more disabilities, it is important for instructors to be aware of what disabilities, and how disabilities, impact student performance. Students with a wide range of disabilities can encounter significant obstacles when experiential instructional methods are implemented assuming that learners are disability-free. This article presents a taxonomy of disabilities and illustrates how experiential instruction can place students with disabilities in situations where they may not do well. The article also evaluates Universal Design, an approach to course design and management that attempts to address a range of student disabilities and learning styles. Finding that this approach does not fully address the problems of the experiential classroom, three strategies are proposed that increase the likelihood that all students, including those with disabilities, will have satisfying and successful experiences in courses using experiential methods.

Konur, O. (2002, July). Access to nursing education by disabled students: Rights and duties of nursing programs. *Nurse Education Today, 22*(5), 364-374.

Access to nursing education by disabled students and the subsequent service provision for these students in nursing programmes is described as a game, using a conceptual framework by North. Different roles identified within the formal and informal legal rules, such as attitudes toward disabled students in nursing programmes throughout the UK are discussed briefly. It is noted that the rules of the game very much mirror the rules under Part II and Part III of the Disability Discrimination Act (1995) relating to disabled employees and disabled service users of public services.

Lee, C. (2004). Creating a collaborative campus culture. *Community College Journal of Research and Practice, 28*(6), 503-511.

> Organizational culture influences whether or not community colleges maintain local support as well as overall institutional effectiveness. This paper discusses culture and the context of culture at River Parishes Community College (RPCC) a new institution within the Louisiana Community and Technical College System, currently in its fifth academic year. Implemented to provide faculty, staff, and students with an opportunity to share ideas and strategies for improving student success, the Education for Success through Partnership Rallies on Instruction and Teaching (ESPRIT) expressly aspires to shape campus culture and promote collaboration. This paper discusses organizational culture as well as it reflects the goals and cultural implications of the ESPRIT program at RPCC.

Leicester, M. & Lovell, T. (1994). Equal opportunities and university practice: Race, gender and disability: A comparative perspective. *Journal of Further and Higher Education, 18*(2), 43-51.

> This paper provides a comparative analysis of data arising from three recent surveys of equal opportunity practice in relation to race, gender and disability. The surveys gathered information from a range of university departments and included questions about departmental structures and organisation as well as curriculum development. Instances of good practice are described, and some implications explored for the further development of equal opportunities in higher education.

Leyser, Y., & Greenberger, L. (2008, August). College students with disabilities in teacher education: Faculty attitudes and practices. *European Journal of Special Needs Education, 23*(3), 237-251.

> Increasing numbers of students with disabilities are enrolled in post-secondary institutions. This study examined faculty attitudes and practices regarding students with disabilities in teacher education. Participants were 188 faculty in seven colleges, in Israel, who responded to a survey instrument about attitudes and practices. Faculty reported personal contact and extensive teaching experience with students with all types of disabilities - mainly those with learning disabilities, yet many had no training in the area of disabilities. A large majority reported both willingness and actual provision of classroom accommodations. More technological than instructional and testing accommodations were noted. Supportive attitudes were found towards students with disabilities in higher education and in the teaching profession. Several background variables such as contact, training, academic discipline and rank were associated with attitudes and practices. Implications for practice and cross-cultural studies are discussed.

Lindemann, K. (2011, July). Performing (dis)Ability in the classroom: Pedagogy and (con)tensions. In L. Cooks & J. T. Warren (Eds.), SomeBodies(') in School [Special Issue]. *Text and Performance Quarterly, 31*(3), 285-302.

> Disability has become a pervasive and contested issue on college campuses, and instructors and students find themselves occupying physical and discursive spaces that hold great pedagogical potential. This essay pursues such a consideration. It examines one physically disabled student's staged performances of a personal narrative, her ethnography of a university's disabled student services office, an in-depth interview with the student, and the author's family experiences with disability to illustrate the ways a performative pedagogy offers insight into (dis)ability in the classroom. The analysis illuminates the classroom as a site for identity negotiation, performance as a tool to deconstruct and reconstruct notions of ability, and family relationships as an integral part of a critical communication pedagogy.

Lombardi, A. R., & Murray, C. (2011). Measuring university faculty attitudes toward disability: Willingness to accommodate and adopt Universal Design principles. *Journal of Vocational Rehabilitation, 34*(1) 43–56.

Today, more students with disabilities attend four year institutions, but may struggle to succeed within these settings. University faculty attitudes and practices contribute to the success or failure of students in these postsecondary settings. In this study, we developed, administered, and evaluated a measure of faculty attitudes and perceptions toward students with disabilities. Results from 289 faculty members indicated that responses loaded on eight reliable factors pertaining to (a) Fairness in Providing Accommodations, (b) Knowledge of Disability Law, (c) Adjustment of Course Assignments and Requirements, (d) Minimizing Barriers, (e) Campus Resources, (f) Willingness to 8Invest Time, (g) Accessibility of Course Materials, and (h) Performance Expectations. Group comparisons by faculty gender, rank, college/school, and prior disability-focused training indicated more positive attitudes toward providing accommodations and adopting Universal Design principles among faculty who are female, nontenured, housed within the College of Education, or had prior disability-focused training experiences. These findings suggest that faculty attitudes and perceptions toward disability and their willingness to accommodate and adopt Universal Design principles can be reliably assessed. The potential usefulness of such assessments for practices within postsecondary environments are discussed.

Lundie, D. (2009). A theory of motivation and ontological enhancement: The role of disability policy in student empowerment and institutional change. *Educational Philosophy and Theory, 41*(5), 539-552.

As debate continues around the nature and values of education, it is important to ask the question of what factors motivate a student to engage with the ends of an educational institution. In this paper, a broad, holistic view of learner motivation, derived from Aristotelian ethics, is used to provide a model to drive institutional change.

Focusing on the approach of one Higher Education institution to the particular accommodations required for students with disabilities, the paper identifies three factors which motivate students, a failure to engage with the aims and ends of the educational project, a failure to see that a particular learning aim is worth attaining, and a simple lack of will-power to attain it. To each of these failures a social cause is identified, and a change in both the institutional culture and the individual learner's approach to their education is suggested.

Madriaga, M., Hanson, K., Kay, H., & Walker, A. (2011). Marking-out normalcy and disability in higher education. *British Journal of Sociology of Education, 32*(6), 901-920.

This article advocates for socially just pedagogies in higher education to challenge senses of normalcy that perpetuate elitist academic attitudes towards the inclusion of disabled students. Normalcy is equated here with an everyday eugenics, which heralds a non-disabled person without 'defects', or impairments, as the ideal norm. This article attempts to mark the pervasiveness of normalcy in higher education by presenting findings from a systematic experience survey of disabled students and non-disabled students within one higher education institution in the United Kingdom. The findings indicate that disabled students who have institutional disability support express more difficulties in their learning and assessment than students with no known disability. However, it was found that there was no significant difference in academic achievement between the two cohorts of students. In relation to the latter point, the evidence also shows that disabled students who do not receive institutional disability support underperform.

Martin, N. (2012, January). Disability identity—disability pride. In S. Manfredi & S. Hunter (Eds.), Higher Education: Advancing Equality in Challenging Times [Special Issue]. *Perspectives: Policy & Practice in Higher Education, 16*(1), 14-18.

> The article discusses disability in opposition to preceding medical model of disability which views disability as synonymous with problem. It explains how disability is a complex and socially constructed phenomenon. It reminds practitioners in higher education of the requirements of the Equality Act including risks in assigning special or separate status for locating disability services within the institution.

Martz, E. (2004). A one-year follow-up study on psychosocial adaptation of college students with disabilities. *Journal of Vocational Rehabilitation, 21,* 1–7.

> Of the 97 students with disabilities who completed a questionnaire on adaptation to disability, 39 responded to the same survey one year later. The two purposes of this follow-up study were to examine whether individuals' adaptation scores had significantly changed during the year and whether the results found by Livneh et al. [17] could be replicated. Two distinct statistical analyses were run. The results of a multivariate repeated-measures analysis indicated that there was a not a significant difference in adaptation scores after one year. In a post-hoc repeated-measures analysis, time since injury (TSI) was added as a between-group factor, which resulted in a significant difference in adaptation scores according to TSI but no interaction with time of assessment (the within-group factor). The results of the second analysis, which involved a multiple regression analysis on adaptation, were similar to Livneh et al.'s [17] study in several ways. The implications of this one-year follow-up study were articulated.

Matthews, N. (2009). Teaching the 'invisible' disabled students in the classroom: Disclosure, inclusion and the social model of disability. *Teaching in Higher Education, 14*(3), 229-239.

> Drawing on the insights of critical disability studies, this article addresses anxieties frequently articulated by academic staff around the implementation of the United Kingdom's Disability Discrimination Act: how to accommodate the needs of students with 'hidden' impairments. Following the social model of disability, it argues that universities should avoid the use of medical labels in identifying the learning needs of disabled students, and should make efforts to institute as part of everyday practice a diversity of inclusive teaching strategies. Finally it discusses an induction activity which sought to encourage students to disclose additional learning needs to university staff while opening up a discussion around difference, diversity with the student cohort as a whole.

Murray, C., Lombardi, A., Wren, C. T. (2011, July/August). The effects of disability-focused training on the attitudes and perceptions of university staff. *Remedial and Special Education, 32*(4), 290-300.

> This investigation examines the relationship between prior disability-focused training and university staff members' attitudes toward students with learning disabilities (LD). A survey containing items pertaining to prior disability-focused training experiences and attitudes about students with LD was administered to 300 university staff members. Responses from 112 participants indicated that staff who had not received any form of prior training had greater interest in receiving training regarding LD and had insufficient knowledge to support students with LD. In contrast, staff who had received some form of prior training reported greater scores on general knowledge and sensitivity toward university students with LD. Analyses of training type indicated that staff who had previously participated in disability-related workshops and coursework reported the most positive attitudes,

followed by staff who had participated in other forms of training (i.e., reading books and articles or visiting websites). Total number of training types experienced, time spent engaged in training activities, and the amount of time elapsed since training experiences predicted different aspects of staff members' attitudes and perceptions as well as their satisfaction with prior training. The implications of these findings for future disability-focused professional development efforts within postsecondary settings are discussed.

Murray, C., & Wren, C. T. (2003, September/October). Cognitive, academic, and attitudinal predictors of the grade point averages of college students with learning disabilities. *Journal of Learning Disabilities, 36*(5) 407-415.

This study examined cognitive, academic, and attitudinal predictors of college grade point average (GPA) among college students with learning disabilities (LD). The study population included 84 youth who attended a large private university in the Midwestern United States. Measures of cognitive and academic functioning, along with a self-report measure of study habits and study attitudes, were used to predict college GPA. The results indicated that Full Scale IQ and one factor on the self-reported study habits scale accounted for a significant amount of variance in students' college GPA. These findings suggest that variables other than traditional cognitive and academic skills are important for determining the performance of youth with LD during college. The implications of these findings for future research efforts and practice are discussed.

Murray, C., Wren, C. T., & Keys, C. (2008). University faculty perceptions of students with learning disabilities: Correlates and group differences. *Learning Disability Quarterly, 31*(3), 95-113.

This investigation examined faculty attitudes, beliefs, and practices with regard to students with learning disabilities (LD). An instrument was designed to measure attitudes and administered to all faculty in a large urban, private university. Responses from 192 faculty members were subjected to an exploratory factor analysis; results indicated that the instrument contained 12 reliable factors. Further, correlational analyses provided preliminary support for the instrument's construct validity by showing that major constructs were associated with each other in expected directions. Descriptive analyses indicated that faculty generally had positive perceptions about students with LD and were willing to spend time supporting students with LD. Consistent with prior research, faculty expressed greater willingness to provide minor, rather than major, accommodations. Group comparisons by faculty gender, academic unit, and rank are reported. The implications of these findings for future research and training efforts are discussed.

Myers, K. A. (2009). A new vision for disability education: Moving on from the add-on. *About Campus, 14*(5), 15-21.

Karen Myers urges us to move beyond the limitation model of disability education and design curricula, programs, and services to be accessible to all people from the outset, with no accommodations needed.

Pardeck, J. T. (2001). Using the Americans with Disabilities Act (ADA) as a tool for helping social work faculty develop cultural competence in the area of disability. *The Clinical Supervisor, 20*(1), 113-125.

This article develops the theme of the importance of viewing disability as a part of cultural diversity. The ADA is offered as a tool for helping social work faculty develop cultural competence in the area of disability. Particular emphasis is placed on affirmative approaches for increasing the number of

students with disabilities in social work programs. Teaching social work faculty and support staff about disability etiquette is offered with examples of various disabilities. The article encourages social work programs to offer training on disabilities for faculty and support staff.

Patterson, L. (2011, March). *Accessing the academy: Origins of the disabled student movement, 1955-1973.* Paper presented at 25th Edward F. Hayes Graduate Research Forum, Knowledge Bank, The Ohio State University Libraries, Columbus, OH. Retrieved from: http://hdl.handle.net/1811/48349.

This essay traces the development of disability rights consciousness and the formation of activist networks, providing a revision to the literature on student movements. Reconstructing five case studies from universities in California, Illinois, and New York that experienced high levels of disability activism in the 1960s, my investigation reveals the influence of disabled student activism in reshaping university policies and locates the training grounds of the future leaders of the national disability rights movement. Rehabilitation centers and summer camps for physically disabled adolescents offered unhindered access, disabled role models, and a sense of community that was an escape from their everyday lives. The utopian environment transformed young students' understanding of accessibility—both physically and socially. As disabled students entered higher education they relied on networks formed at rehabilitation centers to form coalitions of activists on college campuses. Students with disabilities fought to have access to a formal education, to live in regular dormitories, and to play college sports, gaining a critical training in public activism. As students graduated, they carried with them their experiences, tactics, and rights consciousness, and became leaders of major organizations such as Disabled in Action and lobbied for national antidiscrimination legislation, including the Rehabilitation Act of 1973.

Peel, D., & Posas, P. J. (2009). Promoting disability equality and inclusive learning in planning education. *Innovations in Education and Teaching International, 46*(2), 227-235.

In the UK, the Disability Discrimination Act 2005 created a positive duty on the public sector to promote disability equality. This duty extends to higher education and local planning authorities. Based on Zuber-Skerrit's CRASP model for professional development, this paper examines an initiative to enact the duty. It details a completed action research project with undergraduate students and an adult learning project, that works with adults labeled as 'learning disabled'. The paper considers how this co-educational learning experience enabled the undergraduate students to engage with the principles of inclusive design in the built environment and offers a model for how inclusive policy and practice may be implemented at the university level, and particularly in built environment courses.

Pousson, J. M. (2011). *The attitudes that community college students have toward community college students with disabilities.* Unpublished doctoral dissertation, Saint Louis University, St. Louis, MO. Retrieved from: http://gradworks.umi.com/34/65/3465502.html.

The purpose of this research study was to investigate the following research questions: (1) What attitudes do community college students have toward their peers with disabilities? (2) Do the research demographics (sex, academic year classification, sex, report of a disability and level of contact) and social desirability influence the community college students' report on the attitudes community college students have and exhibit toward their peers with disabilities? Past investigation into the attitudes of university students toward university students and individuals with disabilities have been classified into the following four themes by this researcher: (a) general, (b) social, (c)

professional and (d) academics. Critical demographic categories emerged in the literature as major contributors in understanding attitudes of university students. Those categories include: sex, academic year classification, report of a disability and level of contact. To measure the attitudes of community college students, the researcher investigated the variance between the reported comfort level of the respondent, his/her perception of their friends and the typical community college student with peers with disabilities. Additionally, these demographic categories were investigated to determine its predictability of attitudes toward community college students with disabilities. It is the hope of this researcher to expand on the paucity of information on the attitudes of community college students toward their peers with disabilities.

Members of the American College Personnel Association's Commission on Student Development in Two Year Colleges, were recruited to send out a web-based survey, which consisted of quantitative comfort items. A total of 128 students responded to the survey. Only 114 completed surveys were analyzed using a general descriptive data review, ANOVA assessments and multiple regression. Results from the analysis found variance in the perceptions of comfort between the respondent, his/her friends, and the typical community college student. Analyzing further the respondent's perceptions of comfort with peers with disabilities determined that level of contact with students with disabilities predicted the attitudes toward students with disabilities.
Based on the findings, implications were offered for community college campus administrators and staff, campus programming and future research. The major implication focused on the use of Universal Instructional Design to assist with creating opportunities for students to be in contact with students with similar and different learning styles, strengths, and limitations from their own and that the practice of this praxis is to be shared by all stakeholders at community colleges.

Prowse, S. (2009). Institutional construction of disabled students. *Journal of Higher Education Policy and Management, 31*(1), 89-96.

This paper reports on the selected findings of a recent research project centred on one new university in England (Charles *et al.*, 2007). The project aimed to explore the experiences of 44 disabled students who fell into one of two distinct groups: those in local further education eligible to apply to higher education (HE), and those who were already in the HE system. A number of themes emerged from the group interview data, but here the focus is on personal identity and how the institution has an impact upon individuals' sense of self through its management of disability.

Pumfrey, P. D. (2008). Moving towards inclusion? The first-degree results of students with and without disabilities in higher education in the UK: 1998-2005. *European Journal of Special Needs Education, 23*(1), 31-46.

Is the currently selective UK higher education (HE) system becoming more inclusive? Between 1998/99 and 2004/05, in relation to talented students with disabilities, has the UK government's HE policy implementation moved HE towards achieving two of the government's key HE objectives for 2010? These objectives are: (a) increasing HE participation rates of students with and without disabilities; and (b) maintaining the HE academic standards of students with and without disabilities. The findings reported are based on data drawn from six cohorts of students at UK higher education institutions (HEI) who satisfactorily completed their first degrees between the years 1998/99 and 2004/05. A total of 1 502 658 students were involved. Key variables included: Cohort (N=6), Gender (N=2), Disability category (N=10) and degree classification (N=5). The patterns of change in numbers and percentages of students successfully completing first degrees across cohorts for all students, with and without disability, are presented. Descriptive statistical analyses of changes in first-degree academic standards over time are provided. Academic standards are operationally defined as the degree class obtained by students. Particular attention is paid to changes over time in the numbers and percentages of students obtaining the highest level of award - a first-class honours degree. In summary, in absolute terms, the numbers of both male and female students with and without

disabilities successfully completing their first degrees have increased markedly over time. First-class honours degree standards appear to have been maintained, and possibly improved. Limitations in the nature of key variables in the research are identified. Critical acumen is essential in interpreting the analyses. Important theoretical and applied questions arise. Eight of these questions indicate challenging but promising lines of research and are presented at the end of the paper.

Richardson, J. T. E. (2009). The academic attainment of students with disabilities in UK higher education. *Studies in Higher Education, 34*(2), 123-137.

This study investigated the role of disablement as a predictor of academic attainment among students awarded first degrees by UK institutions of higher education in 2004-05. Disability explained only 0.1% of the variation in attainment, as measured by whether the graduates had obtained good degrees (i.e. with first-class or upper second-class honours). Graduates with dyslexia and graduates with multiple disabilities were less likely to obtain good degrees than graduates with no known disability, but this was mainly due to the confounded effects of demographic and institutional variables. Graduates with an unseen disability were the only group to show significantly poorer attainment when the latter variables had been controlled. In overall terms, disablement per se does not play a significant role in predicting attainment.

Rocco, T. S. (2011, Winter). Challenging Ableism, Understanding Disability, Including Adults with Disabilities in Workplaces and Learning Spaces [Special Issue]. *New Directions, 2011*(132).

Disability can affect adults across the life span--and it is the one minority group every person could join. This sourcebook aims to broaden the view of disability from a medical or economic concern to a social justice concern. It examines practical, theoretical, and research aspects of disability--including those who question disability classifications--and situates it as a political and social justice concern, technical and pragmatic concern, and personal experience. The authors present the perspectives of individuals with disabilities, service providers, parents, and teachers and offer analyses that range from the personal to the broadly political.

Articles in this special issue include:

- Shifting lenses: A critical examination of disability in adult education
- Getting to know you: The prospect of challenging ableism through adult learning
- Conducting research with the disability community: A rights-based approach
- When the black dog barks: An autoethnography of adult learning in and on clinical depression
- Alterity: Learning polyvalent selves, resisting disabling notions of the self
- Learning and adaptation after diagnosis: The role of parent education
- Challenges and opportunities of Operation Enduring Freedom/Operation Iraqi Freedom veterans with disabilities transitioning into learning and workplace environments
- Revisiting debates on learning disabilities in adult education
- Americans with Disabilities Act as amended: Principles and practice
- Moving forward: Two paradigms and takeaways

Quick, D., Lehmann, J., & Deniston, T. (2003, November). Opening doors for students with disabilities on community college campuses: What have we learned? What do we still need to know? *Community College Journal of Research and Practice, 27*(9), 815-828.

This article reviews the *Community College Journal of Research and Practice* research articles related to students with disabilities and establishes a focused research agenda addressing the issues either found in, or absent from, the articles. Using a modified qualitative methodology, three common themes were found: (a) campus factors supporting student success, (b) participant label ambiguities, and (c) research methodology selection. It is concluded that there is a continued need for research addressing staff development, accommodations, needs of specific disability groups, self-advocacy and self-determination approaches, and participant-oriented research methodologies used to serve students well.

Ralph, S., & Boxall, K. (2005). Visible images of disabled students: An analysis of UK university publicity materials. *Teaching in Higher Education, 10*(3), 371-385.

This paper analyses the portrayal, within UK universities' publicity materials, of disabled students and disability services. Basic public relations practices explain that an organisation should know its audiences and focus its messages accordingly. We argue that recruitment is an issue which cannot be ignored in discussions of learning and teaching. It is a fundamental aspect of higher education: without students there would be no learning, teaching or curriculum. By failing actively to recruit disabled students, universities will miss out on the diversity and valuable contributions of an important group. Our analysis indicates that recruitment of disabled students does not appear to be a priority in many universities. There are significant numbers of prospective disabled students in the community; some universities could be taking more proactive measures to recruit this group of students.

Rao, S. (2004, June). Faculty attitudes and students with disabilities in higher education: A literature review. *College Student Journal, 38*(4), 191-198.

Attitudes toward disabilities as a topic is widely researched when it comes to published studies concerned with disability issues. 'Attitudinal barriers' is recognized widely as an impediment to success of persons with disabilities. However, this also happens to be the least researched variable in studies done with faculty and students with disabilities in higher education. This article presents review of literature on faculty attitudes towards persons with disabilities in four different parts: attitudes as a construct, views on attitudes towards disabilities, measurement of attitude towards disabilities, and studies done at colleges and universities with faculty. The fourth section discusses various variables that influence attitudes of faculty towards disabilities. Implications for future studies are discussed.

Rao S., & Gartin, B. C. (2003). Attitudes of university faculty toward accommodations to students with disabilities. *The Journal for Vocational Special Needs Education, 25*(2/3), 47-54. Retrieved January 15, 2009 from http://specialpopulations.org/Vol%2025%20-%20Chapters/10Rao.pdf.

Two hundred and forty-five university faculty responded to a survey questionnaire that assessed their attitudes toward providing different accommodations related to instructional delivery, examination, and other assistance to students with disabilities in the classroom. The influence of gender, professional rank, department affiliation, experience teaching students with disabilities, personal contact with persons with disabilities, and legislative knowledge on attitudes toward providing accommodations were assessed. Department affiliation, previous teaching experience, and legislative knowledge significantly impacted willingness to provide accommodations.

Roer-Strier, D. (2002). University students with learning disabilities advocating for change. *Disability and Rehabilitation, 24*(17), 914-924.

Purpose: In recent decades Western psychology has conceptualized learning disabilities (LD) in terms of deficits and such related `social emotional issues' as insecurity, low self-esteem and social isolation that can be rehabilitated through combined remedial teaching and psychological intervention. With increasing advocacy and legislation on behalf of people with disabilities in the US, UK and Australia, more resources are being made available to students with LD in institutions of higher education. Due to this increase in the quantity of services, written programmes and accommodations made to their needs, increased numbers of students with LD have been graduating successfully from institutions of higher education. This paper describes an option for treating students with LD that is based on a theoretical perspective that understands these students as an excluded population and emphasizes the importance of their empowerment.

Method: A project involving social work students with LD at Hebrew University in Jerusalem is presented as a case study. Case-study investigation, one of the common methods of qualitative research, explores social and human problems in their natural context. A 6-year evaluation of this project was conducted based on questionnaires, focus groups, documentation of all activities related to the project, in-depth interviews and outcome measures.

Results: The results suggest that the project developed in three stages: raising awareness, building partnerships, and lobbying for rights and services. Outcome measures indicate that the project was successful in lowering dropout rates and improving students' academic achievement. Analysis of interviews with students suggests that the project positively affected the students' perceptions by helping them reframe the social and emotional connotations of their learning disability. Students reported marked social and emotional change, including reduced stress and anxiety levels and increased self-esteem.

Conclusions: Empowerment practices that are based on partnership, participation, advocacy and social change provide an alternative to rehabilitation via individual therapy.

Roman, L.G. (2009). Disability arts and culture and public pedagogy. *International Journal of Inclusive Education, 13*(7), 667-675.

This article considers the implications of a disability arts, culture and scholarship series 'The Unruly Salon', undertaken at the University of British Columbia, Vancouver in Canada, which ran from January to March 2008. It asks how and whether the encounter of this Series with its diverse audiences makes a lasting contribution to the reshaping of education at the University of British Columbia in terms of curriculum, pedagogy, place, space and culture. It argues that The Unruly Salon Series is but a cornerstone in the groundwork for the 'global citizenship' to which the University's Trek 2010 policy and mission statement aspire. The question is not only: what have the disabled and non-disabled participants of this timely and creative series learned from about working within the 'fragile spaces between impairment and disability'?, but also the article asks: how will Canada's third largest public university learn so as to transform its intellectual, social culture and built environment for prospective and existing students, faculty and staff with disabilities? The article concludes that such social change advantages the impaired and non-disabled alike.

Scott, K. (1993). Women, Education and Disability Research Project: The effects of post-secondary education on the lives of women with physical disabilities. *Canadian Woman Studies, 13*(4), 93-95. Retrieved from http://pi.library.yorku.ca/ojs/index.php/cws/article/viewFile/10295/9384.

"The Women, Education and Disability Research Project involved gathering information about experiences of women with physical disabilities living in the province of Manitoba with postsecondary education. Supported by the Secretary of State Women's Program, its purpose was to determine how post-secondary training contributes to increased opportunities for women with

physical disabilities. The research revealed that post-secondary education had positive effects on the women's awareness of societal issues and their feelings about self. However, their success in finding employment was no higher than women with physical disabilities who had not had post-secondary education. This underscores the need for continued efforts to tackle attitudinal, architectural, and systemic barriers in the post-secondary and employment settings. Greater efforts are also needed to provide a wider range of educational choices, inclusive of professional and traditionally male-oriented fields of training, in order to increase opportunities for employment and resist further marginalization of women with disabilities" (p. 93).

Scott, S. S., & Gregg, N. (2000). Meeting the evolving education needs of faculty in providing access for college students with LD. *Journal of Learning Disabilities, 33*(2), 158-167.

Faculty play an essential role in providing access for college students with LD. Though many recommendations exist in the literature for educating faculty about their roles regarding students with LD, it is unclear whether these strategies are actually addressing faculty needs. To examine this issue, the evolving role of faculty is discussed. Current practices in faculty education pertaining to college students with LD are reviewed. Discrepancies between the evolving faculty role and current faculty education practices are examined. Guiding questions are proposed for expanding faculty education efforts and models to keep pace with the evolving faculty role in providing access for college students with LD.

Seccombe, J. A. (2007). Attitudes towards disability in an undergraduate nursing curriculum: A literature review. *Nurse Education Today, 27*(5), 459-465.

Through improved technology and treatment and ongoing de-institutionalisation, nurses will encounter growing numbers of people with disabilities in the New Zealand community and hospitals. Quality of nursing care is influenced by attitude and this study was to evaluate the effect of a curriculum change on the attitudes of two different streams of student nurses towards people with disabilities. During the year 2002 a focused disability unit was introduced to the revised undergraduate nursing curriculum of a major educational institution in New Zealand. The opportunity arose to consider student nurses' attitudes toward disabled people, comparing two streams of students undertaking two different curricula. A convenience sample of students completed the attitudes toward disabled persons questionnaire form B (Yuker, H.E., Block, J.R., Younng, J.H., 1970. The Measurement of Attitudes Toward Disabled Persons. INA Mend Institute, New York), prior to and on completion of their relevant disability unit. No statistically significant difference in scores was demonstrated. A number of possible reasons for this are suggested.

Seidel, K. (2005). Autopsy of a violent diagnosis: Deconstructing Mikita Brottman's "Nutty Professors." *Neurodiversity.com* [Website]. Retrieved from: http://www.neurodiversity.com/autopsy_of_a_violent_diagnosis.pdf.

This is an in-depth examination of the article "Nutty Professors" by Mikita Brottman, published in September 2005 in *The Chronicle of Higher Education* (see http://chronicle.com/free/v52/i04/04b00701.htm). The *Chronicle* article is about professors with alleged Asperger's syndrome that reaffirms the stereotypical notions of the "nutty" or "absent-minded" professor. Seidel, as a mother of a child with Asperger's, responds with an in-depth analysis that draws out the inferences of this article and how it can be seen as inflammatory and damaging to those on the autistic spectrum, especially those who may be entering higher education.

Shany, M., Wiener, J., & Assido, M. (in press). Friendship predictors of global self-worth and domain-specific self-concepts in university students with and without learning disability. *Journal of Learning Disabilities.*

> This study investigated the association among friendship, global self-worth, and domain-specific self-concepts in 102 university students with and without learning disabilities (LD). Students with LD reported lower global self-worth and academic self-concept than students without LD, and this difference was greater for women. Students with LD also reported that they had more stable friendships than students without LD. Students with LD were more likely to have higher global self-worth and self-perceptions of social acceptance if they had stable friendships and had relationships where they communicated spontaneously and frankly. None of the friendship variables predicted academic self-concept. Thus, having stable and intimate friendships is a protective factor in relation to global self-worth and social self-concept in university students with LD.

Shannon, C. D., Tansey, T. N., & Schoen, B. (2009). The effect of contact, context, and social power on undergraduate attitudes toward persons with disabilities. *Journal of Rehabilitation, 75*(4), 11-18.

> Negative perceptions and attitudes toward persons with disabilities persist. These invisible barriers serve to limit social interactions with persons with disabilities and fuel the reciprocity of negative attitudes. Research suggests that social proximity to disability is a major factor affecting how these attitudes manifest themselves. A sample of 218 undergraduate students completed the Attitudes Toward Disabled Persons Scale (ATDP), a direct measure of attitudes toward people with disabilities. Study findings suggest that representation of persons with disabilities in leadership roles in work, education, and other social settings may promote greater attitudinal shifts toward persons with disabilities than contact with persons with disabilities in non-authoritarian roles.

Shelton, M. W., & Matthews, C. K. (2001). Extending the diversity agenda in forensics: Invisible disabilities and beyond. *Argumentation and Advocacy, 38*(2), 121-129.

> Diversity issues have become a cornerstone of higher education, and forensic activities are certainly no exception to that rule. The forensic community has made remarkable progress with often socially marginalized demographic groups, particularly women and minorities. Perhaps the next logical step would be to consider other elements of that domain, such as those with invisible disabilities.

Shevlin, M., Kenny, M., & Mcneela, E. (2004). Participation in higher education for students with disabilities: An Irish perspective. *Disability & Society, 19*(1), 15-30.

> Third level institutions have been encouraged to facilitate greater access and participation for people from marginalized groups who have traditionally been excluded from higher education. In Ireland, as elsewhere, people with disabilities have been included in this process. Few studies have explored the quality of access and participation for students with disabilities within higher education, and this small scale qualitative study aimed to explore this issue. Students with disabilities reported variable access experiences within higher education and physical access remains a serious obstacle to full participation. Generally, there was a low level of awareness of student needs in relation to assistive provision and assessment. A positive and informed staff/college attitude proved crucial in ensuring access and equitable treatment. This research highlights the inherent limitations in the current piecemeal institutional response to provision for students with disabilities. A comprehensive access service is required that addresses the needs of all marginalized groups and becomes an integral part of the third level institution.

Skinner, M. E. (1998). Promoting self-advocacy among college students with learning disabilities. *Intervention in School and Clinic, 33*(5), 278-283.

> Due to a variety of factors, central among them federal law and the realization by parents and professionals that learning disabilities (LD) typically persist into adolescence and adulthood, services to students with LD in high school and postsecondary settings have increased dramatically over the past 10 years. Traditional programs for older students with LD frequently focus on college preparatory classes and study skills. Few programs place a major emphasis on teaching social skills such as self-advocacy that are necessary for academic success. The purpose of this article is to (a) provide an operational definition of self-advocacy as it pertains to adolescent and adult learners with LD in postsecondary settings, (b) describe model high school and college programs that teach self-advocacy skills, and (c) discuss important follow-up and support activities essential to the effective use of these skills.

Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in counselor education. *Journal of Counseling & Development, 86*(3), 303-309.

> As the counseling profession charts its future course, issues related to classism, ableism, and heterosexism remain fully incorporated within the multicultural/social justice curriculum. The authors define each of these forms of oppression, explicate their intersections with race, and summarize the resulting implications for counseling education and training.

Spenceley, L. (2012). 'The odd couple': An FE educator's perspective of the management of behaviour of 'special needs' learners in the Lifelong Learning Sector. *Research in Post-Compulsory Education, 17*(3), 311-320.

> The term 'Special Needs' is one which is poorly defined in general and particularly nuanced in the Lifelong Learning Sector, where its meaning has been extended to incorporate economic and social needs in addition to the more 'traditional' interpretation of the term. Although the sector apparently operates inclusively, welcoming learners with special needs, there are differences in the management of the behaviour and relationships of students, which are arguably generated by the varying definitions applied to the type and level of the challenges they face. This paper explores these differences by examining them from the philosophical standpoints of Bourdieu and Foucault.

Staeger-Wilson, K., Barnett, C., Mahoney, S., & Sampson, D. H. (2012, April). Planning for an inclusive campus recreation facility and program. *Recreational Sports Journal, 36*(1), 37-44.

> This best practice brief highlights the collaborative work among a disability resource professional, a university architect, campus recreation professionals, and students with disabilities to create a campus recreation center with universal design features and considerations for students with disabilities. This partnership served to illustrate that building to minimum compliance standards does not necessarily remove barriers to equitable participation for persons with disabilities. It became evident that valuing the disability experience led to high quality design and further programmatic and equipment considerations made to accommodate all. From this project, best practices in inclusive, usable, and equitable design and programmatic and equipment considerations for users with disabilities can be observed and applied to future projects.

Tait, K., & Purdie, N. (2000). Attitudes toward disability: Teacher education for inclusive environments in an Australian university. *International Journal of Disability, Development and Education, 47*(1), 25-38.

The Interaction with Disabled Persons Scale (IDP) was used to explore the attitudes of preservice teachers at a large Australian University to people with disabilities. Using structural equation modelling, the factor structure of the IDP Scale was tested. The best fitting model was found to be one in which there were four factors (Discomfort, Sympathy, Embarrassment, and Vulnerability) that were derived from 16 items. Although significant effects were found for type of course, age, gender, language, and frequency of contact, the magnitude of these effects was minimal. Changes in student teachers' attitudes toward disability over a one year general teacher training course were found to be minimal.

Taylor, G. & Palfreman-Kay, J. M. (2000). Helping each other: Relations between disabled and non-disabled students on Access programmes. *Journal of Further and Higher Education, 24*(1), 39-53.

This article highlights issues concerned with the nature of relationships between disabled students and their non-disabled peers in further education. An investigation of the relationships between disabled and non-disabled students is undertaken within a critical ethnographic framework. The interaction between students is located within a wider societal context, with a particular emphasis upon identifying the impact of oppressive social forces. Deaf students, and students with dyslexia are the particular focus of this article as a case study within a wider disability debate. The findings point to a lack of contact between disabled and non-disabled children in primary and secondary education as being an important factor in relationships between these two groups in tertiary education. A variation in experience is highlighted between the different colleges and also different Access programmes within the same institution, which raises questions about notions of fairness and equality within the Access system. Recommendations are made for the recruitment and induction of disabled and non-disabled students leading to a more integrated approach.

Vidali, A. (2009). Rhetorical hiccups: Disability disclosure in letters of recommendation. *Rhetoric Review, 28*(2), 185-204.

This article positions letters of recommendation as important and troubling indicators of faculty beliefs about diversity and access in higher education. I focus on the disclosure of disability, both by examining the history of disclosing stigmatized difference and by analyzing five letters of recommendation for an aspiring graduate student with a traumatic brain injury. I suggest that faculty must revise their letter-writing practices and engage in a type of rhetorical forecasting that questions well-intentioned disclosures of difference and imagines how various letters form a composite sketch of a candidate.

Vikerman, P. & Blundell, M. (2010). Hearing the voices of disabled students in higher education. *Disability & Society, 25*(1), 21-32.

Since the return of the Labour government to power in the UK in 1997 issues of social inclusion have risen up the political and statutory agenda within higher education (HE). This study reports the findings of disabled students lived experiences and views of transition from induction through to employability within one HE institution. The study examined the perspectives of disabled students via a questionnaire and face-to-face interviews. It found that there was still much work to be done in levelling HE experiences for disabled students and identified five key issues that should be addressed in order to enable access and entitlement to HE. These are pre-course induction support,

commitment by HE institutions to facilitating barrier free curricula, consultation with disabled students, institutional commitment to develop support services and embedding of personal development planning.

Vogel, S. A., Leyser, Y., Wyland, S., & Brulle, A. (1999, June). Students with learning disabilities in higher education: Faculty attitude and practices. *Learning Disabilities Research & Practice, 14*(3), 173-186.

Prior research indicated that academic success for students with learning disabilities (LD) is enhanced when faculty members are willing to make accommodations. This investigation explored faculty attitude and practices toward providing teaching and examination accommodations for students with LD in higher education. All full-time and part-time faculty teaching in a large midwestern, public, doctoral-granting university were asked to respond to a survey regarding their background knowledge about learning disabilities and the relevant legislation, their firsthand experience teaching such students, their willingness to provide accommodations, and their judgment of the fairness of providing accommodations vis-a-vis students without disabilities. Faculty (N = 420) indicated slightly greater willingness to provide teaching accommodations as compared to examination accommodations (EA). The highest level of willingness was reported for allowing students to tape-record lectures. Faculty members were least willing to provide supplementary materials such as an outline of their lecture or to provide assignments in an alternative format. Faculty members were most willing to allow extended time for exams and to allow exams to be proctored in the office of support services for students with disabilities. Faculty were least willing to alter the format of examinations. Factors that may have influenced faculty attitude include age, academic discipline, experience teaching students with LD, years of teaching experience, and professional rank.

Wehman, P. (Ed.). (2001). Postsecondary Education and Disability [Special Issue]. *Journal of Vocational Rehabilitation, 16*(3-4).

"Going to college is a dream and aspiration for many students in high school. Students with disabilities are no different. There are several reasons why college, especially 4 year college, is an important experience and outcome. First, the clearest path to a meaningful career that pays a good income continues to be a college diploma. The actual grades achieved and status of the college is less important than actual completion. Persons with disabilities are more likely to be unemployed than those without disabilities. College can make a major difference.

Second, the personal and emotional adjustment associated with learning to live away from home on a college campus is an excellent bridge to adulthood. The financial, academic, mobility, and interpersonal skill and planning that are required in college, along with the ability to self-advocate, are invaluable and absolutely necessary for success in college.

A third reason for going to college is to create new friendships and social networks can be established. Living on campus helps to create a different social support group than family and local community friends. This network is one more resource for students to draw upon as they enter adulthood.

Clearly, the number of students identified by schools as disabled has increased significantly. It is evident, however, that many students with disabilities do not identify or self disclose to college officials so this number may significantly understate the total. Many of these students hope to pursue education beyond high school. As they do educational professionals must be prepared to help students with disabilities face the realities of the more competitive college level environment.

It is our hope that this issue will provide a critical mass of information to help teachers, counselors, and family members in the college decision making process. A job is not enough – a college education is the first goal to which students with disabilities should point" (p. 141).

Articles in this feature issue include:

- Interagency Partnerships and Funding: Individual Supports for Youth with Significant Disabilities as They Move into Postsecondary Education and Employment Options
- Post-secondary Educational Practices for Individuals with Mental Retardation and Other Significant Disabilities: A Review of the Literature
- A 20/20 Analysis of Postsecondary Support Characteristics
- Preparing Students with Mild Disabilities for Careers in Technology: A Process and Recommendations from Iowa's High School High Tech Program
- Current Status of Educational Support Provision to Students with Disabilities in Postsecondary Education
- Cultural Empowerment: Tools to Engage and Retain Postsecondary Students with Disabilities
- A Collaborative Model to Promote Career Success for Students with Disabilities
- Disability Eligibility Issues and University Student Assessment Outcomes

Williams, M., & Upadhyay, W. S. (2003). To be or not to be disabled. *Women & Therapy, 26*(1), 145-154.

This narrative consists of two sections that describe the experience of a graduate student with a learning disability. The first section documents the first author's process of coming to understand and accept the positive and negative impacts of her learning disability. This author explains how others (e.g., parents, teachers, therapists, coaches) have exhibited a natural tendency to underestimate the pervasiveness of the disability. The second section reflects the experience of the first author's coach in working with the first author around her learning disability. Potential implications for therapists working with learning-disabled clients are also discussed throughout the article.

Wilson, K., Getzel, E., & Brown, T. (2000). Enhancing the post-secondary campus climate for students with disabilities. *Journal of Vocational Rehabilitation, 14*(1), 37-50.

As a result of a combination of legislative, academic and social changes, increased numbers of students with disabilities are considering post-secondary education as a viable option [2]. Students with disabilities view access to post secondary education as (1) an opportunity to enhance their chances of obtaining and maintaining employment [1], (2) a means of earning a higher annual income [4], and (3) a pathway to life-long independence and a greater quality of life. With a greater number of students with disabilities enrolling in colleges and universities nationwide, it is become more apparent however, that many campuses are not equipped to meet the unique and varied needs of these students. Just because access to post-secondary education is increasing for students with disabilities, it does not always follow that students selecting this option will discover welcoming, supportive campus climates, programming and services that will facilitate choice, independence, and social participation, or adequate supports to promote academic success. Even at universities that have a solid record of developing and implementing model service delivery activities in support of students with disabilities, it is questionable as to whether these activities have, to any significant degree, impacted the underlying campus climate.

Wolstenholme, C. (2010, August). Including students with personal care and physical needs: A discussion of how attitudes of school and college staff impact on effective educational inclusion. *Support for Learning, 25*(3), 146–150.

> This article explores the different ways in which inclusion is interpreted in the context of students who have personal care and physical needs. This varies according to professional and role orientations. The author gathers the views of practitioners in schools and colleges, as well as those working in local authority settings. The findings indicate variations in the level of willingness to include these students, and suggest the need for greater consistency in approach if the needs of such young people are to be met.

Zhang, D., Leena, L., Reber, A., Yuan, H., Kwok, O., & Benz, M. (2010, July). University faculty knowledge, beliefs, and practices in providing reasonable accommodations to students with disabilities. *Remedial and Special Education, 31*, 276-286.

> University faculty members play an essential role in ensuring that students with disabilities receive a quality postsecondary education. Many factors influence the willingness of faculty to provide quality services. The purpose of this survey study was to identify these influential factors through a structural equation modeling model. Findings indicate that faculty personal beliefs have the most direct influence on provision of reasonable accommodations; knowledge of legal responsibilities and perceived institutional support directly influence personal beliefs. Suggestions for training programs and interventions are made to improve faculty personal beliefs and enhance their provision of accommodations and support to students with disabilities.

AUTISM/ASPERGERS SYNDROME

This section focuses on the many issues related to individuals who identify themselves as autistic or are diagnosed within the autistic "spectrum" who participate in postsecondary education. Most of these resources offer examinations of those factors related to those participating in postsecondary education and where possible include perspectives of autistic students, staff or faculty themselves.

Adreon, D., & Durocher, J. S. (2007). Evaluating the college transition needs of individuals with high-functioning autism spectrum disorders. *Intervention in School and Clinic, 42*(5), 271-279.

> Increased attention has been given recently to the needs of students with learning and developmental disabilities who are transitioning from high school to college. This is especially important for students with high-functioning autism spectrum disorders (ASD), who are likely to experience significant and unique challenges in adjusting to postsecondary educational settings. After an overview of diagnostic criteria, symptom presentation, and treatment approaches for high-functioning students with ASD, this article discusses the type of difficulties students may encounter across various domains, including socialization, communication, independent daily living skills, academic functioning, and self-advocacy. The article concludes with recommendations for areas to be evaluated and addressed when determining the supports students with high-functioning ASD need to succeed in meeting the organizational, academic, and social demands of college life.

Ashkenazy, E., & Latimer, M. (Eds.). (2011). *Navigating college: A handbook on self advocacy written for autistic students from autistic adults.* Washington, DC: Autistic Self-Advocacy Network. Retrieved from: http://navigatingcollege.org.

"Leaving high school and going to college is complicated for everyone. But if you're a student on the autism spectrum who is about to enter higher education for the first time, it might be a little bit more complicated for you.

Maybe you're worried about getting accommodations, getting places on time, or dealing with sensory issues in a new environment. Maybe you could use some advice on how to stay healthy at school, handle dating and relationships, or talk to your friends and classmates about your disability. Maybe you want to talk to someone who's already dealt with these issues. That's where we come in.

Navigating College is an introduction to the college experience from those of us who've been there. The writers and contributors are Autistic adults, and we're giving you the advice that we wish someone could have given us when we headed off to college. We wish we could sit down and have a chat with each of you, to share our experiences and answer your questions. But since we can't teleport, and some of us have trouble meeting new people, this book is the next best thing."

Ashby, C. E., & Causton-Theoharis, J. (2012). "Moving quietly through the door of opportunity": Perspectives of college students who type to communicate. *Equity & Excellence in Education, 45*(2), 261–282.

Colleges and universities across the United States are becoming increasingly diverse. That increased diversity includes students who do not use speech as their primary means of expression. This qualitative study focuses on the experiences and challenges of higher education for individuals with autism who type to communicate using a method known as facilitated communication. This article focuses on the perspectives of these individuals as they make sense of their inclusion in and, at times, exclusion from higher education, particularly their academic and social access. In addition, the findings of this research indicate that while there are structural and classroom supports that are helpful for individuals who type to communicate, their participation and meaningful inclusion is also incumbent on attitudinal factors and how receptive faculty and staff are to the students' method of communication. While there is still much work to be done in the area of higher education for individuals with more complex needs, this study highlights the promise of higher education for this new population of students.

Beardon, L., Martin, N., & Woolsey, I. (2009, October). What do students with Asperger syndrome or highfunctioning autism want at college and university? (in their own words). *Good Autism Practice (GAP), 10*(2), 35-43.

Historically, there have been very few mid- or large-scale emancipatory studies in the United Kingdom (or elsewhere) which place the views of individuals with Asperger syndrome/high-functioning autism (AS/HFA) centre stage. Consequently, knowledge of best practice in further and higher education for learners with AS/HFA, which is directly informed by the student voice, remains limited. This study by staff at Sheffield Hallam University, explored the perceptions of 238 adults with AS/HFA about challenges and support at college and university. Difficulties relating to social interaction, the social environment, other people's understanding of AS/HFA, and course structure and curriculum requirements were cited most frequently. Good practice suggestions are made arising from data providing evidence on which to base provision.

Bowen, K., & Foss, C. (2008, Fall). Autism: The lived experience. In A. Vidali, M. Price, & C. Lewiecki-Wilson (Eds.), Disability Studies in the Undergraduate Classroom, Pt. 5: Writing Autism in the College Curriculum [Special Topic]. *Disability Studies Quarterly, 28*(4). Retrieved from: http://dsq-sds.org/article/view/148/148.

"In Spring 2008 I taught a first-year seminar on Representations of Autism in Contemporary Literature and Film. The course engaged issues surrounding autism, and by extension, various disability issues such as autonomy, civil rights, difference, dignity, discrimination, education, family, health care, and the like. From day one, Kerry Bowen distinguished herself as an excellent writer and an indispensable contributor to our weekly meetings. Her short essay below was completed while Kerry was still a first-year student, and this is her response to the second assignment in the course, which invited a critical engagement with our readings and a detailed argumentative analysis of someone else's account of the lived experience of disability. This assignment grew from a unit on nonfiction narratives about autism, which included Temple Grandin's 1986 *Emergence: Labeled Autistic*, Barbara LaSalle's 2003 *Finding Ben: A Mother's Journey through the Maze of Asperger's*, John Elder Robison's 2007 *Look Me in the Eye: My Life with Asperger's*, and Jenny McCarthy's 2007 *Louder than Words: A Mother's Journey in Healing Autism*.

In response to the assignment, all but three students focused on autism, and there was a wide range of approaches. They included a personal essay relating a sibling's lived experience with autism and four arguments about the lived experience of autism in terms of one particular treatment option (the Defeat Autism Now!, or DAN!, Protocol), of the educational system, of the financial cost for families, and of the need for equal rights on a global scale. The rest featured critical arguments about one or more of the readings, though only one essay took the extra step of bringing in a text I had not assigned (Daniel Tammet's *Born on a Blue Day*), and this was Kerry's essay. In my own work on autism I privilege texts that represent it as human variation and difference (as opposed to texts that suggest it is a defect to be cured), but I had taken pains to present the two scripts as objectively as possible during class. As such, Kerry's essay is the result of her own decision to pursue a thesis that insisted upon respect for autism as human variation and difference."

Brown, K. R. (2012). *Institutional practices that support students with autism spectrum disorders in a postsecondary educational setting.* Unpublished doctoral dissertation, Higher Education Administration, Bowling Green State University, Bowling Green, OH. Retrieved from: http://etd.ohiolink.edu/send-pdf.cgi/Brown%20Kirsten %20Ruth.pdf?bgsu1332120965.

11% of college students have a disability (Newman, Wagner, Cameto, Knokey, & Shaver, 2010). Existing research indicates that students with disabilities have difficulty with retention and graduation (Newman, Wagner, Cameto, & Knokey, 2009). Autism Spectrum Disorder (ASD) is a type of disability that has increased among students in secondary education (Rice, 2009), yet the prevalence of students with ASD in postsecondary education is just starting to be documented. Information about programs, services, and reasonable accommodations in higher education that support students with ASD remains incomplete.

This study applied a mixed-methods approach to a randomly selected national sample of postsecondary institutions to provide insight into effective interventions that support students with ASD. This study used a web-based survey and yielded a 41.9% return rate. Findings indicate that a "base level" of support exists at the vast majority of institutions. Additionally, 28.3% of institutions offered ASD specific services free-of-charge; whereas 2.2% provided ASD specific services for an additional fee. This research revealed significant differences in the number of students with ASD by institution type; however, there were no significant differences in the provision of ASD specific programs. Fifty-five to sixty percent of institutions used workshops, in-services, or online

information to educate faculty regarding ASD specific issues. Logistical regression models indicated that existing programs are the strongest predictors of whether or not an institution offers ASD specific services and educates faculty regarding ASD issues. Successful interventions that support students with ASD educate community members (e.g., residence life staff), target ASD specific issues (e.g., transition), and address the institutional culture (e.g., diversity on campus).

Successful interventions also have a proactive purpose and honor the value criterion of equity. Pitfalls to avoid when designing interventions include "one-size-fits-all" programs. Practitioners must carefully consider cost, feasibility, and political support for neurodiversity. Institutions without ASD specific programs support students by using existing reasonable accommodations or general services.

Implications of the findings and recommendations for future research are discussed. Notably, future research should consider exploring the effectiveness of transition programs to support students with ASD.

Camarena, P. M., & Sarigiani, P.A. (2009). Postsecondary educational aspirations of high-functioning adolescents with autism spectrum disorders and their parents. *Focus on Autism and Other Developmental Disabilities, 24*(2), 115-128.

Individual interviews with 21 high-functioning adolescents diagnosed with an autism spectrum disorder and their parents were used to assess postsecondary educational aspirations and thoughts concerning obstacles and resources that shape educational achievement of this group. The results from these semistructured interviews revealed that both the adolescents and their parents have clear postsecondary educational goals but have significant concerns about the readiness of postsecondary institutions to meet the adolescents' needs. The special significance of social challenges and the ways that families frame educational aspirations are noted. Results from this analysis have direct application to both educational and family settings.

Connor, D. J. (in press). Kiss my Asperger's: Turning the tables of knowledge. *International Journal of Inclusive Education.*

Since the early 1990s Asperger's syndrome (AS) has steadily gained media attention and public recognition to the point of being described as a cultural obsession. Using multi-method inquiry this paper: (1) challenges prevailing medicalised discourses of AS by including a satire of the Diagnostic and Statistical Manual of Mental Disorders-IV (DSM-IV) [1994. Washington, DC: American Psychiatric Publishing] and a critique of advertisements created about AS and other related disabilities; (2) offers alternative interpretations within social, cultural, historical, and personal contexts; (3) foregrounds the experience and understanding of AS from individuals with AS; (4) contemplates the need for schools and colleges to become more receptive to neurodiversity, and to support students with AS. The author calls attention to the ongoing problematics of defining AS and illustrates how disability studies in education helps reframe AS in diverse ways, valuing the ontological and epistemological differences between 'official' representations and individuals with the AS label.

Chown, N. & Beavan, N. (in press). Intellectually capable but socially excluded? A review of the literature and research on students with autism in further education. *Journal of Further and Higher Education.*

As autism is a social learning disability it is a disadvantage in any social setting such as a classroom. The 1990s saw a surge of young people diagnosed with autism who are now approaching college age; indeed there is evidence that students with autism are becoming a significant cohort in further education. However, anecdotal evidence suggests that such students are often the subject of

substantial barriers due to a general lack of awareness and understanding of autism, and its educational implications. We report here the results of our review – for the Dudley College – of literature and research relating to autism in further education. After setting the scene, we highlight key research findings and guidance from the literature on how to break down barriers.

Fleischer, A. S. (2012). Alienation and struggle: Everyday student-life of three male students with Asperger Syndrome. *Scandinavian Journal of Disability Research, 14*(2), 177-194.

This article analyses how three students with Asperger Syndrome (AS) involved in higher education, in Sweden, perceive their everyday life as a student. The aim of the study was to describe the kind of support offered within a freedom of choice system to determine whether the support given by the university acts as a facilitator or as a barrier. The approach is a case study methodology. Nine interviews, three for each student, are analysed as narratives, based on units of meaning and categories. Two main themes emerged from the analysis: (1) The feeling of Alienation is characterized by the students' perceptions of being outsiders and having to deal with everyday student-life issues instead of engaging in their studies; (2) Struggle - the paradox of handling the feelings of belonging to a community and gaining confidence in being 'odd', but acknowledged. Conclusion: freedom of choice demanding logical reasoning can become a burden for students with AS and support given by the universities is sometimes perceived more as a barrier than as a facilitator.

Fleischer, A. S. (2012, March). Support to students with Asperger syndrome in higher education: The perspectives of three relatives and three coordinators. *International Journal of Rehabilitation Research, 35*(1), 54-61.

An increasing number of students with disabilities attend institutes of higher education (HE). Among this group are persons with Asperger syndrome (AS). Persons with AS have a cognitive impairment that can interfere with their studies and the ability to describe their needs and ask for support. This study deals with an assessment of the support services for students with AS from the perspectives of the students' relatives and the students' service providers at the universities they attend. The aim of this study was to investigate (a) earlier experiences and events in relation to the transition of students with AS to higher education, according to the relatives' perceptions of how these experiences and events affect university studies; and (b) the perceptions of both the relatives of students with AS and the coordinators for students with disabilities with respect to the study environment and support for students with AS. The approach is a case study methodology involving relatives and university coordinators for three students with AS. The coordinators' way of working with students with disabilities is primarily based on the coordinators' own ideas. No specific organizational routines exist for students with AS. The results reveal that the needs of students with AS have to be made explicit and must be incorporated into the support system. Relatives lack information about the situation and opportunities to engage in collaboration. Universities must adapt the support system to the cognitive impairments experienced by AS students and the difficulties of their everyday lives. The relatives of students with AS may play the central role in supporting the students and in understanding their impairment.

Glennon, T. J. (2001). The stress of the university experience for students with Asperger syndrome. *Work: A Journal of Prevention, Assessment and Rehabilitation, 17*(3), 183-190.

College students, with or without disabilities, are faced with numerous stressful situations within the university environment. For an individual diagnosed with Asperger syndrome, success at this level requires non-traditional supports. With limited knowledge of this disorder, the university staff are

faced with a distinct disadvantage in their efforts to outline an appropriate plan. While providing traditional academic assistance is now commonplace, federal laws mandate that universities widen the scope of support so as not to exclude any student from campus activities or programs. In an effort to provide a framework for support, this article interfaces diagnostic information with the realities of college life. Areas of focus include the transition process, social rules, engagement in academic activities, and mastering a new life of independence. It is hoped that the presented suggestions might prove helpful as universities begin to establish service support teams and outline plans of support.

Hart, D., Grigal, M., & Weir, C. (2010). Expanding the paradigm: Postsecondary education options for individuals with autism spectrum disorder and intellectual disabilities. *Focus on Autism and Other Developmental Disabilities, 25*(3), 134-150.

This article will provide an overview of postsecondary education (PSE) options for students with Autism Spectrum Disorder (ASD) and other Intellectual Disabilities (ID). Topics include a historical and philosophical discussion outlining how students with ASD and ID can benefit from postsecondary opportunities, a description of current PSE options, and models of implementation. In conclusion, implications and recommendations for future research, training and technical assistance are provided.

Hendricks, D. R., & Wehman, P. (2009, June).Transition from school to adulthood for youth with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 24*(2), 77-88.

The transition from school services to adulthood can be particularly difficult for many adolescents with autism spectrum disorders (ASD). Although some individuals with ASD are able to successfully transition, most are faced with significant obstacles in multiple areas as they attempt to negotiate their way into college, work, community participation, and independent living. This article contains a review of research related to the transition from school to adulthood for youth with ASD in the areas of education, employment, community living, and community integration. These key areas of the transition process are crucial for success in adulthood. A summary of principal conclusions drawn from the current literature and suggestions for future research are provided.

Jamieson, C. (2004). *Managing Asperger syndrome at college and university: A resource for students, tutors and support services.* New York: David Fulton Publishers/Routledge.

Meeting the demands of student life can be tough, especially for students with Asperger Syndrome. This book is full of practical suggestions on how to make the post-16 educational experience a good one. Advice is based upon sound knowledge of theory and practice and includes:

- taking steps towards selecting the right course at the right institution
- coping strategies to use in academic and social situations
- advice to help students who are living away from home
- a CD containing time-saving resources
- how other students, tutors and disability services can help
- useful references and addresses showing where to go next.

This is an important text for students with Asperger Syndrome, their support staff and personal tutors in institutes of Higher Education, student counsellors, parents and Connexions advisors.

Jenner, S. (2010, October). The application process and provision for students with Asperger syndrome at UK universities: Suggestions for parents, carers and students as to how to get started and what to ask. *Good Autism Practice (GAP), 11*(2), 32-34.

Sue Jenner is the mother of a 19 year old student with Asperger syndrome. She also works as a Learning Support Teacher. Her son has successfully made the transition from school to university and has completed his first year studying History and International Relations. There are many factors to consider when choosing a university and in discussing the support required. In this paper, Sue highlights many of the areas which need to be considered and provides very valuable information on how to find out what can be provided. Given that many young people on the autism spectrum are academically able to attend university, it is essential that detailed plans are made and appropriate support put in place and articles such as this help all concerned to ensure this happens.

Jurecic, A. (2007, May). Neurodiversity. *College English, 69*(5), 421-442.

Autism is a neurobiological disorder that often becomes evident in very early childhood, and is characterized by impairments in social interaction and communication, and also by fixed and repetitive behavior. Moreover, people with Asperger's Syndrome are on the less severe end of the autism spectrum, who possess average to above-average cognitive and verbal abilities, while also exhibiting impaired social abilities and the fixed patterns of interest typical of autism. Considering the definitions, a growing and vocal set of autistic activists, under the banner of "neurodiversity", are demanding that autism be accepted and respected not as a disorder, but as a variation in "brain wiring". With the increase in recognition that began in 1987, early educational intervention for children with Autism Spectrum Disorders expanded. Because of the efforts of researchers, educators, and parents, more such children receive early training designed to facilitate the development of language and social skills, and this has enabled a greater proportion to function in regular classrooms. Here, Jurecic highlights her college teaching experience with an autistic student named Gregory, and discusses the corresponding need for effective education for autistic students. She emphasizes that the presence of students like Gregory in college classes will surely compel educators and researchers to develop new theories, practices, and policies, as it also simultaneously requires the revision of the current conception of difference.

Krell, M., & Pérusse, R. (2012, October). Providing college readiness counseling for students with autism spectrum disorders: A Delphi study to guide school counselors. _Professional School Counseling, 16_(1), 29-39.

This study used the Delphi method to examine school counselors' roles for providing equitable college readiness counseling for students with autism spectrum disorders (ASD). Participants included an expert panel of 19 individuals with experience and knowledge in postsecondary transition for students with ASD. Expert participants identified 29 tasks of school counselors for providing equitable college readiness counseling to students with ASD, such as encourage student involvement in the transition planning process, collaborate with parents, and conduct workshops for students with ASD and their parents about college transition. This article provides practical implications and recommendations based on the study results.

Lane, J., & Kelly, R. (2012) *Autism and Asperger's syndrome in the law student: Making accommodations in academic assessments.* Paper presented at 47th Annual Conference (Re)assessing Legal Education, 1st April - 3rd April 2012, Lady Margaret Hall, Oxford, UK. Retrieved from: http://eprints.hud.ac.uk/13546/.

"Students with ASD and Asperger's Syndrome will form an ever-increasing sector of the student cohort, both in Further and Higher Education, and it is important that we, as academics, take a proactive stance and fully embrace our legal and moral duties towards fully supporting these students. There are a number of adjustments that can be made, and most of them will result in improvements to the learning experience of the entire student cohort." (p. 14).

Lewiecki-Wilson, C., Dolmage, J., Heilker, P., & Jurecic, A. (2008, January). Comment & response: Two comments on "*Neurodiversity.*" *College English, 70*(3), 314-325.

Lewiecki-Wilson et al. comment on an article by Ann Jurecic regarding neurodiversity, which covers autism and the teaching of writing. Although there was much to be agreed about in the article, they say that Jurecic remains rooted in a normate stance--from invoking a single monolithic form of the academic essay to assuming the central position that enables one to diagnose others and make judgments about them. In her response, Jurecic says that if cognitive analysis of autism are handled with sensitivity and intelligence, and if one keeps in mind the history of educational exclusion and the insights of disability studies, they can be used instead to inform effective instruction of students who would otherwise struggle to learn in college classrooms.

MacLeod, A., & Green, S. (2009). Beyond the books: Case study of a collaborative and holistic support model for university students with Asperger syndrome. *Studies in Higher Education, 34*(6), 631-646.

This article reflects on the experience of one UK higher education institution in its efforts to develop more effective support mechanisms for the growing numbers of students with Asperger syndrome and autism, in collaboration with a specialist support organisation. Case studies are used to illustrate the complex needs of this group of students. The authors found that this collaborative model was useful in enabling a very stretched student support service to offer an individualised and holistic model of support, in keeping with the needs associated with Asperger syndrome and autism. It is proposed that the model described here, although not without its own limitations, follows the best practice guidance laid down by the UK Disability Discrimination Act, and could be beneficial to students with other disabilities. Of particular note is the need for student support services to view pastoral, non-academic support as being central to the support that they offer.

Madriaga. M. (2010). 'I avoid pubs and the student union like the plague': Students with Asperger Syndrome and their negotiation of university spaces. *Children's Geographies, 8*(1), 23-34.

Research was conducted to gain insight into the lives of students with Asperger Syndrome (AS) during their transitions into higher education. Eight students were recruited from across the United Kingdom to partake in a year-long longitudinal study that incorporated life-history interviews. In their responses, the majority of interviewees identified spaces within their universities as being inaccessible. They found obstacles locating themselves in spaces where other students generally tend to congregate (e.g. student unions, pubs, libraries) due to their sensory impairments. As a result, a number of respondents experienced difficulty engaging socially in university life. This paper explores how students with AS and hypersensitivities negotiated these barriers. While some experienced a sense of ease, others were not as successful. This difference in experience, as argued here, reflects the diversity of individuals who have AS. Reflecting upon this diversity, it is hoped this paper will contribute to raising the profile of young adults with AS and wider questions about disabled student support provision in higher education.

Madriaga, M., & Goodley, D. (2010). Moving beyond the minimum: Socially just pedagogies and Asperger's syndrome in UK higher education. *International Journal of Inclusive Education, 14*(2), 115-131.

A year-long longitudinal study was conducted to gain insight into the lives of eight students who had a label of Asperger's syndrome during their transitions into higher education in the UK. Reflecting on life history data, the findings suggest that universities might actually be maintaining and (re)producing barriers that perpetuate the exclusion and ghettoisation of disabled people. The analysis goes beyond an acknowledgement of institutional disabling practices to pinpoint the subtle impacts of issues of pedagogy, learning, teaching, and assessment. It is argued, therefore, that inclusive education needs to engage more directly with the specific issues faced by learners with the label of Asperger's syndrome. However, rather than viewing this as an issue of special education for distinctly impaired learners, Asperger's syndrome must be understood with reference to wider questions of how higher educators respond to diversity and difference.

Mallett, R., & Runswick-Cole, K. (2012). Commodifying autism: The cultural contexts of 'disability' in the academy. In D. Goodley, B. Hughes, & L. Davis (Eds.), *Disability and social theory: New developments and directions* (pp. 33-51). New York: Palgrave Macmillan.

"In this chapter we are interested in approaching autism *critically*. We seek to understand the cultural contexts of this academic presence and think through its implications. By positioning academia as part of contemporary consumer culture, we borrow from Marxist-inspired theories to conceptualise the processes by which 'seemingly the most enigmatic of conditions'...has become produced, traded and consumed within the social sciences" (p. 33).

Miller, E. (2004, July). *Autism: Challenges relating to secondary transition.* Alexandria, VA: Project Forum at NASDSE. Retrieved from: http://www.projectforum.org/docs/autism_secondary_transition.pdf.

"The purpose of this document is to describe the efforts of several state education agencies (SEAs) to address the needs of transition-aged students with autism, describe the major barriers to providing effective secondary transition services to this population and generate policy recommendations" (p. 1).

Morris, C. (2011). The Aspect project: Working together to enhance the learning experiences of students with Asperger syndrome at the University of Brighton. In G. Wisker, L. Marshall, N. Edmond, & S. Greener (Eds.), *Partnerships: Articles from the Learning and Teaching Conference 2010* (pp. 34-38). East Sussex, UK: University of Brighton Press. Retrieved from: http://www.brighton.ac.uk/snm/mentorship/RippleEffectPartnerships.pdf#page=34.

The Aspect project built on ongoing partnership between the Centre for Learning and Teaching and Disability and Dyslexia team. Responding to increasing numbers of students with Asperger syndrome (AS) presenting to Student Services, and in line with the requirement to anticipate disabled students' needs, it sought to identify ways to enhance their learning experiences. Previous research indicates that people who have AS face significant barriers and a lack of awareness. The team therefore worked to heighten awareness across the university through consultation, staff development and research. People with AS, and experience of higher education, participated in interviews, identifying barriers they have faced and making recommendations. The research found that a combination of

inclusive teaching, specialist support and ongoing awareness raising in staff and student populations is an ideal way forward to ensure the best possible learning experience for this group of students.

Nevill, R. E. A., & White, S. W. (2011). College students' openness toward autism spectrum disorders: Improving peer acceptance. *Journal of Autism and Developmental Disorders, 41*(12), 1619-1628.

One probable consequence of rising rates of autism spectrum disorder diagnosis in individuals without co-occurring intellectual disability is that more young adults with diagnoses or traits of ASD will attend college and require appropriate supports. This study sought to explore college students' openness to peers who demonstrate ASD-characteristic behaviors. Results showed a significant difference in openness between students who had a first-degree relative with an ASD (n = 18) and a gender-matched comparison group of students without such experience (F = 4.85, p = .035). Engineering and physical science majors did not demonstrate more overall openness. Universities should make efforts to prevent social isolation of students with ASD, such as programs to educate students about ASD and supports to ease college transition.

Pillay, Y., & Suniti Bhat, C. (2012). Facilitating support for students with Asperger's syndrome. *Journal of College Student Psychotherapy, 26*(2), 140-154.

The number of students with Asperger's Syndrome enrolled at tertiary institutions in the United States continues to increase. This can be attributed to: (a) the passage of legislations such as the Individuals with Disabilities Act (IDEA) and the Americans with Disabilities Act of 1990 (ADA); (b) revisions to the Diagnostic and Statistical Manual (DSM); and (c) early intervention and treatment. Although the increase may be an indicator that a climate of inclusion for individuals with Asperger's Syndrome has been created, many institutions are not adequately prepared to accommodate these students. In order to serve students with Asperger's Syndrome effectively, collaboration between several university entities is necessary. The authors highlight the pivotal role that college counselors can play in providing direct support to students with Asperger's Syndrome and in facilitating and coordinating inputs from other sectors of the college environment such as disability services, faculty members, and residence-life staff.

Prince-Hughes, D. (2002). *Aquamarine blue 5: Personal stories of college students with autism.* Athens, OH: Ohio University Press.

Edited by a professor of anthropology, this book features stories by college students diagnosed with autism or Asperger's. Their voices describe positive aspects of autism, as well as some challenges of a college environment, while also illustrating the diversity of students behind any single disability label or diagnosis.

Roberts, K .D. (2010). Topic areas to consider when planning transition from high school to postsecondary education for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 25*(3), 158-162.

For many individuals with an autism spectrum disorder (ASD), attending and completing postsecondary education is a viable option. However, success in postsecondary education for these individuals may require more planning and ongoing support than students without an ASD. This article provides educators and transition support personnel with a range of topics to consider when working with students with ASD and their families to develop a comprehensive transition plan. These topic areas include career exploration, academic goal setting and preparation, assessing and knowing

learning styles, self-advocacy skills, reasonable accommodations, academic supports, interagency collaboration, technology, and time management skills.

Robertson, S. M., & Ne'eman, A. D. (2008, Fall). Autistic acceptance, the college campus, and technology: Growth of neurodiversity in society and academia. In A. Vidali, M. Price, & C. Lewiecki-Wilson (Eds.), Disability Studies in the Undergraduate Classroom, Pt. 5: Writing Autism in the College Curriculum [Special Topic]. *Disability Studies Quarterly, 28*(4). Retrieved from: http://www.dsq-sds.org/article/view/146/146.

This paper presents an in-depth examination of autistic acceptance on college campuses from the perspective of two academic scholars who are both autistic. This inquiry first describes the history of the emergence and growth of the neurological diversity and autistic rights movements. These movements led to the development of a unified autistic disability culture and community. Then the paper shares how autistic acceptance on college campuses has received increasing attention in parallel with expanded focus on autistic acceptance in society. It highlights major challenges impacting autistic people attending colleges and universities, as well as potential solutions for resolving those challenges and cultivating understanding and support of autistic people among the broader culture of colleges and universities.

This paper examines the emergence of autistic acceptance in society and the growth of support for autistic people on the college campus. It is written from the authors' perspectives as autistic persons who pursued college studies, and both authors are active scholars and advocates in the cross-disability community.

Seidel, K. (2005, September 29). Autopsy of a violent diagnosis: Deconstructing Mikita Brottman's "Nutty Professors." *Neurodiversity.com* [Website]. Retrieved from: http://www.neurodiversity.com/autopsy_of_a_violent_diagnosis.pdf.

This is an in-depth examination of the article "Nutty Professors" by Mikita Brottman, published in September 2005 in *The Chronicle of Higher Education* (see http://chronicle.com/free/v52/i04/04b00701.htm). The *Chronicle* article is about professors with alleged Asperger's syndrome that reaffirms the stereotypical notions of the "nutty" or "absent-minded" professor. Seidel, as a mother of a child with Asperger's, responds with an in-depth analysis that draws out the inferences of this article and how it can be seen as inflammatory and damaging to those on the autistic spectrum, especially those who may be entering higher education.

Shattuck, P. T., Carter Narendorf, S., Cooper, B., Sterzing, P. R., Wagner, M., & Lounds Taylor, J. (2012). Postsecondary education and employment among youth with an autism spectrum disorder. *Pediatrics, 129*, 1042–1049.

OBJECTIVES: We examined the prevalence and correlates of postsecondary education and employment among youth with an autism spectrum disorder (ASD).

METHODS: Data were from a nationally representative survey of parents, guardians, and young adults with an ASD. Participation in postsecondary employment, college, or vocational education and lack of participation in any of these activities were examined. Rates were compared with those of youth in 3 other eligibility categories: speech/language impairment, learning disability, and mental retardation. Logistic regression was used to examine correlates of each outcome.

RESULTS: For youth with an ASD, 34.7% had attended college and 55.1% had held paid employment during the first 6 years after high school. More than 50% of youth who had left high school in the past 2 years had no participation in employment or education. Youth with an ASD had the lowest rates of

participation in employment and the highest rates of no participation compared with youth in other disability categories. Higher income and higher functional ability were associated with higher adjusted odds of participation in postsecondary employment and education.

CONCLUSIONS: Youth with an ASD have poor postsecondary employment and education outcomes, especially in the first 2 years after high school. Those from lower-income families and those with greater functional impairments are at heightened risk for poor outcomes. Further research is needed to understand how transition planning before high school exit can facilitate a better connection to productive postsecondary activities.

Smith, C. P. (2007, September). Support services for students with Asperger's syndrome in higher education. *College Student Journal, 41*(3), 515-531.

The study examines the following research question: What are the needs of students with Asperger's Syndrome (AS), and what are the services and accommodations available to them at the post-secondary level? An increasing number of individuals diagnosed with AS are entering institutions of higher education. This study is exploratory in nature, hoping to discover in what ways institutions can better accommodate and serve this population. The research project uses quantitative and qualitative research methods to analyze data. A random sample of postsecondary institutions that are members of the Association on Higher Education and Disability (AHEAD) were surveyed. The study is designed to assist Disability Support offices in expanding their knowledge and services for those students with AS.

Stodden, R. A., & Mruzek, D. W. (2010). An introduction to postsecondary education and employment of persons with autism and developmental disabilities. *Focus on Autism and Other Developmental Disabilities, 25*(3), 131-133.

"This special issue includes six peer-reviewed articles intended to provide readers with a clear picture of the current status of efforts to prepare and transition youth with ASD and ID to postsecondary education settings. The articles have been organized to provide readers with an overview of this field of work, present a range of approaches and models currently being used by persons in the field, and share current status data on the types of programs underway and their impact upon the quality of postschool life for young persons with ASD and ID. The guest editors have reviewed and selected articles that present a range of perspectives on this topic, as well as articles providing a range of quantitative and qualitative data, and information for readers" (p. 132).

Taylor, M. J. (2005). Teaching students with autistic spectrum disorders in HE. *Education + Training, 47*(7), 484-495. DOI 10.1108/00400910510626330.

Purpose – The purpose of the research reported in this paper was to examine the type of adjustments to delivery appropriate for students with an autistic spectrum disorder in a UK higher education setting.

Design/methodology/approach – A case study in a UK university was conducted over a two-year period.

Findings – A variety of adjustments may be required for students with an autistic spectrum disorder in a UK higher education environment, including adjustments to teaching delivery, assessment and pastoral care.

Research limitations/implications – Although the case study reported in this paper focused on just three students with an autistic spectrum disorder, the number of students entering UK higher

education with such disorders is likely to increase and institutions need to be aware of the adjustments that may potentially be required.

Originality/value – Previously very few students with an autistic spectrum disorder had attended university in the UK. However, growing numbers of such students are now attending university, but thus far little, if any, research has been conducted regarding the adjustments that may need to be made for such students.

White, S. W., Ollendick, T. H., & Bray, B. C. (2011, November). College students on the autism spectrum: Prevalence and associated problems. *Autism, 15*(6), 683-701.

As more young people are identified with autism spectrum diagnoses without co-occurring intellectual disability (i.e. high-functioning autism spectrum disorder; HFASD), it is imperative that we begin to study the needs of this population. We sought to gain a preliminary estimate of the scope of the problem and to examine psychiatric risks associated HFASD symptoms in university students. In a large sample (*n* = 667), we examined prevalence of ASD in students at a single university both diagnostically and dimensionally, and surveyed students on other behavioral and psychiatric problems. Dependent upon the ascertainment method, between .7 per cent and 1.9 per cent of college students could meet criteria for HFASD. Of special interest, none of the students who were found to meet diagnostic criteria (*n* = 5) formally for HFASD in this study had been previously diagnosed. From a dimensional perspective, those students scoring above the clinical threshold for symptoms of autism (*n* = 13) self-reported more problems with social anxiety than a matched comparison group of students with lower autism severity scores. In addition, symptoms of HFASD were significantly correlated with symptoms of social anxiety, as well as depression and aggression. Findings demonstrate the importance of screening for autism-related impairment among university students.

Wolf, L. E., Thierfeld Brown, J., & Kukiela Bork, G. R. (2009). *Students with Asperger syndrome: A guide for college personnel.* Shawnee Mission, KS: Autism Asperger Publishing Company.

For many students with autism spectrum disorders getting admitted to college is the easy part. Surviving and succeeding can be quite another, as these students transition into a system that is often unprepared to receive them. Accommodating students whose disabilities very likely fall in social and self-regulatory areas is a particular challenge for disability services providers who are not used to reaching out into so many areas of student life. Based on the authors' extensive experience, this comprehensive book offers disability services professionals practical strategies for accommodating and supporting students in all phases of college life and beyond. Major chapters address legal issues and academic accommodations; co-curricular needs and accommodations; housing and resident life; faculty issues; other partners on campus such as business and academic affairs, campus police and public safety; employment issues; working with parents, and more. Checklists, forms and other tools help guide and structure the combined efforts to help students succeed.

Zagar, D., & Alpern, C.S. (2010). College-based inclusion programming for transition-age students with autism. *Focus on Autism and Other Developmental Disabilities, 25*(3), 151-157.

Considerations for college-based programming for transition-age students with autism spectrum disorders (ASD) are addressed in this article, with particular attention to social communication supports necessary to facilitate student success. An overview of current literature related to college-based programming and support for students with ASD in the area of social communication is presented, along with a preliminary survey of the perceptions of youth regarding their social

communication competency. The need for support in this area is highlighted based on student evaluations of their ability and needs as well as on information gathered through an examination of current literature. Recommendations are offered for enhancing development of social communication skills for students with ASD in college-based programs.

BARRIERS AND CHALLENGES

The resources in this section specifically focus on barriers to inclusive postsecondary education, and many of these resources are interrelated with the resources included in the *ADVOCACY AND ATTITUDES* section. Barriers can be legal, philosophical, opportunistic, or even physical.

Bishop, D., & Rhind, D. J. A. (2011, September). Barriers and enablers for visually impaired students at a UK Higher Education Institution. *British Journal of Visual Impairment, 29(3), 177-195.*

> The present study explored the factors which represent barriers and enablers to participation in Higher Education for students who are visually impaired. Semi-structured interviews were conducted with nine visually impaired students who were studying at a Higher Education Institution in the United Kingdom. Interpretative Phenomenological Analysis revealed four higher-order themes: the student's attitude (i.e. self identity, positive aspects of being visually impaired, engagement with support), institutional provision (i.e. campus navigability, central services support, school-level support), external support (i.e. travelling to and from campus, external financial support) and others' attitudes (i.e. parental attitudes, staff attitudes). These findings are discussed with reference to how institutions may enhance the experience of not only visually impaired, but all Higher Education students.

Cook, B. G., Gerber, M. M., & Murphy, J. (2000). Backlash against the inclusion of students with learning disabilities in higher education: Implications for transition from post-secondary environments to work. *Work, 14*(1), 31-40.

> Individuals with learning disabilities (LD), the largest group of people with disabilities in the United States, are attending college in greater numbers than ever before. Post-secondary training is critical for individuals with LD to make successful transitions into a changing and ever more demanding world of work. Research indicating that college faculty are willing to provide requested accommodations to students with LD suggests that they are increasingly likely to experience successful post-secondary outcomes, and therefore improve their vocational prospects. However, college students with LD and the accommodations they receive have recently garnered some highly critical press. These portrayals may portend problems in higher education for students with LD, who must self-identify and make specific accommodation requests to faculty in order to receive the instruction and testing environments that they require to succeed. Efforts to ensure that the LD label is not ubiquitously applied and that college faculty attempt to separate the idea of merit from achievement and implement instructional practices to better meet the educational needs of students with and without LD are recommended.

Coriale, L., Larson, G., & Robertson, J. (2012). Exploring the educational experience of a social work student with a disability: A narrative. *Social Work Education: The International Journal, 31*(4), 422-434.

This article describes the experience of Lisa, one of the co-authors, as a student with a disability completing a Bachelor of Social Work degree in Western Canada. This personal narrative of the physical, relational, attitudinal, curricular and resource aspects of Lisa's education identifies barriers experienced in the educational and practice environments, and highlights strategies that assisted in addressing these barriers. The article specifically relates Lisa's progression through the programme, including accounts of classroom and field experiences, relationships with faculty and students, resource, policy and accommodation issues, and the needs and human rights of a student with a disability. The narrative celebrates the success of a student in an environment (the university) that many believe to be more accommodating and supportive than other public and private organizations. Recommendations for both educational and social work practice organizations are provided. As a co-author of the article, Lisa was an active participant at every stage of the research and development of the article—narrative interview, analysis, identification of themes, connection to theory and literature, and presentation and final writing of the paper.

Cusimano, T. (1999). *Differently abled students in postsecondary education* [WICHE Policy Insights]. Boulder, CO: Western Interstate Commission for Higher Education. Retrieved from: http://www.wiche.edu/policy/PolicyInsights/DifferentlyAbled Students/DiffAbledStudents.pdf.

"Historically, many doors to college campuses were closed to disabled students. Today, with the assistance of federal legislation, close to half a million disabled students are enrolled in postsecondary institutions. Disabled students, however, are less likely than nondisabled high school graduates to progress to four-year institutions. Federal legislation passed nearly ten years ago was designed to ensure access to higher education for a larger group of disabled students, yet many continue to experience obstacles to access." (p. 1).

Denhart, H. (2008). Deconstructing barriers: Perceptions of students labeled with learning disabilities in higher education. *Journal of Learning Disabilities, 41*(6), 483-497.

This phenomenological study investigated barriers to higher education faced by 11 college students labeled with learning disabilities (LD) using their voice as the primary data. Data were analyzed and interpreted through a disability theory perspective revealing barriers stemmed largely from external social causes rather than individual pathology. Barriers included being misunderstood by faculty, being reluctant to request accommodations for fear of invoking stigma, and having to work considerably longer hours than nonlabeled peers. Findings indicated barriers could be overcome through raising faculty awareness about LD issues, engaging the assistance of the college LD specialist, and participation in a LD democratic empowerment community on campus.

Dolmage, J. (Ed.). (2011, Spring). Disability and the Shape of School [Special Issue]. *OPEN WORDS: Access and English Studies, 5*(1). Available from: http://www.utsc.utoronto.ca/~ability/Publication Open Words-Spring 2011.pdf.

"The disability rights movement has always been about open words. Using words to develop pride in disability identity, to challenge discourse that devalues, to foster collective self-representation. Using all of the pneumatic power of words to remove barriers to access. Hammering most aggressively at those barriers that have kept people with disabilities out of social institutions like colleges and universities. Central to this history has been the idea that disability is created in part by a social,

physical, and educational environment shaped in ways that exclude. *Open Words*, the journal, shares the mission of reshaping all that is exclusive about higher education" (p. 1).

Articles in this issue include:

- Able, Disabled, Enabled: Mainstreaming the Disability Course
- Rhetoric, Ethos, and Unease: Re-negotiation of the "Normal" in the Classroom and on the Quad
- Posttraumatic Stress Disorder and the Returning Veteran: The Rhetorical and Narrative Challenges
- Overcoming Rhetoric: Forced Disclosure and the Colonizing Ethic of Evaluating Personal Essays
- Inclusive Teaching: Perspectives of Students with Disabilities
- I Am My Language: Representing and Misrepresenting Deaf Writers
- Scar Tissue

Forrest, K. D. (2003). Overcoming unintentional barriers with intentional strategies: Educating faculty about student disabilities. *Teaching Psychology, 30*(3), 270-276.

In this article, Krista Forrest interviews Catherine Fichten, who recounts how her research on postsecondary students with disabilities and public perceptions of people with disabilities began.

Fuller, M., Healey, M., Bradley, A., & Hall, T. (2004, June). Barriers to learning: A systematic study of the experience of disabled students in one university. *Studies in Higher Education, 29*(3), 303-318.

This article reports the findings from a survey of all self-reported disabled students in a single UK higher education institution. Undertaken as the initial phase of a project that focuses upon students' experience of learning in higher education, it is one of the first systematic analyses to be undertaken of the experience that disabled students in higher education have of barriers to learning. The article reports both statistical data about the quality and variety of 173 students' experience of learning as well as qualitative comments from the students about learning and assessment. Analysis of the survey points to the need for attention to be paid to issues of parity and flexibility of provision and to staff development in making the 'reasonable adjustments' required by recent disability legislation.

Gala, T. (2002). Degrees of difficulty: An ecological account of learning in Australian higher education. *Studies in Higher Education, 27*(1), 65-78.

In this article, the difficulties some Australian university students experience in academic learning environments are explored. Particular attention is given to the experiences of students whose difficulties are often portrayed as intrinsic to them, and who are diagnosed as having learning disabilities or 'disorders'. In so doing, dominant neuro-psychological perspectives on students' learning 'problems' are challenged, broadening the discussion to include sociocultural explanations of students' difficulties. Research that foregrounds these students' own accounts of their problems is reported, identifying a number of tests of time, association and dissimulation that they experience in coming to terms with the particular institutional requirements of university life. At the very least, these explanations draw attention to the need for university teaching scholars to also be learners, and to consider their own practices in the construction of learning difficulties for their students.

Goggin, G. (2010). 'Laughing with/at the disabled': The cultural politics of disability in Australian universities. In A. Hickey-Moody & V. Crowley (Eds.), Disability Matters: Pedagogy, Media and Affect [Special Issue]. *Discourse: Studies in the Cultural Politics of Education, 31*(4), 469-481.

In 2007 the film-maker Michael Noonan embarked on a project initially entitled 'Laughing at the Disabled' (a title then changed to 'Laughing with the Disabled'), a collaboration between himself and three people with intellectual disabilities. A doctoral candidate in the Creative Industries at Queensland University of Technology (QUT), Noonan's film was the subject of a furious attack by two QUT academics – and then became a *cause celébrè* not only in Australia but around the world. The 'Laughing at/with the Disabled' project became a touchstone for the futility and contempt inherent in much contemporary academic research and teaching—but especially was viewed by many as proof of the troubling status of disability in Australian universities. While it has been widely discussed in the press, and with the furor continued online via blogs, YouTube, and email lists, there has been an absence of critical discussion of the case. Accordingly, in this paper, I analyze the public record covering the criticisms of this research project, disciplinary action by QUT, and responses by those involved in the research. Rather than making judgments on the project, I explore this case for the light it sheds on the place of disability in Australian culture, the role of power, questions of ethics – and, perhaps most importantly, the cultural politics of disability in education.

Gorard, S. (2008). Who is missing from higher education? *Cambridge Journal of Education, 38*(3), 421-437.

This paper discusses the difficulties of establishing a clear count of UK higher education students in terms of the categories used for widening participation, such as occupational background or ethnicity. Using some of the best and most complete data available, such as the annual figures from the Higher Education Statistics Agency, the paper then establishes that there is little evidence of a simple consistent pattern of under-representation within these categories, expect perhaps for men and students of white ethnicity. However, once prior qualifications are taken into account there is no evidence that potential students are unfairly and disproportionately denied access to higher education in terms of occupation, ethnicity, sex or disability. This has important implications for what we mean by widening participation in higher education and how we might achieve it.

Hall, T., & Healey, M. (2005). Disabled students' experiences of fieldwork. *Area, 37*(4), 446-449.

"This commentary summarizes selected findings of a survey of disabled students in the Geography Earth and Environmental Science (GEES) subjects in six English universities (Hall et al. 2004). It focuses on their experiences of barriers to learning related to fieldwork. The survey targeted disabled students at six English universities in GEES and related subjects. Five out of the six were 'post-1992' universities. The survey was questionnaire based and included a variety of open and closed questions that allowed the collection of statistical information and detailed qualitative testimony from students. Students were accessed by working with the disability advisors, or people in equivalent posts, at each university. All student responses were anonymous to the research team and only identifiable to disability advisors within each university" (p. 446).

Hall, T., Healey, M., & Harrison, M. (2002, June). Fieldwork and disabled students: Discourses of exclusion and inclusion. *Transactions of the Institute of British Geographers, 27*(2), 213-231.

Disabled students form a significant but underrepresented minority in higher education in the UK. Participation appears to be particularly low in disciplines that contain a fieldwork component. Fieldwork has been recognized as a barrier to the participation of disabled students. This paper emphasizes a critical perspective on fieldwork, highlighting the way in which fieldcourses as currently conceived, enacted and experienced, can exclude disabled students. It discusses a survey of the experiences of providing learning support to disabled students undertaking fieldwork in geography, earth and environmental science departments in the UK. It also considers the various ways in which the images, spaces, practices and cultures of fieldwork may exclude or marginalize disabled students and the different ways in which fieldwork may be made more inclusive.

Hopkins, L. (2011). The path of least resistance: A voice-relational analysis of disabled students' experiences of discrimination in English universities. *International Journal of Inclusive Education, 15*(7), 711-727.

Recent legislation means that it is now illegal to treat a student, for reasons relating to a disability, less favourably than a non-disabled student unless this is justified to maintain academic standards. However, recent research has identified numerous barriers faced by students with disabilities when they attempt to access the higher education curriculum. This study uses a methodology combining life-story approaches with a voice-relational analysis and aims to explore in more detail these barriers by listening to first person accounts from university students with a disability. The students' narratives suggest that disabled students have to work considerably harder than non-disabled students to overcome a wide range of physical, attitudinal, social, cultural and political barriers. Students appear to take the path of least resistance by choosing routes where the barriers are least great and it is argued that in this way they are being discriminated against. The research shows that voice-relational methodology is excellent at producing a thorough account of the phenomenological world of these students without neglecting a materialist and cultural analysis of their environment. These insider perspectives are then used to suggest possible improvements to policy and practice in higher education.

Madriaga, M. (2007). Enduring disablism: Students with dyslexia and their pathways into UK higher education and beyond. *Disability & Society, 22*(4), 399-412.

This paper presents some of the findings derived from a UK Aimhigher South Yorkshire research report on disability and higher education. Many of the students who shared their life histories for this project found that there was a lack of information in making choices about their futures, especially information about pursuing higher education. Without information to make informed choices, disabled students not only experiences stress and anxiety, but also difficulty in preparing themselves for higher education study. This is, perhaps, reason for the low proportion of disabled learners in further and higher education. There are many reasons to explain this disparity. Many factors are inextricably linked to disablism institutionalized within many sectors of education. The education arena is not being singled out here. However, it does serve as further notice of the pervasiveness of disablism of disablism existing in wider society.

Mamiseishvili, K., & Koch, K. C. (2011, January). First-to-second-year persistence of students with disabilities in postsecondary institutions in the United States. *Rehabilitation Counseling Bulletin, 54*(2), 93-105.

The authors used the data from the Beginning Postsecondary Students Longitudinal Study survey (BPS:04/06) to (a) examine the characteristics of the national sample of college students with disabilities and (b) identify the factors that influenced their first-to-second-year persistence in U.S. postsecondary institutions. Students with disabilities in their study display many of the characteristics that are recognized as potential risk factors for attrition in higher education. The

results from chi-square tests reveal that academic and social integration and disability-related accommodations are significantly associated with first-to-second-year persistence of students with disabilities; however, when controlling for other demographic, entry, and in-college characteristics, they do not hold significant in the final logistic regression model. Among in-college characteristics, on-campus living, full-time enrollment, degree expectations, first-year GPA, and net price of attendance emerge as significant predictors of persistence of students with disabilities. Recommendations for rehabilitation counselors and disability services staff in higher education are provided.

McAnneny, C. (2004). Learning support for disabled students undertaking fieldwork and related activities: A project of the Geography Disability Network (GDN). *Disability Studies Quarterly, 24*(3). Retrieved from http://www.dsq-sds.org/article/view/510/687.

This is a review of the six Web-based guides for fieldwork, a product of the *Learning Support for Disabled Students Undertaking Fieldwork and Related Activities* project of the Geography Disability Network (GDN). The GDN is a consortium of Higher Education Institutions based at Cheltenham & Gloucester, College of Higher Education, and eight other universities in England. The aim of the project was to "identify, promote and transfer the principles and good practices of how to provide learning support for disabled students undertaking fieldwork and related activities" (http://www.glos.ac.uk/gdn/disabil.htm). The individual guides include the following topics: Issues in Proving Learning Support for Disabled Students Undertaking Fieldwork and Related Activities, Mobility Impairments, Blind or Visually Impaired Students, d/Deaf or Hearing Impaired Students, Students with Mental Health Difficulties, and Students with Hidden Disabilities and Dyslexia.

Megivern, D., Pellerito, S., & Mowbray, C. (2003, Winter). Barriers to higher education for individuals with psychiatric disabilities. *Psychiatric Rehabilitation Journal, 26*(3), 217-231.

To study barriers to higher education, this qualitative study explored the college experiences of 35 people with psychiatric disabilities. Academic performance was related to psychiatric symptoms which subsequently led to college attrition. However, many research participants showed remarkable persistence in pursuit of academic goals. Campus-based support services were rarely utilized. Implications for psychiatric rehabilitation practice are discussed.

Miller, L. A., O'Mara, S., & Getzel, E. E. (2009). Saving for post-secondary education: Strategies for individuals with disabilities. *Journal of Vocational Rehabilitation, 31*(3), 167-174.

Many students with disabilities receive some form of disability benefit from the Social Security Administration. There is a common misconception among individuals with disabilities, their families and the disability services provider community that saving for post secondary education is not permitted under the Social Security disability benefit program rules. In fact, for individuals receiving disability benefits authorized under title II of the Social Security Act, there are no restrictions placed upon asset accumulation or the amount of resources a beneficiary may have. The title II disability programs include Social Security Disability Insurance (SSDI), Childhood Disability benefits (CDB) and Disabled Widow(er)s Benefits (DWB). Many other students receive benefits from the Supplemental Security Income (SSI) program. Currently, SSI program rules require that eligible individuals have no more than 2,000 *of countable resources with a*3,000 limit for two SSI recipients who form an eligible couple. While this limit is stringent, there are numerous resource exclusions which do not count in any way against the student when SSI eligibility determinations are made. Several of these resource exclusions are specifically designed to permit SSI recipients to save for post secondary education or

training which prepares them for paid employment. This paper summarizes these provisions and provides information on additional resources individuals with disabilities may access to help cover the costs of education or vocational training after high school. The provisions covered include:

- Plans for Achieving Self-Support or PASS
- Educational Savings Accounts or 529 Plans
- Coverdell Accounts
- Educational Assistance received under Title IV of the Higher Education Act such as PELL and Supplemental Educational Opportunities grants and federal work-study Individual Development Accounts (IDA)
- Assistance from State Vocational Rehabilitation Agencies and One-Stop Career Centers

O'Connor, U., & Robinson, A. (1999). Accession or exclusion? University and the disabled student: A case study of policy and practice. *Higher Education Quarterly, 53*(1), 88-103.

Students who are disabled are under-represented in higher education. One reason for this may be that education is not covered by the Disability Discrimination Act (1995) and disability statements to government made by individual institutions are more for information than an expression of mission or committed action. The growing empowerment of disabled people themselves has radically shifted thinking about the disabled in society and in this paper student views on provision in one large UK University are collected. Questionnaire and interview data highlight the existing shortcomings in terms of physical access but also in terms of disability awareness among those whose job it is to provide effective university education for all. The findings are broadly in line with researches elsewhere. The paper urges that further research be undertaken and that all universities urgently examine their own situation.

Paul S. (1999). Students with disabilities in post-secondary education: The perspectives of wheelchair users. *Occupational Therapy International, 6*(2), 90-109.

Changes in higher education in the United States usually occur in response to societal attitudes and social and legislative policies. Over the past 15 years, post-secondary institutions have experienced a significant increase in the enrollment of students with disabilities, a trend that has resulted in more wheelchair users in colleges and universities. Wheelchair users have unique problems among students with disabilities because of the presence of physical barriers in university environments and some negative attitudinal barriers. In this study, the university life experience of six students with disabilities, who used a wheelchair to attend school, was explored. A qualitative methodology involving one-on-one interviews was used with two undergraduate and four postgraduate students attending a large urban university. The interview sessions were analysed and the data coded into descriptive themes. The six major themes were: what college education means to us; making choices; personal support network; institutional responsibility; university community; and self-promotion-a much-needed business tool. "Experience is a wholesome process" had emerged as a meta-theme connecting all six themes together into describing the student educational experience. The data obtained describe university life from the perspective of these participants. Barriers to participating in university life are identified and facilitating factors for satisfactory university life are explored. Further research is recommended to understand the factors in a university environment that prevent students who are disabled and use a wheelchair from succeeding. A few suggestions recommended by the researcher are: rural and suburban institutions could be studied separately; studies could be done exclusively with undergraduate or postgraduate students; separate studies should be done with students with different disability categories and disability levels; the support network could be included in the data collection.

Pitt, V., & Curtin, M. (2004). Integration versus segregation: The experiences of a group of disabled students moving from mainstream school into special needs further education. *Disability & Society*, *19*(4), 387-401.

Although the latest education policy for disabled students is one of inclusion, some students are moving out of mainstream schools into specialist colleges for their further education. This research uses a combination of group and individual interviews to explore why this move away from mainstream education is made. Results show that these students' moved into specialist education because of the inadequate physical accessibility of their mainstream colleges, the quality of disability services available to them and their previous experiences whilst in mainstream school. These students were able to identify both strengths and weaknesses within mainstream and special education for disabled students, and believed that educational placement should therefore be a matter of choice depending on the physical, academic and emotional needs of the individual. It would appear, however, that for the students participating in this research, their local mainstream colleges were unable to cater for their needs, indicating that their decision to move into a special needs college was not based on a real choice. Mainstream colleges are challenged to create a truly inclusive environment so that disabled students are offered a real choice.

Preece, J. (1995). Disability and adult education - The consumer view. *Disability & Society, 10*(1), 87-102.

Developments in recent years have shown an increasing interest in the educational needs and aspirations of disabled adults. There is still, however, limited research information representing the disabled person's voice. This paper describes the outcomes from a survey of the educational experiences of 44 physically disabled adults in the North West of England. The findings indicated that, usually, the earlier someone had acquired a disability, the less likely they were, as adults, to have achieved professional or higher qualifications, and that the level of qualifications reached among women being surveyed was particularly low. Barriers to course attendance reflect both attitudinal and practical access issues, with underachievement often the result of oppression from a variety of sources. Both positive and negative experiences from disabled adults form the basis of recommendations for an equal opportunities approach to adult education for disabled people around the themes of integration, self worth, empowerment and consultation.

Reed, M. J., Lewis, T., & Lund-Lucas, E. (2006). Access to post-secondary education and services for students with learning disabilities: Student, alumni and parent perspectives from two Ontario universities. *Higher Education Perspectives, 2*(2). Retrieved from: http://hep.oise.utoronto.ca/index.php/hep/article/view/617/673.

Access barriers for students with disabilities still exist despite the fact that there is ample formal protection for their rights. In this paper, we surveyed students and alumni with learning disabilities, as well as their parents, for their perspectives on access to a post-secondary education. The students and parents we surveyed experienced difficulties accessing post secondary education and services, assessment guidelines and accommodations. Students described experiences that reflected that access to education is impeded by their lack of preparation, as well as by the attitudes of teaching staff. Importantly, our study showed that students displayed the inability to advocate for their own needs, as well as poor communication with service providers. Ultimately, we suggest that access to higher education could be improved through institutional outreach whereby stakeholders (students, parents, secondary teachers, secondary guidance) are informed through a coordinated approach between post-secondary institutions and institutional staff and faculty are better informed about learning disabilities.

Rochette, A., & Loiselle, F. (in press). Successfully performing a university student's role despite disabilities: Challenges of an inclusive environment and appropriate task modification. *Disability and Rehabilitation.*

Purpose: To reflect on what it means to successfully perform a university student's role despite the presence of impairments.

Method: The Disability Creation Process (DCP) model is used as a tool to zoom in the different activities and tasks required for a successful education as well as to describe how the social and physical environment can be as inclusive as possible to compensate for different impairments. One activity in the student's role (reading) is used to illustrate and reflect on potential challenges in compensating for impairments by way of environmental or task modifications.

Results: The student's role is a complex one, characterized by different actions such as getting admitted, moving around, attending courses, studying and participating in student life. Environmental factors or time can facilitate or impede the level of participation in the education domain. One challenge may be to differentiate between compensation for learning (processes) as compared to outcomes (competency level for future employment) as well as to determine how much assistance is acceptable.

Conclusion: Intuitive single-case analysis should be replaced by a systematic analysis relying on a conceptual model such as the DCP. To avoid discrimination and to ensure transparency, acceptable amount of compensation for an activity should be defined.

Ryan, J. (2007). Learning disabilities in Australian universities: Hidden, ignored, and unwelcome. In L. Graham & J. Bailey (Eds.), Learning Disabilities and Difficulties: An Australian Conspectus [Special Series]. *Journal of Learning Disabilities, 40*(5), 436-442.

Although more students with learning disabilities (LD) are enrolling in Australian universities, their learning needs are not well understood. This article reports on the experiences of students with LD who are encouraged to enter the academy by Australian university policies and government legislation but, once there, find that the promise of equal opportunity is often not kept. This article provides some insights into how university lecturers' normative expectations and practices can affect students' everyday experiences. Interviews with students with LD showed that they do not often receive support services, their "stories" are not believed, and they often feel that they do not "belong."

Sapey, B., Turner, R. & Orton, S. (2004). *Access to practice: Overcoming the barriers to practice learning for disabled social work students.* Southampton, UK: Social Policy and Social Work Subject Centre (SWAP), University of Southampton. Retrieved from: http://www.swap.ac.uk/docs/Accesstopractice.pdf.

"The higher education landscape is changing. The introduction of the Disability Discrimination Act Part 4 requires institutions to ensure that learning and teaching practices are accessible to disabled students. Under the Act there is also a responsibility to make anticipatory adjustments and this will lead to the development of proactive practices, not merely responding to issues as they arise. There will be a need for the academic community, in conjunction with partners, to ensure an equality of opportunity for disabled students.

For social work, and other subject disciplines, it is vital that the profession reflects the wider composition of the communities it serves. This guide has been produced at an opportune time as it

will support a drive to increase the number of disabled students undertaking the new degree in social work. The guide will significantly enhance understanding and knowledge concerned with learning, teaching and disability recognising the current paucity of practical materials and resources in this key area.

The guide will be of interest to all stakeholder organisations involved in the development and assessment of practice learning. It provides a compendium of advice, guidance and practical checklists to address current, and potential, issues, drawing on theoretical paradigms combined with experience of applied practice. The vignettes bring to life actual case studies and provide a framework for supporting stakeholders to develop practice that works. The guide highlights strongly the need for inter-organisational partnerships to ensure disabled students receive an equivalent learning experience" (p. 1).

Scherer, H. L., Snyder, J. A, & Fisher, B. S. (2010, November 17). *Victimization risk among a national sample of disabled and deaf college students.* Paper presented at the ASC Annual Meeting, San Francisco Marriott, San Francisco, California. Retrieved from http://www.allacademic.com/meta/p431569_index.html.

Recent estimates from the 2007 National Crime Victimization Survey demonstrate that individuals with physical and cognitive disabilities experience a significantly higher risk of violent and sexual victimization than those without disabilities. Although these findings are important for establishing that disabled individuals are more likely to be victimized, they do not shed light on the specific lifestyle and routine activities of disabled victims that may influence their risk of victimization. Using data from the 2008 American College Health Association's (ACHA) National College Health Assessment II (NCHA-II), we apply the lifestyle-routine activities theory to subsamples of hearing impaired, physically disabled, and visually impaired students to determine what lifestyle factors influence their risk of victimization for violent and sexual offenses. The ACHA-NCHA-II is a large-scale survey administered to college students (N=26,685) in the US that includes specific and direct measures of lifestyle and routine activities. We hypothesize that differences in risk of victimization among physically disabled and hearing and visually impaired students can be attributed to variations in lifestyle and routine activities. Additionally, we predict that while controlling for lifestyle characteristics, disabled and impaired students will be more likely to be victimized than those without disabilities due to their heightened vulnerabilities.

Spenceley, L. (2012). 'The odd couple': An FE educator's perspective of the management of behaviour of 'special needs' learners in the Lifelong Learning Sector. *Research in Post-Compulsory Education, 17*(3), 311-320.

The term 'Special Needs' is one which is poorly defined in general and particularly nuanced in the Lifelong Learning Sector, where its meaning has been extended to incorporate economic and social needs in addition to the more 'traditional' interpretation of the term. Although the sector apparently operates inclusively, welcoming learners with special needs, there are differences in the management of the behaviour and relationships of students, which are arguably generated by the varying definitions applied to the type and level of the challenges they face. This paper explores these differences by examining them from the philosophical standpoints of Bourdieu and Foucault.

Stodden, R., & Dowrick, P. (2001). Symposium on Supporting Students with Disabilities in Postsecondary Education [Special Issue]. *Disability Studies Quarterly, 21*(1). Retrieved from: http://www.dsq-sds.org/issue/view/1.

The passage of the Americans with Disabilities Act (ADA) in 1990, along with the reauthorization of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, lead to an expanding

social awareness of people with disabilities seeking access to postsecondary education and other life-long learning opportunities. While data indicate a consistent positive correlation between level of education and valued career or employment prospects, participation by adults with disabilities in postsecondary education remains low in comparison with non-disabled peers. Even with reasonable access to higher education, people with disabilities encounter significantly more barriers than other students resulting in slower progress and less satisfactory grades and graduation rates.

In 1998, increasing interest in these issues led to the funding of the National Center for the Study of Postsecondary Educational Supports (NCSPES) based at the University of Hawaii at Manoa with collaborators in locations on the US Mainland. The strategic program of research currently underway within the national center has begun to shed new light upon the barriers faced by individuals with disabilities seeking to access and participate in postsecondary education programs. This special edition of Disability Studies Quarterly describes a sample of emerging work supported by and related to the efforts of the national center. An editorial team has reviewed each of the papers in this edition and several distinguished persons with disabilities provided critical comment and reaction" (Stodden & Dowrick, 2001).

Articles in this symposium include:

- Promising Practices: Improving the Quality of Higher Education for Students with Disabilities
- Analysis of the Workforce Investment Act: Implications for Persons with Disabilities, Postsecondary Education and Life-long Learning Opportunities
- Transition from Two-Year to Four-Year Institutions for Students with Disabilities
- Internships in Higher Education: Promoting Success for Students with Disabilities
- Creating Futures: Potential of Video Empowerment in Postsecondary Education
- Postsecondary Education Services and Employment Outcomes within the Vocational Rehabilitation System
- Personal Perspectives from Professionals: Mentoring and Role Modeling in the Ocean of Potentiality Program and Its Impact towards a New Paradigm
- A Comparative Study of Services to Disabled Students in Public Colleges and Universities in the United States and in Massachusetts

Stumbo, N. J., Martin, J. K., & Hedrick, B. N. (2009). Personal assistance for students with severe physical disabilities in post-secondary education: Is it the deal breaker? *Journal of Vocational Rehabilitation, 30*(1), 11-20.

Persons with severe physical disabilities are disadvantaged in the postsecondary education and the workforce due to inadequate education and educational supports. One of these educational supports is the availability of reliable and trained 24/7/365 personal assistance. Without adequate access to personal assistance, individuals with severe physical disabilities simply cannot attend and graduate from postsecondary degree programs. It is clear that if individuals with high support needs cannot live within the educational environment, they will not be able to succeed in the educational environment. This article examines the nature of this problem, describes current models of postsecondary disability support structures, and explores the difficulties and challenges inherent in personal assistance service provision. It is hoped that this discussion will prompt broader discourse regarding postsecondary services for students with severe physical disabilities and impact their participation in higher education.

Tinklin, T., & Hall, J. (1999). Getting round obstacles: Disabled students' experiences in higher education in Scotland. *Studies in Higher Education*, *24*(2), 183-194.

The findings of a study of the experiences of disabled students in higher education in Scotland are reported. Detailed information about policy and provision for disabled students was sought from all higher education institutions and 12 in-depth case studies of students were carried out. It is argued that disabled students face obstacles to their participation in five areas: the physical environment, access to information, entrance to higher education, assumptions of 'normality' and levels of awareness. While support is available, in some cases students are being provided with assistance to get round obstacles that ideally should be removed. Acknowledgement is made of the positive steps that have been taken recently to improve access for disabled students, and the limitations of the current model of provision are discussed.

Titchkosky, T. (2010). The not-yet-time of disability in the bureaucratization of university life. In J. Ferris (Ed.), Disability and/in Time [Special Topic]. *Disability Studies Quarterly, 30*(3/4). Retrieved from: http://dsq-sds.org/article/view/1295/1331.

This paper seeks to explore *meanings* made of disability by examining how bodies, minds, senses, and emotions are being noticed as a bureaucratic management issue in university life. My goal here is not to develop a better bureaucratic approach. Instead, I attend to bureaucratically based practices through which universities notice disability and access as they relate to the framing of time by the structures of daily life. In doing so, I interrogate a history of the ordinary moment of now made up of narratives of generation and perpetuation of the presence and absence of disability's inclusion and exclusion in university space in contemporary times. I will show how the bureaucratic framing of the times of access in the university serves to constitute disability as if it is "not-yet" present. From this position of the universities' sensibility of "not-yet," disability becomes a timely place to critically engage bureaucratized educational practice as it relies on and generates conceptions of "excludable types."

Taylor, M. (2004) Widening participation into higher education for disabled students. *Education + Training, 46*(1), 40-48.

This paper describes a three-year project led by Hereward College (The National Integrated College for Disabled Students), Coventry, UK, that was carried out as part of the Widening Participation initiative to encourage under-represented groups to take up places in higher education. The paper describes the methodological approach adopted qualitative interviews to explore the barriers that disabled students, and in particular those with complex learning support needs, encountered. The main thrust of the activities that resulted from the research findings was to "close the gap" between further and higher education. Partnership days, a summer school, and insight weeks were designed to bring disabled students into the higher education ethos, and vice versa, and to make university staff more aware of the needs, opinions, hopes and fears of potential students with complex difficulties. The project proved to be effective in significantly increasing the numbers of disabled students who subsequently made successful applications to higher education from the college, with an increase of 300 per cent over a three-year period.

Towell, D., & Hollins, S. (2000, December). Achieving positive change in people's lives through the National Learning Disability Strategy: An invitation to partnership between higher education and the world of practice. *British Journal of Learning Disabilities, 28*(4), 129-136.

The launch of the National Learning Disability Strategy (NLDS) in England (and parallel initiatives in Scotland and Wales) provides the best opportunity for a generation to close the huge gap between the aspirations of people with learning disabilities and their families for a full life, and most people's current experience. The implementation of the NLDS is a complex challenge, requiring new forms of partnership among a wide range of stakeholders to deliver sustainable change. The present paper

describes an enhanced role for universities as champions of local progress, promoting, supporting and evaluating informed change through a range of functions which go well beyond the traditional focus on research and teaching. It is also an invitation to relevant centres, or coalitions of centres on a regional basis, to explore with people, families and public agencies the optimum form of their contribution to these new partnerships.

Vickerman, P., & Blundell, M. (2010). Hearing the voices of disabled students in higher education. *Disability & Society, 25*(1), 21-32.

> Since the return of the Labour government to power in the UK in 1997 issues of social inclusion have risen up the political and statutory agenda within higher education (HE). This study reports the findings of disabled students lived experiences and views of transition from induction through to employability within one HE institution. The study examined the perspectives of disabled students via a questionnaire and face-to-face interviews. It found that there was still much work to be done in levelling HE experiences for disabled students and identified five key issues that should be addressed in order to enable access and entitlement to HE. These are pre-course induction support, commitment by HE institutions to facilitating barrier free curricula, consultation with disabled students, institutional commitment to develop support services and embedding of personal development planning.

West, M., Kregel, J., Getzel, E. E., Ming, Z., Ipsen, S. M., & Martin, E. D. (1993). Beyond Section 504: Satisfaction and empowerment of students with disabilities in higher education. *Exceptional Children, 59*(5), 456-467.

> College and university students with disabilities were surveyed to determine their levels of satisfaction with accessibility, special services, and accommodations at their schools. In addition, students were requested to identify barriers to postsecondary education, improvements in services, and other concerns. Respondents generally, expressed satisfaction with the services that they had received. However, the majority indicated that they had encountered barriers to their education, including a lack of understanding and cooperation from administrators, faculty, staff,, and other students; lack of adaptive aids and other resources; and inaccessibility of buildings and grounds. Recommendations were made for improving the delivery of services and self-advocacy of students with disabilities.

COMMUNITY/JUNIOR COLLEGES

This section merely separates out the resources related to inclusive community, junior, or other two-year colleges and programs.

AACC/ACCT Joint Statement on Leadership and Diversity. (2008). *Community College Journal, 79*(2), 7.

> Community colleges serve larger percentages of African-Americans, Asian/Pacific Islanders, Hispanic Americans, Native Americans, and students with disabilities than any other segment of higher education, and well over half of community college students are women. Together, AACC and ACCT will continue and expand their collaboration to ensure that community college leaders—trustees and presidents—work in partnership to ensure the continued success of community colleges, while also

ensuring the doors of opportunity remain wide open to those who aspire to a higher education and to those who seek to lead such institutions.

Ankeny, E. M., & Lehmann, J. P. (2011, July/August). Journey toward self-determination: Voices of students with disabilities who participated in a secondary transition program on a community college campus. *Remedial and Special Education, 32*(4), 279-289.

Four students with disabilities enrolled in a secondary transition program located at a community college were interviewed to learn more about their transition experiences. One of the issues they touched on was self-determination. This study is a part of the larger qualitative narrative effort but with a specific focus on exploring participants' perceptions regarding their journey toward self-determination. Field and Hoffman's model of self-determination (i.e., know yourself, value yourself, plan, act and experience outcomes, and learn) guided the data re-examination. Themes found in students' stories were (a) personal factors associated with the construct of self-determination, (b) environments and experiences that foster self-determination, and (c) the individualized education program meeting as a significant tool for supporting students' building of skills leading to self-determination. The journey toward self-determination for the four narrators was formative and complex and highlights the need to promote its practice. The authors conclude that the study's methodology promoting joint recollection and reflection about significant life events can enhance students' understanding and appreciation of their acquisition of self-determination skills.

Ankeny, E., & Lehmann, J. P. (2010). The transition lynchpin: The voices of individuals with disabilities who attended a community college transition program. *Community College Journal of Research and Practice, 34*(6), 477-496.

Nearly 60% of students with disabilities who attend postsecondary institutions attend community colleges. Individuals with disabilities paralleling their peers without disabilities need the postsecondary education opportunity to develop vocational skills, the time to mature, and the experience of living with others. A transition program, a K-12 and community college partnership, was developed to support students in this mission. A narrative inquiry methodology was utilized to understand the community college experience of students with disabilities in a transition program. Findings indicate that the program benefited the individuals. It did this by supporting completion of a vocational program leading to gainful employment and as a transition into adult roles and status. The program also provided opportunities that enhanced the individuals' self-esteem, and it facilitated the individuals becoming more independent and responsible.

Asselin, S. B. (1993). Enhancing faculty awareness and knowledge of students with disabilities. *Community College Journal of Research and Practice, 17*(3), 283-289.

An increasing number of students with disabilities are enrolling in postsecondary institutions. To better serve these students, faculty, administrators and counselors must develop an understanding of the needs of students with disabilities and how to make accommodations for their success. An inservice program that targeted skills in enhancing awareness of student needs, meeting legal mandates for accommodations, and developing a team approach to serving students is presented. As a result of participation in the inservice program, all community colleges in the Commonwealth have instituted an advisory council that addresses the academic environment and needed support services for students with disabilities.

Bigaj, S. J., Shaw, S. F., Cullen, J. P., McGuire, J. M., & Yost, D. S. (1995). Services for students with learning disabilities at two- and four-year institutions: Are they different? *Community College Review, 23*, 17-36.

Describes a study examining service delivery practices for students with learning disabilities at both two- and four-year postsecondary institutions. Reveals only minor differences in demographics and service delivery practices despite the differences in mission and types of students found at the different types of postsecondary institutions.

Corcoran, L. A. (2010). *Factors influencing transition and persistence in the first year for community college students with disabilities* [Open Access Dissertations Paper 276]. Unpublished doctoral dissertation, University of Massachusetts-Amherst, Amherst, Massachusetts. Retrieved from: http://scholarworks.umass.edu/open_access_dissertations/276.

Community colleges have always played a crucial role in providing access to college, especially for students with disabilities. At the same time the rate of completion is exceptionally low for this particular population (Belch, 2004). In order to improve persistence and achievement measurably, colleges may seek clues in successful transitions by students with disabilities. This project presents a qualitative research study to illuminate factors that contribute to semester-by-semester success of community college students with disabilities during their first year. A conceptual model of successful transitional processes was developed from theoretical constructs reported in the literature and was expanded by data from individual case studies. Seven very strong stages emerged as a result of the research. These stages were: 1) pre-college experiences that influence academic involvement, 2) initial encounters that created first impressions, 3) transition shock, 4) support-seeking and strategic adjustment 5) prioritizing and balancing of college and non-college commitments, 6) recognizing success, and 7) a sense of belonging to the college community. These results indicated a successful transition into college is an important first step in persistence for students with disabilities. Persistence of students with disabilities requires further attention and research in order to improve graduation rates of these students at community colleges.

Erickson, W., Trerise, S., VanLooy, S., Lee, C. & Bruyere, S. (2009). Web accessibility policies and practices at American community colleges. *Community College Journal of Research and Practice, 33*(5), 403-414.

Community colleges are increasingly using the Internet for admissions and financial aid applications. The use of online processes has serious implications for students with disabilities, such as visual and learning problems, who may encounter difficulties with the Web sites if they are not designed in an accessible and usable way. A survey of student services leaders at community colleges across the country was conducted to evaluate the use of the Web for a variety of student processes. Also investigated was the awareness of issues related to Web accessibility for students with disabilities. Nearly 700 colleges responded, representing a 79% response rate. While 90% offered online access to course catalogs, class schedules, and online courses, only half said that their school had requirements for accessible Web content. These results indicate that significantly more work needs to be done to inform community college administrators and Web developers about these issues.

Estrada, L., Dupoux, E. & Wolman, C. (2005). The personal-emotional social adjustment of English-language learners to a community college. *Community College Journal of Research and Practice, 29*(7), 557-568.

This study investigated the effects of locus of control and other predictors on personal-emotional and social adjustment to community college in English-language-learner students. Results indicated that locus of control was significantly associated with both social adjustment and personal-emotional adjustment. Students with more external locus of control showed better adjustment to college. Stress and being first in the family to attend college significantly predicted personal-emotional adjustment,

while having precollege friends attending the same college was significantly related to social adjustment. Implications for research and service programs are discussed.

Fichten, C. S., Jorgensen, S., Havel, A., Barile, M., Ferraro, V., Landry, M., Fiset, D., Juhel, J., Chwojka, C., Nguygen, M. N., Amsel, R., & Asuncion, J. (2012). What happens after graduation? Outcomes, employment, and recommendations of recent junior/community college graduates with and without disabilities. *Disability and Rehabilitation, 34*(11), 917-924.

Purpose: The objective was to compare employment status of junior/community college graduates with and without disabilities.

Methods: We compared post-graduation outcomes of 182 graduates with and 1304 without disabilities from career/technical and pre-university programs from three junior/community colleges. Findings for graduates who had registered for disability related services from their school and those who had not were examined separately. Reported academic obstacles and facilitators were also compared.

Results: Few employment differences between graduates with and without disabilities were found. Two-thirds of career/technical graduates from both groups were employed, approximately 30% were studying, and less than 3% were either looking for work or "unavailable for work." Over 80% of pre-university graduates in both groups were continuing their studies; here, too, numbers of employed graduates (14% with and 13% without disabilities) were similar and very few in both groups (<2%) were either looking for work or "unavailable for work." Full versus part-time employment of these two groups was very similar and the same proportion of graduates with and without disabilities were working in jobs related to their studies. Only in "closely related" work did graduates without disabilities have the advantage.

Conclusions: Employment prospects for junior/community college graduates with disabilities seem to be quite positive.

Francis, P. C., & Abbassi, A. (2010). Ethical issues and considerations for working with community college students with severe and persistent mental disorders. *Community College Journal of Research and Practice, 34*(5), 423-437.

Students with severe and persistent mental illnesses (e.g., schizophrenia or other psychotic disorders; moderate to severe mood, anxiety, dissociative, eating, or personality disorders) are attending community colleges in increasing numbers. Their need for counseling services presents counseling centers with unique ethical issues to consider. This article presents those issues and discusses possible actions that counselors can take to protect the rights of their clients, the institution, and themselves.

Garrison-Wade, D. F., & Lehmann, J. P. (2009, May). A conceptual framework for understanding students' with disabilities transition to community college. *Community College Journal of Research and Practice, 33*(5), 417-445.

Students with disabilities are significantly underrepresented in the nation's community college population for multiple reasons. These include low expectations, poor high school preparation and transition planning, lack of communication or support services, and ineffective or poor support from school services personnel and faculty. This paper presents a literature synthesis. Its purpose is to inform an initial framework for building towards a conceptual framework for understanding the transition to community college by students with disabilities. The framework was developed from an

earlier mixed methods study involving 100 college students with disabilities and 10 disability resource counselors in eight universities and colleges, six of which were community colleges. The framework was examined by comparing six reviews from the What Works in Transition: Systematic Review Project (meta-analyses of previous studies) and five meta-syntheses (rigorous evaluations). Based on these analyses, elements of the framework were confirmed and redefined to show what was needed for (a) high quality preparation in secondary education (self advocacy development and peer/teacher awareness and sensitivity to foster maximizing postsecondary options, focused training on self-advocacy, and college visits and orientation activities); (b) planning (ongoing communication between high school and postsecondary school); and (c) access and accommodations in community colleges (instructor awareness and sensitivity, financial aid opportunities in order to foster social support networks, mentoring support, and formulation of goals for future employment). Five recommendations are provided suggesting how community college leaders, policymakers, and practitioners could use the framework to enhance the transition to community college by students with disabilities.

Hart, D., Mele-McCarthy, J.,Pasternack, R. H., Zimbrich, K., & Parker, D. R. (2004). Community college: A pathway to success for youth with learning, cognitive, and intellectual disabilities in secondary settings. *Education and Training in Developmental Disabilities, 39*(1), 54-66.

Traditionally, youth with learning, cognitive, and intellectual disabilities (LCID) have not been given the option of participating in and thus benefiting from a postsecondary education. There are school districts and community colleges across the country, however, that are creating opportunities for these youth to have the option of meaningful participation in a postsecondary education while still in secondary school (i.e., Dual Enrollment). The present study involved a national survey of 25 postsecondary education options that support youth with LCID in postsecondary education while still enrolled in secondary school as an empirical foundation for future research on these service models. The main findings indicate that although most programs provide some combination of "life-skills" training and community-based instruction combined with employment training, some innovative service models (i.e., Inclusive Programs) focus primarily on inclusive postsecondary educational services for students with LCID. Inclusive programs tend to be relatively new, to serve fewer individuals than other service models, and are more collaborative (i.e., high schools, colleges and adult service agencies support students). Main survey findings are presented and discussed, followed by detailed profiles of six programs, and recommendations for future research are presented.

Ihori, D. K. (2012, May). *Postsecondary faculty attitudes, beliefs, practices, and knowledge regarding students with ADHD: A comparative analysis of two-year and four-year institutions.* Unpublished Doctoral Dissertation, USC Rossier School of Education, University of Southern California, Los Angeles, CA. Retrieved from http://gradworks.umi.com/3513782.pdf.

Understanding the attitudes, beliefs, and practices of postsecondary faculty regarding students with Attention Deficit Hyperactivity Disorder (ADHD) and the laws that protect such students is critical for both student success and compliance with federal laws. The purpose of the present quantitative study was to identify differences between two-year community college and four-year university faculty in regard to their attitudes and beliefs about students with ADHD, their willingness to accommodate such students, and their knowledge of the legal protections for students with disabilities. In order to gain this information, electronic surveys were distributed to faculty members at two two-year community colleges, two four-year public universities, and two four-year private universities. The data was analyzed to determine whether significant differences in faculty responses exist between two-year colleges and four-year universities. Further analysis was conducted in order

to determine whether differences exist between faculty responses at private four-year universities and public four-year universities. The results of the analyses indicate that no significant differences exist between types of universities in regard to faculty attitudes and beliefs about students with ADHD, their willingness to accommodate such students, and their knowledge of the legal protections for students with disabilities. However, additional analyses of the survey results beyond the scope of the research questions indicate that further professional development may be needed across postsecondary institutions regarding Section 504 of the Rehabilitation Act of 1973, appropriate accommodations for students with ADHD, and referral processes for students with ADHD to obtain educational accommodations.

Jameson, D. R. (2007, Spring). Self-determination and success outcomes of two-year college students with disabilities. *Journal of College Reading and Learning, 37*(2), 26-46.

This two-phase study integrated quantitative and qualitative research methods to investigate the relationship between success outcomes of two-year college students with disabilities and self-determination, and how students with higher and lesser degrees of self-determination understand and describe the outcomes of their post-secondary experience. The ARC Self-Determination Scale (Wehmeyer & Kelchner, 1995) and the Demographic and Outcomes Survey (researcher developed) were used in the quantitative phase. In the qualitative phase, follow-up interviews were conducted with four participants using Wehmeyer's framework of self-determination. Results suggest that individuals with higher degrees of self-determination describe highly self-determining behaviors and have more positive success outcomes than those with lesser degrees of self-determination.

Johnson, G., Zascavage, V., & Gerber, S. (2003). Junior college experience and students with learning disabilities: Implications for success at the four year university. *College Student Journal, 42*(4), 1162-1168.

There are an increasing number of students with learning disabilities attending college. Several factors and programs have been suggested as helpful to the success of students with learning disabilities in the college setting. One of the factors which has been suggested to be helpful is attendance at a two year or junior college. Little research has been done however to support the claims that attendance at a two-year college increases the success of students with learning disabilities. This study looked at the success of 84 students at a four-year college, 50 who had previously attended junior college and 34 who had not. Although there was no significant difference in GPAs earned, students who had previously attended a two-year college were more likely to graduate than students who had not attended a two-year college.

Lee, C. (2004). Creating a collaborative campus culture. *Community College Journal of Research and Practice, 28*(6), 503-511.

Organizational culture influences whether or not community colleges maintain local support as well as overall institutional effectiveness. This paper discusses culture and the context of culture at River Parishes Community College (RPCC) a new institution within the Louisiana Community and Technical College System, currently in its fifth academic year. Implemented to provide faculty, staff, and students with an opportunity to share ideas and strategies for improving student success, the Education for Success through Partnership Rallies on Instruction and Teaching (ESPRIT) expressly aspires to shape campus culture and promote collaboration. This paper discusses organizational culture as well as it reflects the goals and cultural implications of the ESPRIT program at RPCC.

Mamiseishvili, K., & Koch, L. C. (in press). Students with disabilities at 2-year institutions in the United States: Factors related to success. *Community College Review.*

This study used data from the Beginning Postsecondary Students Longitudinal Study to examine the demographic and in-college characteristics of students with disabilities at 2-year institutions, identify the types of educational services available to them, and determine how students' disability conditions and their selected demographic and in-college characteristics related to their persistence. Nearly 25% of the students with disabilities in the sample did not persist beyond their first year, and almost 51% left without return by the end of their third year. The results from chi-square tests revealed that nonpersistence was associated with depression, physical or orthopedic conditions, and other conditions not specified in the survey. Delayed enrollment decreased the likelihood of both first-to-second and 3-year persistence. Conversely, full-time enrollment, high grade point averages (GPAs), high degree aspirations, and meetings with academic advisors were positively related to persistence. Recommendations for faculty members, administrators, and disability services staff members at 2-year institutions are provided.

Martz, E. (2003). Invisibility of disability and work experience as predictors of employment among community college students with disabilities. *Journal of Vocational Rehabilitation, 18*(3), 153-161.

A random sample of 200 out 597 individuals with disabilities attending a community college were surveyed by mail. The Reactions to Impairment and Disability Inventory [20], the Internal-External Locus of Control [32], and a demographics page were administered, which included items on current employment and visibility of disability. A backward logistic regression was run to explore whether the psychological variables of locus of control, acknowledgment and adjustment to disability, and the demographic variables of perceived visibility of disability, age, education, marital status, age at onset of disability, and work experience predicted individuals' employment status in this sample. The results indicated that invisibility of disability and work experience were the most-likely contributors in predicting individuals' current work-status. Though the variable of work experience was retained in the last step of the logistic regression, it had an insignificant Wald statistic. Several indicators suggested that the variable of work experience was acting as a suppressor variable. The findings that individuals with invisible disabilities were sixteen times more likely to be employed than individuals with visible disabilities were discussed in terms of stigma and visibility of disability. Implications of these findings for rehabilitation counselors were briefly suggested.

McCleary-Jones, V. (2007). Learning disabilities in the community college and the role of disability services departments. *Journal of Cultural Diversity, 14*(1), 43-47.

The community college offers educational opportunities to a diverse population of students. Many of the students attending the community college are considered non-traditional, and have numerous factors not faced by traditional-age students that can affect retention in this population. Learning disabled (LD) students attend the community college at a higher rate than other higher education institutions (Barnett, 1996; Bigaj, 1995; & Henderson, 1992). The American Association of Community Colleges (AACC) reported that LDs now constitute the largest single category of disability served by disability service offices in the community colleges (Barnett, 1992). Accommodations are set up by the Disability Support Services Departments, and it is the Disability Services offered by the college that can be the deciding factor for the student regarding the choice of institution (Cocchi, 1997). A trend for the future involves many students who attend the community college self-identifying as being learning disabled and requesting accommodation. Faculty, staff, and administrators in the community college will need to be very familiar with legislation that impacts the rights and availability of services for LD students.

Neubert, D. A., & Redd, V. A. (2008). Transition services for students with intellectual disabilities: A case study of a public school program on a community college campus. In S. H. deFur (Ed.), Transition to Postsecondary Education [Feature Issue]. *Exceptionality, 16*(4), 220-224.

Students with intellectual disabilities aged 18-21 are increasingly receiving transition services on college campuses during the last years of public schooling. These students may attend college courses, work in the community, access community recreational activities, and engage in age-appropriate experiences with peers without disabilities. However, there is little research that documents the types of practices included, the perspectives of consumers, or the outcomes of these transition services. Results from this case study depict how one public school program on a community college campus incorporated recommended transition practices and how students with intellectual disabilities and their families perceived these practices.

Norton, S. M. (1997). Examination accommodations for community college students with learning disabilities: How are they viewed by faculty and students? *Community College Journal of Research and Practice, 21*(1), 57-69.

As increasing numbers of students with learning disabilities enroll in colleges and universities, the need to provide accommodations for these students also increases. Both federal and state laws mandate that appropriate accommodations be provided for these students, but little is known about how accommodations are accepted on campuses. Faculty and students at a California community college were asked to respond to surveys targeting their feelings about examination accommodations. Results indicated that faculty are very receptive to a variety of accommodations and that they are sensitive to students' feelings. However, although students use exam accommodations, many appear apprehensive about asking for accommodations and most do not clearly explain their learning disabilities to their professors.

Pousson, J. M. (2011). *The attitudes that community college students have toward community college students with disabilities.* Unpublished doctoral dissertation, Saint Louis University, St. Louis, MO. Retrieved from: http://gradworks.umi.com/34/65/3465502.html.

The purpose of this research study was to investigate the following research questions: (1) What attitudes do community college students have toward their peers with disabilities? (2) Do the research demographics (sex, academic year classification, sex, report of a disability and level of contact) and social desirability influence the community college students' report on the attitudes community college students have and exhibit toward their peers with disabilities? Past investigation into the attitudes of university students toward university students and individuals with disabilities have been classified into the following four themes by this researcher: (a) general, (b) social, (c) professional and (d) academics. Critical demographic categories emerged in the literature as major contributors in understanding attitudes of university students. Those categories include: sex, academic year classification, report of a disability and level of contact. To measure the attitudes of community college students, the researcher investigated the variance between the reported comfort level of the respondent, his/her perception of their friends and the typical community college student with peers with disabilities. Additionally, these demographic categories were investigated to determine its predictability of attitudes toward community college students with disabilities. It is the hope of this researcher to expand on the paucity of information on the attitudes of community college students toward their peers with disabilities.

Members of the American College Personnel Association's Commission on Student Development in Two Year Colleges, were recruited to send out a web-based survey, which consisted of quantitative comfort items. A total of 128 students responded to the survey. Only 114 completed surveys were analyzed using a general descriptive data review, ANOVA assessments and multiple regression. Results from the analysis found variance in the perceptions of comfort between the respondent, his/her friends, and the typical community college student. Analyzing further the respondent's perceptions of comfort with peers with disabilities determined that level of contact with students with disabilities predicted the attitudes toward students with disabilities.

Based on the findings, implications were offered for community college campus administrators and staff, campus programming and future research. The major implication focused on the use of Universal Instructional Design to assist with creating opportunities for students to be in contact with students with similar and different learning styles, strengths, and limitations from their own and that the practice of this praxis is to be shared by all stakeholders at community colleges.

Rioux-Bailey, C. (2004, March). *Students with disabilities and access to community college: Continuing issues and new directions.* Washington, DC: The George Washington University HEATH Resource Center. Retrieved from: http://www.heath.gwu.edu/ files/active/0/2004_community_college_access.pdf.

"Much has been written for students with disabilities, their family members, and educators about community college as a postsecondary option. This information typically focuses on the differences between high school and community college, such as differences in legislative protections and various ways to access auxiliary aids and services. Yet many students, family members, and educators remain uninformed about the questions they should be asking about the transition from high school to community college programs; the policies that determine admittance to, and continued enrollment in, community college programs; and the strategies and resources that may impact successful outcomes" (p. 1)

Quick, D., Lehmann, J., & Deniston, T. (2003, November). Opening doors for students with disabilities on community college campuses: What have we learned? What do we still need to know? *Community College Journal of Research and Practice, 27*(9), 815-828.

This article reviews the *Community College Journal of Research and Practice* research articles related to students with disabilities and establishes a focused research agenda addressing the issues either found in, or absent from, the articles. Using a modified qualitative methodology, three common themes were found: (a) campus factors supporting student success, (b) participant label ambiguities, and (c) research methodology selection. It is concluded that there is a continued need for research addressing staff development, accommodations, needs of specific disability groups, self-advocacy and self-determination approaches, and participant-oriented research methodologies used to serve students well.

Stoneham, J. (2005, August). The accessibility of the community college classroom to students with disabilities. In S. Burgstahler (Ed.), Promising Practices: Accessible Information Technology in Education [Special Issue]. *Information Technology and Disabilities E-Journal, XI*(1). Retrieved from: http://people.rit.edu/easi/ itd/itdv11n1/stoneham.htm.

Community and technical colleges, especially those located in rural regions face significant challenges in effectively addressing the educational needs of students with disabilities and in maintaining

information equality as they struggle to keep pace with technology. Blue Ridge Community College (BRCC) in the Appalachian region of North Carolina developed a practice to assess current educational technology accessibility, implement faculty training, and upgrade adaptive technology on its two campuses. The project included the input of a student advisory board, the development of faculty training materials, the creation of a disability services handbook, an assessment by the NC Assistive Tech Project, and the proposal of procurement policies.

Treloar, L. L. (1999). Editor's choice: Lessons on disability and the rights of students. *Community College Review, 27*(1), 30-40.

The Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 form the basis for this discussion of students with disabilities and the role played by community college faculty in promoting their success. After asserting the need to foster self-awareness in one's perceptions of those with disabilities, the author defines practices that ensure receptive classroom environments with examples of effective attitudes, behaviors, and language.

D/DEAF STUDENTS, D/DEAF ISSUES, AND STUDENTS WITH HEARING IMPAIRMENTS

This section focuses on the many issues related to inclusive postsecondary education related to individuals who identify themselves as Deaf (or deaf) as well as students with different hearing impairments. Lower case "deaf" or upper case "Deaf" has been used as published in citations, abstracts and descriptions unless otherwise indicated; however, this does not necessarily reflect whether or not a person, program, or situation may or may not identify with Deaf culture.

Albertini, J. A., Kelly, R. R., & Matchett, M. K. (2012, Winter). Personal factors that influence deaf college students' academic success. *Journal of Deaf Studies and Deaf Education, 17*(1), 85-101.

Research tells us that academic preparation is key to deaf students' success at college. Yet, that is not the whole story. Many academically prepared students drop out during their first year. This study identified entering deaf college students' personal factors as assessed by their individual responses to both the Noel-Levitz College Student Inventory Form B and the Learning and Study Strategies Inventory, second edition (LASSI). Entering students in 3 successive cohorts (total n =437) participated in this study. Results show that in addition to entry measurements of reading and mathematics skills, personal factors contributed to the academic performance of students in their first quarter in college. The Noel-Levitz provided the comparatively better predictive value of academic performance: Motivation for Academic Study Scale (e.g., desire to finish college). The LASSI also showed statistically significant predictors, the Self-Regulation Component (e.g., time management) and Will Component (e.g., self-discipline), but accounted for relatively less variability in the students' initial grade point averages. For this group of underprepared students, results show that personal factors can play a significant role in academic success. Deaf students' personal factors are discussed as they relate to other first-year college students and to their subsequent academic performance and persistence.

Bochner, J. H., & Walter, G. G. (2005, Summer). Evaluating deaf students' readiness to meet the English language and literacy demands of postsecondary educational programs. *Journal of Deaf Studies and Deaf Education, 10*(3), 232-243.

The purpose of this study was to investigate alternative methods for evaluating deaf students' readiness to meet the English language and literacy demands of postsecondary educational programs. In the first part of the study, scores obtained by a large sample of deaf students on the ACT Assessment (ACT Composite score and scores on the ACT English and Reading tests) were compared to their scores on various measures of English language and literacy skills. In the second part of the study, the performance of a smaller sample of deaf students on the ESL Reading and ESL Grammar/Usage components of COMPASS/ESL was compared to their performance on a set of concurrent measures of English skills. The results of this investigation demonstrate that neither the ACT Assessment nor COMPASS/ESL are appropriate for the full range of deaf students seeking admission to postsecondary educational programs. However, the ACT Assessment is appropriate for deaf students seeking admission to transferable (BS and AAS) degree programs, and the ESL Reading and Grammar/Usage tests appear to be appropriate for deaf students seeking admission to nontransferable (AOS) degree programs. Taken together, the combination of the ACT Assessment and COMPASS/ESL appear able to provide a valid, reliable, and coherent approach to admissions screening assessment for the full range of deaf students seeking admission to postsecondary programs.

Boutin, D. L., & Wilson, K. (2009). An analysis of vocational rehabilitation services for consumers with hearing impairments who received college or university training. *Rehabilitation Counseling Bulletin, 52*(3), 156-166.

The purpose of this study was to determine the predictive ability of vocational rehabilitation services for deaf and hard of hearing consumers who received college and university training. The RSA-911 database for fiscal year 2004 was analyzed to evaluate the effectiveness of 21 services in leading to competitive employment. A model predicting competitive employment included job search assistance, job placement, maintenance, rehabilitation technology, transportation, information and referral services, and other services. Results from the logistic regression analysis are discussed in relation to the implications to practitioners and educators.

Cawthon, S. W., Nichols, S. K., & Collier, M. (2009, Winter). Facilitating access: What information do Texas postsecondary institutions provide on accommodations and services for students who are deaf or hard of hearing? *American Annals of the Deaf, 153*(5), 450-460.

Students who are deaf or hard of hearing often require accommodations in order to participate in essential functions of college life. Although federal law mandates access to campus activities, real access for these students varies by site. The present study investigated the level of access of students who are deaf or hard of hearing at Texas postsecondary institutions. These schools' online accommodations policies were reviewed in fall 2006. A systematic review of published policies was used to summarize accommodations and services available for instruction, assessment, and campus life. About half of the 157 schools provided information online. Examples of classroom accommodations included note takers during class lectures and extra time for tests. Nonacademic services included referrals to community resources and course registration assistance. Results are discussed in the context of information that prospective students may need to make informed choices regarding postsecondary education.

Convertino, C. M., Marschark, M., Sapere, P., Sarchet, T., & Zupan, M. (2009). Predicting academic success among deaf college students. *Journal of Deaf Studies and Deaf Education, 14*(3), 324-343.

For both practical and theoretical reasons, educators and educational researchers seek to determine predictors of academic success for students at different levels and from different populations. Studies involving hearing students at the postsecondary level have documented significant predictors of success relating to various demographic factors, school experience, and prior academic attainment. Studies involving deaf and hard-of-hearing students have focused primarily on younger students and variables such as degree of hearing loss, use of cochlear implants, educational placement, and communication factors—although these typically are considered only one or two at a time. The present investigation utilizes data from 10 previous experiments, all using the same paradigm, in an attempt to discern significant predictors of readiness for college (utilizing college entrance examination scores) and classroom learning at the college level (utilizing scores from tests in simulated classrooms). Academic preparation was a clear and consistent predictor in both domains, but the audiological and communication variables examined were not. Communication variables that were significant reflected benefits of language flexibility over skills in either spoken language or American Sign Language.

Cuculick, J. A., & Kelly, R. R. (2003, Fall). Relating deaf students' reading and language scores at college entry to their degree completion rates. *American Annals of the Deaf, 148*(4), 279-286.

Graduation patterns were examined for 905 deaf students (1990-1998) at the National Technical Institute for the Deaf. Students with higher reading and language skills had the best overall graduation percentage. Comparison of recipients of different degrees--bachelor of science (BS) versus fine arts (BFA); associate of applied science (AAS) versus occupational studies (AOS)--showed 92% of BS and 82% of AAS graduates reading at the 9th-grade level or above, versus 65% of BFA and 47% of AOS graduates. Interestingly, 80% of non-degree-earning students read at the 9th-12th grade levels; in absolute terms, they outnumbered graduates with similar reading skills in the AAS and BFA programs combined, and in the BS program. This indicates a need for improved counseling, placement, and retention strategies. Students performed similarly across degree categories, regardless of curriculum requirements and difficulty. Only non-degree-earning students had significantly lower grade averages.

Foster, S., Long, G., & Snell, K. (1999). Inclusive instruction and learning for deaf students in postsecondary education. *Journal of Deaf Studies and Deaf Education, 4*, 225-235.

This article explores how students who are deaf and their instructors experience mainstream college classes. Both quantitative and qualitative procedures were used to examine student access to information and their sense of belonging and engagement in learning. Instructors were asked to discuss their approach to teaching and any instructional modifications made to address the needs of deaf learners. Results indicate that deaf students viewed classroom communication and engagement in a similar manner as their hearing peers. Deaf students were more concerned about the pace of instruction and did not feel as much a part of the 'university family' as did their hearing peers. Faculty generally indicated that they made few if any modifications for deaf students and saw support service faculty as responsible for the success or failure of these students. We discuss results of these and additional findings with regard to barriers to equal access and strategies for overcoming these barriers.

Freebody, P., & Power, D. (2001, Spring). Interviewing Deaf adults in postsecondary educational settings: Stories, cultures, and life histories. *Journal of Deaf Studies and Deaf Education, 6*(2), 130-142.

This article provides a brief examination of how Deaf adults describe their life histories as learners and as workers in the workforce. We show how these histories are intricately tied to the movements in and around the participants' social positions as Deaf persons in a hearing world. Three discursive positions are evident in the talk of these interviewees in relation to Deafness: as disability, as logistic complexity, and as community/culture. We also show how the life stories produced in the interviews entail variations on the theme of fragmentation: the losing, missing, and finding of viable life circumstances. In addition, we discuss how the interviewer-interviewee relationship comes to embody a hearing community's interests, recasting a Deaf interviewee's everyday life into a series of curiosities.

Hyde, M., Punch, R., Power, D., Hartley, J., Neale, J., & Brennan, L. (2009, February). The experiences of deaf and hard of hearing students at a Queensland University: 1985-2005. *Higher Education Research & Development, 28*(1), 85-98.

This article reports on the experiences of deaf and hard of hearing students at a Queensland university, which offers an extensive deaf student support program. Seventy-two current students and graduates since the program's inception twenty years ago completed a survey about their experiences, highlights, challenges and use of communication tools and support services at university. Findings indicate, both quantitatively and qualitatively, that students valued the specialised support services they received, although challenges in accessing the academic curriculum remained for many students. In the important area of social factors, many students reported enjoying satisfying friendships and a sense of belonging with other deaf people, often for the first time, while others experienced feelings of social isolation in a largely hearing peer group. Overall, deaf and hard of hearing students who had attended Griffith over the 20 years had a high rate of graduation, comparing favourably with other university students.

Komesaroff, L. (2005, October). Category politics: Deaf students' inclusion in the 'hearing university.' *International Journal of Inclusive Education, 9*(4), 389-403.

This article investigates the way in which deaf tertiary students' identity is constructed within the university—an overwhelmingly 'hearing' institution. It is a descriptive and analytical account of the experiences of two deaf teacher education students as they reflect on their progress and experiences in higher education. Data have been analysed within an interpretive framework of category politics and the construction of difference. The study found that providing the same access to the same information in the same form did little to address the discursive marginality of these students.

Lartz, M. N., Stoner, J. B., & Stout, L. (2008, Fall). Perspectives of assistive technology from Deaf students at a hearing university. *Assistive Technology Outcomes and Benefits, 5*(1), 72-91. Retrieved from: http://www.atia.org/files/public/ATOBV5N1 ArticleSEVEN.pdf.

The purpose of this study was to investigate the perspectives of Deaf students attending a large 'hearing' university regarding their use of assistive technology (AT). Individual, semi-structured interviews were conducted with nine participants and responses were videotaped and transcribed from sign language to English. A collective case study approach was used to analyze the data. Three primary categories concerning perspectives of AT emerged from the qualitative analysis: (a) self-reported use of assistive technology and overall benefits, (b) barriers to AT use, and (c) facilitators to

AT use. Discussion centers on the struggle to balance the triad of information that deaf students encounter in the university classroom and offers recommendations to assist deaf students in 'hearing' classrooms at the university level.

Lang, H. G. (2002). Higher education for deaf students: Research priorities in the new millennium. *Journal of Deaf Studies and Deaf Education, 7*(4), 267-280.

A review of research on deaf students in higher education reveals a significant body of knowledge about the barriers these students face in gaining access to information in the classroom. Much less is known about the potential solutions to these problems. In addition, there is a dearth of research on the effectiveness of such support services as interpreting, note taking, real-time captioning, and tutoring, particularly with regard to their impact on academic achievement. This article summarizes relevant research and suggests directions for educational researchers interested in enhancing academic success and the retention of deaf students in higher education programs.

Marschark, M., Richardson, J. T. E., Sapere, P., & Sarchet, T. (2010, Fall). Approaches to teaching in mainstream and separate postsecondary classrooms. *American Annals of the Deaf, 155*(4), 481-487.

The study examined attitudes toward teaching reported by university instructors who normally teach hearing students (with the occasional deaf or hard of hearing student) and by instructors who normally teach deaf and hard of hearing students at the same institution. Overall, a view of instruction as information transmission was associated with a teacher-focused approach to instruction, whereas viewing instruction as a means of promoting conceptual change was associated with a student-focused approach. Instructors in mainstream classrooms were more oriented toward information transmission than conceptual change, whereas instructors experienced in separate classrooms for deaf and hard of hearing students reported seeking to promote conceptual change in students and adopting more student-focused approaches to teaching. These results are consistent with previous findings concerning instructors' approaches to teaching and deaf and hard of hearing students' approaches to learning, and may help explain recent findings regarding student outcomes in separate versus mainstream secondary classrooms.

Marschark, M., Sapere, P., Convertino, C., & Seewagen, R. (2005, Winter). Access to postsecondary education through sign language interpreting. *Journal of Deaf Studies and Deaf Education, 10*(1), 38-50.

Despite the importance of sign language interpreting for many deaf students, there is surprisingly little research concerning its effectiveness in the classroom. The limited research in this area is reviewed, and a new study is presented that included 23 interpreters, 105 deaf students, and 22 hearing students. Students saw two interpreted university-level lectures, each preceded by a test of prior content knowledge and followed by a post-lecture assessment of learning. A variety of demographic and qualitative data also were collected. Variables of primary interest included the effects of a match or mismatch between student interpreting preferences (interpreting vs. transliteration) and the actual mode of interpreting, student-interpreter familiarity, and interpreter experience. Results clarify previous contradictory findings concerning the importance of student interpreting preferences and extend earlier studies indicating that deaf students acquire less than hearing peers from interpreted college-level lectures. Issues relating to access and success in integrated academic settings are discussed as they relate to relations among student characteristics, interpreter characteristics, and educational settings.

Matteson, J., Kha, C. K., Hu, D. J., Saul, L., & Robins Sadler, G. (2008). Campus community partnerships with people who are deaf or hard-of-hearing. *Assistive Technology Outcomes and Benefits, 5*(1), 29-44. Retrieved from: http://www.atia.org/files/public/ATOBV5N1ArticleFOUR.pdf.

> In 1997, the Moores University of California, San Diego (UCSD) Cancer Center and advocacy groups for people who are deaf and hard of hearing launched a highly successful cancer control collaborative. In 2006, faculty from the Computer Science Department at UCSD invited the collaborative to help develop a new track in their doctoral program. This track would train computer scientists to be culturally competent when working with people who have hearing and visual challenges, with the ultimate goal of developing assistive living devices that would be welcomed by, and useful to, the anticipated end users. Faculty and students began developing ideas for technological advances that were anticipated to benefit people who are deaf and hard-of-hearing. Computer science graduate students and faculty worked with the medical school faculty, staff, and undergraduates to design culturally competent focus groups for people who were deaf and hard-of-hearing. The focus groups were designed to gather opinions of these presumed end users about three, very promising ideas for assistive listening devices. The result was a productive interchange between the computer science team and focus group members. The insights garnered have subsequently been used to refine the three devices. This paper provides an overview of how computer science students were trained to present their technological innovations to people who are deaf and hard-of-hearing and to gain feedback on how their devices might best serve them.

Napier, J., & Barker, R. (2004). Accessing university education: Perceptions, preferences, and expectations for interpreting by deaf students. *Journal of Deaf Studies and Deaf Education, 9*(2), 228-238.

> This paper provides a brief review of the history of deaf education in Australia, Australian Sign Language (Auslan), and Auslan interpreting. A panel of Australian deaf university students from diverse linguistic and educational backgrounds provides insights into their perceptions of sign language interpreting provision in university lectures. They commented on their interpreting preferences after viewing two videotaped segments of university lecture interpretation, one demonstrating a predominantly free approach and the other a predominantly literal approach. Expectations of the deaf students were explored in relation to the educational backgrounds and qualifications of university interpreters; comprehension of interpreters is also discussed. Results suggest that the university students preferred interpreters to combine both interpretation styles, switching between literal and free approaches when appropriate. In doing so, students can access lecture content in Auslan while accessing subject-specific terminology or academic language in English. In terms of qualifications, the students advocated for interpreters to have a university qualification in general, especially if they are working in a university context. However, the students also acknowledged that interpreting did not provide them with full access in educational settings.

Parasnis, I., & Fischer, S. D. (2005, Fall). Perceptions of diverse educators regarding ethnic-minority deaf college students, role models, and diversity. *American Annals of the Deaf, 150*(4), 343-349.

> In a qualitative study, the researchers documented the perceptions of deaf and hearing ethnically diverse university faculty and staff regarding issues related to the education of ethnic-minority deaf college students. These experienced educators commented on the importance of ethnic-minority role models for deaf college students, the academic preparedness of ethnic-minority deaf students, these students' level of comfort on campus, and the success of institutional efforts to increase awareness regarding ethnic diversity. The insightful reflections of these diverse educators can be informative in improving the educational experience of ethnic-minority deaf students.

Pearson, H. (2010). Complicating intersectionality through the identities of a hard of hearing Korean adoptee: An autoethnography. In L. D. Patton, R. A. Shahjahan; & N. Osei-Kofi (Eds.), Emergent Approaches to Diversity and Social Justice in Higher Education [Feature Issue]. *Equity & Excellence in Education, 43*(3), 341-356.

Within education and social justice, the lenses of race, class, and gender are prevalent in analyzing multifaceted oppression, but there is a need to expand beyond those in order to obtain a more in-depth understanding of the intricacies of oppression. The autoethnographic approach enables me to use my experiences a Korean adoptee with a disability as an entry point to examine intersectional and interlocking oppression and to offer a different frame of reference that is absent in the literature: the integration of Korean adoptee and Disability Studies literature to further problematize each field and to complicate and advance the understanding of oppression. The critical self-reflexive process of writing allowed me to contest the prevailing representation and knowledge through my experiences and to develop an awareness of how we all are ensnared in this process of constructing/deconstructing oppression; thus personal and societal experiences of oppression and privilege are not easily separated. In order to shift toward a collaboratively oriented social justice, we must realize that focusing on one or multiple forms of oppression, but not all, cannot lead to true social justice change and transformation because all forms of oppression interact in a convoluted manner that reinforce or undermine each other in an entangled labyrinth.

Punch, R., Hyde, M., & Power, D. (2007). Career and workplace experiences of Australian university graduates who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education, 12*(4), 504-517.

This article reports on the experiences of a group of deaf and hard-of-hearing alumni of Griffith University in south-east Queensland, Australia. Participants completed a survey answering questions about their communication patterns and preferences, working lives, career barriers or difficulties anticipated and encountered, and workplace accommodations used or sought. Results revealed a range of career barriers and workplace difficulties encountered by these participants, as well as solutions found and strategies used by them. Differences in employment sector, job-search activities, difficult workplace situations, and use of accommodations were noted between 2 groups: those who communicated primarily in Australian Sign Language and considered themselves to have a Deaf or bicultural identity and those who communicated primarily in spoken English and considered themselves to have a hearing identity. Implications for university services supporting deaf and hard-of-hearing students are outlined, and suggestions for further research are made.

Richardson, J. T. E. (2001). The representation and attainment of students with a hearing loss at the Open University. *Studies in Higher Education, 26*(3).

An analysis of the representation and attainment of students with hearing loss is carried out, based upon students who were registered on undergraduate courses at the Open University in 1996. Students with hearing loss were older, more likely to be female and had begun their studies with a lower-level of prior education than students with no reported disability.

Richardson, J. T. E., Long, G. L., & Foster, S. B. (2004). Academic engagement in students with a hearing loss in distance education. *Journal of Deaf Studies and Deaf Education, 9*(1), 68-85.

This investigation compared 267 students with a hearing loss and 178 students with no declared form of disability who were taking courses by distance learning in terms of their scores on an

abbreviated version of the Academic Engagement Form. Students with a hearing loss obtained lower scores than students with no disability with regard to communication with other students, but some felt that communication was easier than in a traditional academic situation. Students who were postvocationally deaf had lower scores than students with no disability on learning from other students, but they obtained higher scores on student autonomy and student control. In general, the impact of a hearing loss on engagement in distance education is relatively slight.

Richardson, J. T. E., MacLeod-Gallinger, J., McKee, B. G., & Long, G. L. (2000). Approaches to studying in deaf and hearing students in higher education. *Journal of Deaf Studies and Deaf Education, 5*(2) 156-173.

We conducted a survey to compare the responses of 149 deaf students and 121 hearing students taking the same courses to a shortened and adapted version of the Approaches to Studying Inventory. In general, the impact of deafness on approaches to studying was relatively slight, and deaf students appeared to be at least as capable as hearing students of engaging with the underlying meaning of the materials to be learned. We used factor analysis to identify eight scales, and differences between the two groups were statistically significant on four of these scales. Discriminant analysis indicated that deaf students found it more difficult to relate ideas on different topics and that this was more marked in those who preferred to communicate using sign. However, deaf students were more likely than hearing students to adopt a critical approach and to analyze the internal structure of the topics studied.

Richardson, J. T. E., Marschark, M., Sarchet, T., & Sapere, P. (2010). Deaf and hard-of-hearing students' experiences in mainstream and separate postsecondary education. *Journal of Deaf Studies and Deaf Education, 15*(4), 358-382.

In order to better understand academic achievement among deaf and hard-of-hearing students in different educational placements, an exploratory study examined the experiences of postsecondary students enrolled in mainstream programs (with hearing students) versus separate programs (without hearing students) at the same institution. The Course Experience Questionnaire, the Revised Approaches to Studying Inventory, and the Classroom Participation Questionnaire were utilized to obtain information concerning their perceptions, participation, and access to information in the classroom. Both groups were concerned with good teaching and the acquisition of generic skills. Both were motivated by the demands of their assessments and by a fear of failure while being alert to both positive and negative affect in their classroom interactions. Overall, students in separate classes were more positive about workload expectations, instructor feedback, and the choices they had in coursework. Students in mainstream classes were more positive about their acquisition of analytic skills (rather than rote memorization) and about their instructors' interest in them, including flexibility in methods of assessment.

Richardson, J. T. E., & Woodley, A. (2001). Perceptions of academic quality among students with a hearing loss in distance education. *Journal of Educational Psychology, 93*(3), 563-570.

There has been little research on the experiences of students with a hearing loss in mainstream higher education. This investigation compared perceptions of academic quality in 265 students with a hearing loss who were taking courses by distance learning and 178 students taking the same courses who had no declared form of disability. Students who were classified as hard of hearing (rather than deaf) produced significantly lower ratings of the appropriateness of their academic workload than did the students with no declared disability, but the ratings produced by students who were classified as deaf were not significantly different from those produced by the comparison group. In other respects, the students with a hearing loss were remarkably similar to the students

with no declared disability in their perceptions of academic quality and their overall satisfaction with their courses.

Scherer, H. L., Snyder, J. A, & Fisher, B. S. (2010, November 17). *Victimization risk among a national sample of disabled and deaf college students.* Paper presented at the ASC Annual Meeting, San Francisco, California. Retrieved from: http://www.allacademic.com/meta/p431569_index.html.

Recent estimates from the 2007 National Crime Victimization Survey demonstrate that individuals with physical and cognitive disabilities experience a significantly higher risk of violent and sexual victimization than those without disabilities. Although these findings are important for establishing that disabled individuals are more likely to be victimized, they do not shed light on the specific lifestyle and routine activities of disabled victims that may influence their risk of victimization. Using data from the 2008 American College Health Association's (ACHA) National College Health Assessment II (NCHA-II), we apply the lifestyle-routine activities theory to subsamples of hearing impaired, physically disabled, and visually impaired students to determine what lifestyle factors influence their risk of victimization for violent and sexual offenses. The ACHA-NCHA-II is a large-scale survey administered to college students (N=26,685) in the US that includes specific and direct measures of lifestyle and routine activities. We hypothesize that differences in risk of victimization among physically disabled and hearing and visually impaired students can be attributed to variations in lifestyle and routine activities. Additionally, we predict that while controlling for lifestyle characteristics, disabled and impaired students will be more likely to be victimized than those without disabilities due to their heightened vulnerabilities.

Schley, S., & Albertini, J. (2005, Winter). Assessing the writing of deaf college students: Reevaluating a direct assessment of writing. *Journal of Deaf Studies and Deaf Education, 10*(1), 96-105*.*

The NTID Writing Test was developed to assess the writing ability of postsecondary deaf students entering the National Technical Institute for the Deaf and to determine their appropriate placement into developmental writing courses. While previous research (Albertini et al., 1986; Albertini et al., 1996; Bochner, Albertini, Samar, & Metz, 1992) has shown the test to be reliable between multiple tesFASt raters and as a valid measure of writing ability for placement into these courses, changes in curriculum and the rater pool necessitated a new look at interrater reliability and concurrent validity. We evaluated the rating scores for 236 samples from students who entered the college during the fall 2001. Using a multiprong approach, we confirmed the interrater reliability and the validity of this direct measure of assessment. The implications of continued use of this and similar tests in light of definitions of validity, local control, and the nature of writing are discussed.

Stinson, M., Liu, Y., Saur, R., & Long, G. (1996). Deaf college students' perceptions of communication in mainstream classes. *Journal of Deaf Studies and Deaf Education, 1*(1), 40-51.

Fifty deaf and hard-of-hearing students who were mainstreamed in postsecondary classes rated their classroom communication ease with hearing instructors, hearing peers, and deaf peers. A subgroup of these students participated in an in-depth interview that focused on perceptions of communication ease, support services, and attitudes of teachers and students toward deaf students in mainstreamed classes. Quantitative analyses indicated that students more comfortable in using speech in this setting reported being able to receive and send a greater amount and a higher quality of information than did students who were less comfortable in using speech. Both quantitative and quantitative results indicated that students varied considerably in their communication with hearing peers and professors, in their relations with deaf peers, and in their concerns about access. It is a

challenge for interpreting and other support services to serve these various needs, especially when it is not unusual for these variations to occur in the same classroom.

Storbeck, C., & Martin, D. (2010, Fall). South African Deaf Education and the Deaf Community [Special Section]. *American Annals of the Deaf, 155*(4).

Within this special section is a subsection on "Postgraduate Education and Employment" as well as perspectives from parents and children, one of whom is a college graduate. "Now that school-level education has been discussed, the following section will address the postschool path, which includes postgraduate education and employment for Deaf South Africans. The contributions come from education providers (both academic and vocational) as well as a Deaf learner who has been through the process. This section ends with a contribution from the employment sector, which addresses the needs of the Deaf community in gaining employment" (p. 502).

Articles in this section include:

- Postgraduate Study for Deaf South Africans
- The Postgraduate Deaf Experience
- Perspectives of Children and Parents: Family 1: The Experiences of a University Student Who Is Deaf—A Child's Perspective

Taylor, G. & Palfreman-Kay, J. M. (2000). Helping each other: Relations between disabled and non-disabled students on Access programmes. *Journal of Further and Higher Education, 24*(1), 39-53.

This article highlights issues concerned with the nature of relationships between disabled students and their non-disabled peers in further education. An investigation of the relationships between disabled and non-disabled students is undertaken within a critical ethnographic framework. The interaction between students is located within a wider societal context, with a particular emphasis upon identifying the impact of oppressive social forces. Deaf students, and students with dyslexia are the particular focus of this article as a case study within a wider disability debate. The findings point to a lack of contact between disabled and non-disabled children in primary and secondary education as being an important factor in relationships between these two groups in tertiary education. A variation in experience is highlighted between the different colleges and also different Access programmes within the same institution, which raises questions about notions of fairness and equality within the Access system. Recommendations are made for the recruitment and induction of disabled and non-disabled students leading to a more integrated approach.

Tidwell, R. (2004). The "invisible" faculty member: The university professor with a hearing disability. *Higher Education, 47*(2), 197-210.

This article reviews the characteristics of age-related hearing loss and discusses the consequences of hearing loss for senior professors at our universities and colleges. It presents some of the strategies, for use by the hearing-impaired and the non-hearing-impaired, to adapt successfully to age-related hearing impairments. Examples are cited for the classroom and for the general university environment. By commenting on her personal experiences as a senior faculty member, the author hopes to illuminate some important issues raised when a professor has impaired hearing.

DISABILITY, PEDAGOGY, AND DISCIPLINES

This section focuses on resources where disability becomes a part of the curricula for many scholarly disciplines and where disability becomes part of the academic classroom. The resources also encourage inclusive strategies, and offer different perspectives including instructors and students with disabilities, and resources that especially emphasize a Disability Studies viewpoint are also included. Also of interest are resources specific to different academic disciplines whether it be where disability is infused within curricula or whether it shares experiences of individuals with disabilities within these disciplines.

Ashby, C. (2012, Summer). Disability studies and inclusive teacher preparation: A socially just path for teacher education. In M. Cosier & P. M. Ferguson (Eds.), Disability Studies and the Support of Individuals with Significant Disabilities and Their Families [Feature Issue]. *Research and Practice for Persons with Severe Disabilities, 37*(2), 89-99.

This article explores the benefits and challenges of operating an inclusive elementary and special education teacher preparation program within a disability studies framework. How does such a program balance issues of theory and practice? How does it provide students with a critical approach that essentially views disability as a social and cultural category much like race and gender, with a practical approach that attempts to address, remediate or eliminate those conditions that are considered disabling? How is it possible to become a successful professional with a disability studies perspective within a field such as special education that is traditionally based around a deficit model? The article provides recommendations for how such questions might be addressed in teacher education.

Ashcroft, T. J. (2012, May). *Nursing educators' perspectives of nursing students with disabilities.* Unpublished doctoral dissertation, Faculty of Education, University of Manitoba, Winnipeg, MB. Retrieved from: http://hdl.handle.net/1993/5216.

This grounded theory study explored Canadian nursing educators' perspectives of nursing students with disabilities. Seventeen faculty members from four western Canadian nursing education programs participated in semi-structured interviews. Data consisted of interview transcripts, demographic forms and field notes. Data analysis was conducted as described by Strauss and Corbin (1998). Transcribed interviews were examined using a fluid and dynamic process of examination of interviews, open coding, axial coding and selective coding. the theory of producing competent graduates emerged from the data, with the central category being supporting students on the path to competent graduate. Producing competent graduates was described as a linear process, commencing when the students enter the program and culminating when they successfully complete their education. Participants believed students with disabilities could become competent graduates. The educators' perspectives of these learners was best captured by the term "wary challenge." Participants' perspectives of nursing students with disabilities were influenced by the context of nursing education programs, attributes of the nursing educator, perceived attributes of the environment and perceived student attributes. These attributes influenced how the educators worked with disabled students seeking to become competent graduates. Most learners were seen as

proceeding along the path to competent graduate at a steady pace. Some students. both those with and those without disabilities, were identified as sometimes being at academic risk. Educators offered myriad supports, including developing reasonable accommodation for clinical courses. Most students returned to the path to competent graduate, while a few continued to experience difficulties. These situations compelled the nursing educators to engage in deep, deliberate consideration as they sought to balance the students' rights with the imperative of patient safety. The unique aspect of decision making when working with students with disabilities was "where do we draw the line". Recommendations for nursing education include improving faculty knowledge regarding disabilities and instituting clearer guidelines for developing and communicating accommodation in the clinical setting. Recommendations for future research include developing a better understanding of nursing educators' perspectives of disabilities and what influences those views.

Bacon, A. M., & Bennett, S. (in press). Dyslexia in Higher Education: The decision to study art. *European Journal of Special Needs Education.*

Increasing numbers of students in Higher Education (HE) have dyslexia and are particularly over represented in the visual and creative arts. While dyslexia has been associated with artistic talent, some applicants may perceive their academic opportunities as limited because of negative learning experiences associated with their dyslexia. This study explored how the qualitative lived experience of dyslexia was implicated in degree choice. Transcripts of semi-structured interviews with 13 arts students provided data for an interpretative phenomenological analysis. Three superordinate themes emerged which can be described under the broad headings: (1) Influence of school and family, (2) Dyslexia as a strength, (3) Having a passion for art. The data from eight students clearly suggested that they had actively chosen to study art because of a long standing interest and acknowledged talent. The others had perceived their academic options as otherwise limited. However, for all participants, studying and practising art had helped facilitate the development of a positive personal identity as an artist with dyslexia. We suggest this to be an important illustration of how access to HE can help individuals with dyslexia to achieve their potential.

Barber-Fendley, K., & Hamel, C. (2004, February). A new visibility: An argument for alternative assistance writing programs for students with learning disabilities. *College Composition and Communication, 55*(3), 504-535.

We argue against the metaphor of the "level playing field" and its natural coercive power; in so doing, we call for an end to the invisibility that the debate over accommodations has imposed on learning disabilities in the past decade. A literature review of LD in composition shows how this invisibility has manifested itself in our field through limited professional discussion of LD. In response, we propose not a level playing field but a new playing field altogether, a visible one that actively promotes alternative assistance for student writers with LD in first-year composition programs. We seek to show how the LD and composition fields could create a powerful partnership by serving students with LD through the principle of the liberal theory of distributive justice.

Ben-Moshe, L., Cory, R. C., Feldbaum, M., & Sagendorf, K. (2007). *Building pedagogical curb cuts: Incorporating disability in the university classroom and curriculum*. Syracuse, NY: Graduate School, Syracuse University. Retrieved from: http://disabilitystudies.syr.edu/resources/downloadcurbcuts.aspx.

Covers interdisciplinary strategies to incorporate disability into classrooms, from accommodations to including disability in the general curriculum. It also suggests ways campuses can be more welcoming to scholars and students with disabilities.

The book is divided into three sections: Incorporating Disability in the Curriculum, Designing Instruction for Everyone, and Students with Disabilities in the Classroom and the chapters include:

- Mainstreaming Disability: A Case in Bioethics
- Language Barriers and Barriers to Language: Disability in the Foreign Language Classroom
- Including Women with Disabilities in Women and Disability Studies
- Seeing Double
- Cinematically Challenged: Using Film in Class
- "Krazy Kripples": Using South Park to Talk about Disability
- Teaching for Social Change
- Nothing Special: Becoming a Good Teacher for All
- Tools for Universal Instruction
- "Lame Idea": Disabling Language in the Classroom
- Learning from Each Other: Syracuse University and the OnCampus Program
- Being an Ally
- Adapting and "Passing": My Experiences as a Graduate Student with Multiple Invisible Disabilities
- "We're not Stupid": My College Years as a Mentally Challenged Student
- Crucial Communication Triangle: Students with Disabilities, Faculty and Disability Support Services
- Signs of Inclusion: Using Sign Language Interpreters in the Classroom
- Legal Requirements for Students with Disabilities and Universities

Berland, J. (2009). The elephant in the classroom. *International Journal of Inclusive Education, 13*(7), 699-711.

Chronic fatigue syndrome/myalgic encephalomyelitis (CFE/ME) is an invisible disability that forces researchers to delineate new boundaries between illness and impairment, and between medical knowledge and patients' experience. As a neurological impairment, this condition attacks memory and cognition, which paradoxically become the focus of patients' own accounts of their experience and understanding. This paper addresses the pedagogical implications of this invisible disability. Drawing on emergent research on the social ties and social memory of elephants, this paper compares the forgetting in and about invisible disabilities with the cultures of remembering and caring exemplified by the elephant who 'never forgets'. Just as the elephant exemplifies the interdependency of social relations and memory, so teachers and administrators can acknowledge different kinds of memory and expectations of memory and social process in pedagogical environments.

Beynon, J., & Dossa, P. (2003, December). Mapping inclusive and equitable pedagogy: Narratives of university educators. *Teaching Education, 14*(3), 249-264.

In the research presented here, narratives of the diverse personal and professional experiences of three university educators provide fresh visions for constructing equitable and inclusive pedagogical approaches. Consideration of the narratives is guided by and contributes to understandings of three interconnected perspectives on diversity: embodiment, border crossing and dialogical.

Bolt, D. (2004). Disability and the rhetoric of inclusive higher education. *Journal of Further and Higher Education, 28*(4), 353-358.

The social model of disability states that many persons have many impairments, but that it is only by the ableist society in which they live that they are disabled. In considering just how inclusive Higher Education is for said persons, this short paper proposes a long-overdue modernization of the ableist

way in which undergraduates are taught. As a traditional gold standard university subject, direct reference is made to the study of English, but the conclusion will be pertinent to other disciplines. Similarly, though the paper cites the case of persons with impaired vision, the findings will be relevant to deaf people and to persons who are disabled in general.

Brueggemann, B. J., White, L. F., Dunn, P. A., Heifferon, B. A., & Cheu, J. (2001). Becoming visible: Lessons in disability. *College Composition and Communication, 52*(3), 368-398.

The five authors call for increased awareness of disability in composition studies and argue that such an awareness can productively disrupt notions of "writing" and "composing" at the same time it challenges "normal"/"not normal" binaries in the field. In six sections: Brueggemann introduces and examines the paradox of disability's "invisibility"; White considers the social construction of learning disabilities; Dunn analyzes the rhetoric of backlash against learning disabilities; Heifferon illustrates how a disability text challenged her students; Cheu describes how a disability-centered writing class made disability visible; all five conclude with challenges and directions for composition studies in intersecting with disability studies.

Cadwallader, J. R. (2010). Stirring up the sediment: The corporeal pedagogies of disabilities. In A. Hickey-Moody & V. Crowley (Eds.), Disability Matters: Pedagogy, Media and Affect [Special Issue]. *Discourse: Studies in the Cultural Politics of Education, 31*(4), 513-526.

The centrality of Cartesian dualism to practices of university pedagogy obscures the role that bodily being-in-the-world plays in learning and teaching. This article uses Merleau-Ponty's account of embodiment to explore the pedagogical capacity of disability, specifically in relation to two university courses. I argue that the disabled other offers such radical difference that it intervenes, as Lévinas puts it, anachronistically, in the synchronicity of sedimentary styles of being-in-the-world. I consider the role that syncretic sociability—intercorporeality—plays in producing an incarnatory context within the classroom which challenges the 'common sense'ness of the ableism which so thoroughly shapes institutions, customs, power, sociality, and dominant styles of being-in-the-world.

Calderwood, K., & Degenhardt, J. (2010). Accommodating a social work student with a speech impairment: The shared experience of a student and instructor. *Journal of Social Work in Disability & Rehabilitation, 9*(4), 235-253.

This ethnographic study describes the results of a collaborative journaling process that occurred between a student and his instructor of a second-year social work communications course. Many questions from the student's and the instructor's perspectives are raised regarding accommodating the student with a severe speech impairment in a course that specifically focuses on communication skills. Preliminary recommendations are made for social work students and professionals with communication limitations, and for social work educators.

Campbell, F. K. (2009). Medical education and Disability Studies. *Journal of Medical Humanities, 30*(4), 221-235.

The biomedicalist conceptualization of disablement as a personal medical tragedy has been criticized by disability studies scholars for discounting the difference between disability and impairment and the ways disability is produced by socio-environmental factors. This paper discusses prospects for partnerships between disability studies teaching/research and medical education; addresses some of the themes around the necessity of critical disability studies training for medical students; and

examines a selection of issues and themes that have arisen from disability education courses within medical schools globally. The paper concludes that providing there is a commitment from senior management, universities are well positioned to apply both vertical and horizontal approaches to teaching disability studies to medical students.

Carrington, S., & Brownlee, J. (2001). Preparing teachers to support inclusion: The benefits of interaction between a group of preservice teachers and a teaching assistant who is disabled. *Teaching Education,* 12(3), 347-357.

A study examined how preservice teachers' attitudes toward disability were influenced by structured interactions with a disabled teaching assistant. The participants were ten students enrolled in a special education teaching elective at a large university in Australia. The participants, who took part in interviews and were required to keep journals, were exposed to sustained interactions with a teaching assistant who had cerebral palsy. Results indicated that the students developed a more positive attitude and became more comfortable in interacting with the teaching assistant during the semester and that the learning experience improved their knowledge about disability issues.

Clark, M. A. (2006). Adult education and disability studies, an interdisciplinary relationship: Research implications for adult education. *Adult Education Quarterly, 56*(4), 308-322.

Disability studies is an emerging field of inquiry that investigates the disability experience as a socially constructed phenomenon similar to issues of race, gender, and class. However, the literature of adult education shows that we are not making these same connections. Nor are we conducting a thorough investigation of how the manifestations of the disability experience affect and/or constrain the adult learning context. This article promotes the idea of an interdisciplinary relationship between adult education and disability studies as a way to investigate the disability experience within the adult learning context. An overview of adult education and disability is provided first, along with a review of the disability studies literature, its history, tenets, and critiques. Embedded within this discussion are suggested implications for adult education practice and theory. The author concludes her discussion with possible ideas for research that she argues will create new lines of inquiry within adult education.

Connor, D., & Bejoian, L. (2007). Cripping school curricula: 20 ways to re-teach disability. *The Review of Disability Studies: An International Journal, 3*(3), 3-13.

As instructors of a graduate level course about using film to re-teach disability, we deliberately set out to "crip" typical school curricula from kindergarten through twelfth grade. Utilizing disability studies to open up alternative understandings and reconceptualizations of disability, we explored feature films and documentaries, juxtaposing them with commonplace texts and activities found in school curricula. In doing so, we sought to challenge any simplistic notions of disability and instead cultivate knowledge of a powerful, and largely misunderstood aspect of human experience. The article incorporates twenty suggestions to re-teach disability that arose from the course. These ideas provide educators and other individuals with a set of pedagogical tools and approaches to en rich, complicate, challenge, clarify, and above all, expand narrowly perceived and defined conceptions of disability found within the discourse of schooling.

Coogan, T. (2012). Comment from the field: Transformative Difference: Disability, Culture and the Academy: Centre for Culture & Disability Studies, Liverpool Hope University. *Journal of Literary & Cultural Disability Studies, 6*(1), 103-108.

This essay reports on the author's experiences while attending the Transformative Difference conference and his reflection that "(t)he overarching theme of the conference...was the way in which a critical engagement with disability can change research and teaching practice across disciplines. The conference was a snapshot of this "transformative difference" in progress, capturing a critical disability perspective at work in a range of areas" (p. 103). He concludes stating that the conference "...reflected, through its theme and papers, the extent to which disability studies is having an observable effect on the academy from both within and without, in an increasingly wide range of areas. Yet even as it illustrated the progress disability studies is making, it also highlighted the amount of work that remains to be done, and identified new barriers and problems to be addressed and tackled. It is, perhaps, time to take stock of what has been achieved in the area and consider where efforts might best be deployed" (p. 108).

Coriale, L., Larson, G., & Robertson, J. (2012). Exploring the educational experience of a social work student with a disability: A narrative. *Social Work Education: The International Journal, 31*(4), 422-434.

This article describes the experience of Lisa, one of the co-authors, as a student with a disability completing a Bachelor of Social Work degree in Western Canada. This personal narrative of the physical, relational, attitudinal, curricular and resource aspects of Lisa's education identifies barriers experienced in the educational and practice environments, and highlights strategies that assisted in addressing these barriers. The article specifically relates Lisa's progression through the programme, including accounts of classroom and field experiences, relationships with faculty and students, resource, policy and accommodation issues, and the needs and human rights of a student with a disability. The narrative celebrates the success of a student in an environment (the university) that many believe to be more accommodating and supportive than other public and private organizations. Recommendations for both educational and social work practice organizations are provided. As a co-author of the article, Lisa was an active participant at every stage of the research and development of the article—narrative interview, analysis, identification of themes, connection to theory and literature, and presentation and final writing of the paper.

Crawshaw, M. (2002). Disabled people's access to social work education—Ways and means of promoting environmental change. *Social Work Education: The International Journal*, 21(5), 503-514.

Disabled people are under-represented among social workers. It is argued that this results in lack of diversity in the workforce and in reduced opportunities to make service delivery more inclusive. An audit tool is outlined which can be used to identify barriers and strengths at DipSW programme, university site, agency site and individual student level to disabled people entering social work education. Completed audits could then form the basis of DipSW Programme Development Plans or curriculum plans for individual students, as required. Review mechanisms at the different levels would help ensure that attention to planning and action does not get lost. Assessment issues and aspects of the practice teacher/student/tutor relationships are also discussed. Disability equality training is seen as a central component of audit and provision. The need for proactive, not reactive, policies is made clear.

Davidson, M., & Siebers, T. (Eds.). (2005). Papers from Conference on Disability Studies and the University, Emory University, 5–7 March 2004. *PMLA, 120*(1), 495-641. Retrieved from http://www.mlajournals.org/DOI/pdf/10.1632/003081205X52347.

"The Conference on Disability Studies and the University, sponsored by the MLA and Emory University, conceived itself as a response to the historical migration of disabled people to centers of higher learning…. The papers collected in this PMLA conference report are meant to provide a glimpse of future directions in the ongoing and evolving collaboration between disability studies and the humanities" (pp. 500-501).

DeLisa, J. A., & Thomas, P. (2005). Physicians with disabilities and the physician workforce: A need to reassess our policies. *American Journal of Physical Medicine & Rehabilitation, 84*, 5–11.

People with disabilities make up about 20% of the population, yet only a tiny fraction of matriculants to medical school have disabilities. Attempts to define core technical standards and competencies have not kept pace with technological changes, diverse specialization, and changing practice options. This has resulted in the inappropriate exclusion of some people with disabilities. Medical schools determine how any qualified applicant, regardless of physical or cognitive ability, can be effectively accommodated and counseled in achieving the most appropriate medical career. A serious effort to redefine the technical standards and core competencies of the 21st century medical education at the undergraduate and graduate levels would likely resolve many of the troubling questions regarding medical students with disabilities. We have made some recommendations to organized medicine for constructing an agenda to address these issues.

Dotger, S. (2011). Exploring new territories: My trajectory toward becoming an inclusive science teacher educator. *Reflective Practice: International and Multidisciplinary Perspectives, 12*(3), 415–426.

The inclusion of individuals with disabilities in post-secondary contexts is a growing trend. Many teacher educators have experience teaching in early childhood, elementary or secondary contexts. However, most teacher educators may not have had the opportunity to experience inclusive teaching in these contexts or to experience them currently in higher education. This paper describes my experiences as a science educator when an adult with significant disabilities was my student. In order to document the complexity of this work, I discuss my initial ideas regarding individuals with disabilities. I describe how these ideas changed as a result of teaching, reading and reflection. I summarize my realizations of this process and conclude with implications for teacher educator learning and teaching inclusively.

Dunn, P. A., Hanes, R., Hardie, S., & MacDonald, J. (2006). Creating disability inclusion within Canadian schools of social work. *Journal of Social Work in Disability & Rehabilitation, 5*(1), 1-19.

This comprehensive research study examined how schools of social work in Canada have responded to disability issues. The study focused upon specific policies and practices of the Canadian schools of social work which have been developed to create a more inclusive environment for students, staff, and faculty members with disabilities and to prepare students for practice in dealing with individuals who are disabled. A ten page survey consisting of closed and opened-ended questions was sent to the deans and directors of the thirty-five schools of social work in Canada. This study found that although there have been significant changes in these schools over the last ten years, there are many barriers to disability inclusion from recruitment and admissions; accommodations; retention, graduation, and employment; curriculum; hiring faculty and staff with disabilities; and university relations/resources. It concludes with recommendations for schools of social work.

Dunn, P., Hanes, R., Hardie, S., Leslie, D., MacDonald, J. (2008). Best practices in promoting disability inclusion within Canadian schools of social work. *Disability Studies Quarterly, 28*(1). Retrieved from: http://www.dsq-sds.org/article/view/66.

The profession of social work has a long history of work with "clients" with disabilities, but unfortunately, this history often has not included strong advocacy for their rights and creating a place as colleagues within Schools of Social Work (Dunn, Hanes and MacDonald, 2003). From a critical disability perspective and a view of disability as being socially constructed, the profession and its educational institutions need to rethink their approach to students, faculty and staff with disabilities (May & Raske, 2005). Best practices in accessibility, accommodation and inclusivity will be explored within Canadian Schools of Social Work. Knowledge shared in this article was derived from a critical review of the literature, a survey of Schools of Social Work in Canada (Dunn, Hanes, Hardie, and MacDonald, 2006), and a National Best Practices conference (Dunn, Hanes, Hardie, Leslie, and MacDonald, J, 2004). Disability inclusion within Schools of Social Work is explored in five main areas: 1) recruitment and admissions; 2) accommodation; 3) curriculum; 4) field placements; and 5) retention, graduation and meaningful employment. While the specific focus is on social work education the principles and practices can be applied to other disciplines within the academy and beyond.

Edwards, W., & Scott, S. (2012, September). Teaching students with disabilities: Addressing the needs of adjunct and temporary faculty. *NECTFL Review No. 70*, 17-30. Carlisle, PA: Northeast Conference on the Teaching of Foreign Languages. Retrieved from: http://www.nectfl.org/documents/NECTFLReview_70_000.pdf #page=17.

The growing presence of students with disabilities in higher education has been well documented. As more and more students with disabilities enroll in postsecondary foreign language classes, similarly growing numbers of adjunct instructors and other contingent, or non-tenure-track, faculty—knowledgeable in foreign language instruction but working outside the mainstream of the university—are in need of support to teach this influx of diverse learners. This paper examines the development and outcomes of Project LINC (Learning in Inclusive Classrooms), a Web resource that provides faculty development modules for part-time and temporary faculty interested in the learning needs of foreign language students with disabilities. The authors found that providing opportunities for instructors to talk about the challenges of teaching, while encouraging collaboration between campus disability offices and senior faculty, contributed to a viable and sustainable approach to supporting part-time and temporary instructors in providing inclusive foreign language learning experiences.

Elliot, H. W., Arnold, E. M., Brenes, G. A., Silvia, L., & Rosenquist, P. B. (2007, July/August). Attention Deficit Hyperactivity Disorder accommodations for psychiatry residents. *Academic Psychiatry, 31*(4), 290–296. Retrieved from: http://ap.psychiatryonline.org/cgi/reprint/31/4/290.pdf.

Objective: With the increase in diagnosis and treatment of attention deficit hyperactivity disorder (ADHD) in adults, it is expected that more resident physicians will require accommodations so that their academic performance and clinical competency can be measured adequately. The authors provide an overview of the requirements and issues regarding the provision of ADHD accommodations for psychiatry resident physicians as well as recommendations regarding policy development in this area.

Method: The authors review the symptoms of ADHD, proper documentation of ADHD, and the rationale and legal basis for providing accommodations to resident physicians with ADHD.

Results: Executive functioning, attention, and affect regulation are three domains that could negatively affect the functioning of a resident physician with ADHD. Possible accommodations specific to each general competency are described.

Conclusions: In order to comply with existing guidelines, training programs should be proactive and have a procedure in place that 1) requires adequate documentation; 2) ensures confidentiality; 3) grants accommodations which measure core knowledge and not the limits of the disability; and 4) does not alter the core curriculum of the program.

Erevelles, N. (2005). Understanding curriculum as normalizing text: Disability studies meet curriculum theory. *Journal of Curriculum Studies, 37*(4), 421-439.

Although post-structuralists within curriculum studies have examined many contexts of curriculum theory, they have been silent on disability. This silence is worthy of study, especially because of the growing significance of disability studies in the humanities and the social sciences. I question post-structuralist arguments in curriculum theory from the epistemological standpoint of disability studies. I extend the post-structuralist project of deconstructing and reinterpreting text to examine the material implications derived from interpretations of normality as a discursive construction. I ask the following questions: What are the historical, social, and economic conditions that produce the distances and inter-relationships that exist between the 'disabled' and the 'normal' world? How do these conditions prevent scholars from providing emancipatory representations of Otherness? How can educators construct a curriculum that can produce oppositional knowledges that will contribute to the possibility of not just textual but also material and social transformation for all students?

Fox, A. M. (2010). How to crip the undergraduate classroom: Lessons from performance, pedagogy, and possibility. *Journal of Postsecondary Education and Disability, 23(1), 38-46.*

My work in disability performance studies has taken place within the context of a small liberal arts college over the past decade, and has been more multifaceted than I had ever expected. This essay was originally conceived as part of a panel convened at the Society for Disability Studies Conference in honor of the publication of *Beyond Victims and Villains: Contemporary Plays by Disabled Playwrights* (Lewis, 2006). I reference this volume, the first published collection of its kind, as a model and catalyst for defining strategies that educators wishing to incorporate disability studies into their campus community life, inside and outside of the classroom, might adopt. In the essay, I outline four such strategies and discuss them, using examples from my own experience: a) "cripping" the canon, b) "cripping" the curriculum, c) enlisting your colleagues in the performance of disability, and d) creating alternative on-campus performances of disability.

Gabel, S. L. (2001). "I wash my face with dirty water": Narratives of disability and pedagogy. *Journal of Teacher Education, 52*(1), 31-47.

Reflective practice and the value of reflexivity between personal experience and pedagogy are common research themes today. However, teacher candidates often report a lack of encouragement to be reflective of their experiences with disability and the ways those experiences can inform pedagogy. This article results from a year of inquiry involving 3 novice teachers with disabilities. The impact of their experiences is discussed in light of their developing pedagogical knowledge. The article concludes that for them, teaching is an encounter with the self but that their encounters are an untapped resource with rich potential for the construction of pedagogical knowledge. The article

argues that teacher educators must facilitate reflection on experiences with disability as with gender, race/ethnicity, and other identity markers or lived experiences. The article includes examples of the author's attempts to make use of disability experiences in the teacher education curriculum.

Glover-Graf, N. M., & Janikowski, T. P. (2001, Summer). Career selection and use of accommodations by students with disabilities in rehabilitation education programs. *Rehabilitation Counseling Bulletin, 44*(4), 222-228.

The Rehabilitation Counselor Disability (RCD) Survey was administered to 186 rehabilitation students throughout the United States. Data were gathered related to disability, program awareness of disability, influence of disability upon career choice, levels of functional limitation, and use of accommodations. Most indicated moderate functional limitations, and about half required accommodations.

Hafferty, F. W., & Gibson, G. G. (2003). Learning disabilities, professionalism, and the practice of medical education. *Academic Medicine, 78*(2), 189-201.

The authors use the interface of learning disabilities (LDs) and medical education to explore several issues relevant to medical professionalism and the training of future physicians. First, they examine arguments given by Little (in the preceding article) that a successful suit for accommodations on a state bar exam is generalizable to LDs and medical education, and suggest ways in which this may not be true. They then explore two frameworks for understanding medical education: (1) as a process of academic achievement linked to degree attainment, and (2) as a process of professional acculturation linked to competencies. Within this dichotomy, they then explore (1) the legitimacy accorded to different types of accommodations, (2) differing meanings of a "level playing field," and (3) the legal standard of "otherwise able." They also examine the use of intermediaries (e.g., a reader) as a ''leveling'' strategy and how, in clinical settings, this might violate core standards of autonomous decision making. The authors investigate the nature of "technical standards" in training across medicine and nursing and find a number of differences, particularly in the intents and levels of detail of standards. Across these two domains, they observe a status hierarchy, medical hubris, and the emergence of a "right to fail" as one travels down that hierarchy. The authors also examine medicine as an undifferentiated degree and consider arguments that medical school course requirements should be unbundled. They close by insisting that medical schools have a social responsibility to shift their pedagogic gaze from identifying handicaps in individuals to understanding how the education of physicians can become, quite literally, "handicapping."

Hagood, T. (2010). Disability Studies and American Literature. *Literature Compass, 7*(6), 387-396.

Disability Studies is a small but growing field of theorization regarding the role of disability in identity politics. At once local and far-reaching in its scope, it examines not only the ways disabled people are marginalized, stigmatized, and oppressed, but also the ways that all bodies fall short of culturally, politically, and economically-driven bodily ideals. This discipline has been provocatively applied to American literature, with certain very recognizable characters, such as Flannery O'Connor's wooden-legged Hulga Hopewell and Ernest Hemingway's war-wounded Jake Barnes, receiving much attention. Still, the field of Disability Studies is young, and its application to American literature can and undoubtedly will be expanded in provocative ways.

Iannacci, L., & Graham, B. (2010, Fall). Mind the gap: Destabilizing dominant discourses and beliefs about learning disabilities in a bachelor of education program. *The Alberta Journal of Educational Research, 56*(3), 274-290. Retrieved from: http://ajer.synergiesprairies.ca/ajer/index.php/ajer/article/view/823/788.

This study explores teacher candidates' understandings of children with special needs and learning disabilities; the effect of a special education course supporting a tutoring practicum; and how curricula can critically deconstruct and disrupt dominant, inequitable notions and practices. Data were collected through initial and end-of-course questionnaires and focus groups that took place after the course and related practica had ended. Theory-practice gaps addressed are transferable to teacher education contexts where the focus is on developing future teachers' understandings of and responses to dis/ability in early childhood education learning environments.

Ingram, A., Pianu, E., & Welsh, R. (2007). Supporting dyslexic Scottish university hospitality students: Positive actions for the future? *International Journal of Contemporary Hospitality Management, 19*(7), 606-611.

Purpose – The purpose of the paper is to explore the issues of dyslexia and the management of learning support within two Scottish suppliers of premier HE hospitality education: Napier and QMU universities of Edinburgh.

Design/methodology/approach – This exploratory, qualitative fieldwork outlines course managers', teachers' and disabilities support staff perceptions of dyslexia support. Students' views are noted, not interviewed. The paper describes the views of 12 of a sample of (eight female and four male) staff interviewees. Napier University and Queen Margaret University are post-1990 "new" universities; Napier has a larger student/staff population than QMU.

Findings – The emergent findings in this paper highlight the fact that managers, teachers and support staff operate an under-resourced and largely ad hoc system of dyslexic support, although Napier, with greater central funding, shows signs of more strategic insight with the appointment of a full-time dyslexia coordinator with strategic potential. The findings pinpoint the strengths (personal attention) of decentralised support with ambiguity problems and the need for a generic centrally coordinated support system capable of codifying tacit experience into customised support packages for hospitality students.

Research limitations/implications – The paper is a small exploratory study of the views and perceptions of dyslexia of course managers', hospitality teachers' and support staff from two of Edinburgh's new universities. Both have decades of internationally respected work in hospitality education and elsewhere in higher education.

Practical implications – The fieldwork draws attention to this situation and suggests ways to make concepts of dyslexia and disability more relevant to academic hospitality managers teaching in higher education and to those practising in the field.

Originality/value – The paper examines the proposition that, while dyslexia is a condition open to support and improvement, it is for many practitioners a vague concept. What emerges from the interviews is that disability and what to do about it seems to be an attitude of mind, a question of perceptions, frames of references, intangible properties: that the essence of enhanced dyslexic support is how to do things better. Napier and QMU give valuable ad hoc examples here on which to design future practice. What is needed is a systematic approach to design, implementation and sustainability, and an understanding of the tacitly held knowledge that underpins experience-generated systems of knowledge. Bringing out such tacit and explicit notions of the complexity of perceptions of knowledge lies in future studies.

Jung, J. (2007). Textual mainstreaming and rhetorics of accommodation. *Rhetoric Review, 26*(2), 160-178.

In this essay I examine the problematics of mainstreaming within one site of composition studies research, the composition anthology. Specifically, I apply articulation theory and feminist disability theory to argue that the mainstreaming of disability narratives within composition readers, when articulated with a theory of individual subjectivity, legitimizes the belief that accommodation is an individualized process. Thus accommodation becomes synonymous with fitting in, a definition that locates the responsibility for adaptation within the abnormal body rather than within the institutions and ideologies that construct it as such.

Konur, O. (2002, July). Access to nursing education by disabled students: Rights and duties of nursing programs. *Nurse Education Today, 22*(5), 364-374.

Access to nursing education by disabled students and the subsequent service provision for these students in nursing programmes is described as a game, using a conceptual framework by North. Different roles identified within the formal and informal legal rules, such as attitudes toward disabled students in nursing programmes throughout the UK are discussed briefly. It is noted that the rules of the game very much mirror the rules under Part II and Part III of the Disability Discrimination Act (1995) relating to disabled employees and disabled service users of public services.

Lewiecki-Wilson, C., & Brueggemann, B. J. (2007). *Disability and the teaching of writing: A critical source book.* New York: Bedford/St. Martin's.

Disability and the Teaching of Writing brings together both ground-breaking new work and important foundational texts at the intersection of disability and composition studies. With practical suggestions for applying concepts to the classroom, this sourcebook helps instructors understand the issues involved in not only teaching students with disabilities but in teaching with and about disability as well.

Lewis, A. N., Brubaker, S. J., & Armstrong, A. J. (2009). Gender and disability: A first look at rehabilitation syllabi and a call to action. *Review of Disability Studies: An International Journal, 5*(2), 3-14.

This study provides an overview of recent scholarship in the area of gender and disability, as well as findings from an evaluation of syllabi from five core courses in graduate rehabilitation education programs. Findings from this exploratory study revealed a need for more attention toward integration of the topic of gender and disability into rehabilitation education courses. Study results showed that in only one out of three courses where there would be a reasonable expectation to see such topics was the content actually addressed. Specific recommendations for enhancing attention to gender issues within rehabilitation education courses are offered.

Leyser, Y., & Greenberger, L. (2008, August). College students with disabilities in teacher education: Faculty attitudes and practices. *European Journal of Special Needs Education, 23*(3), 237-251.

Increasing numbers of students with disabilities are enrolled in post-secondary institutions. This study examined faculty attitudes and practices regarding students with disabilities in teacher education. Participants were 188 faculty in seven colleges, in Israel, who responded to a survey instrument about attitudes and practices. Faculty reported personal contact and extensive teaching

experience with students with all types of disabilities - mainly those with learning disabilities, yet many had no training in the area of disabilities. A large majority reported both willingness and actual provision of classroom accommodations. More technological than instructional and testing accommodations were noted. Supportive attitudes were found towards students with disabilities in higher education and in the teaching profession. Several background variables such as contact, training, academic discipline and rank were associated with attitudes and practices. Implications for practice and cross-cultural studies are discussed.

Lindemann, K. (2011, July). Performing (dis)Ability in the classroom: Pedagogy and (con)tensions. In L. Cooks & J. T. Warren (Eds.), SomeBodies(') in School [Special Issue]. *Text and Performance Quarterly, 31*(3), 285-302.

Disability has become a pervasive and contested issue on college campuses, and instructors and students find themselves occupying physical and discursive spaces that hold great pedagogical potential. This essay pursues such a consideration. It examines one physically disabled student's staged performances of a personal narrative, her ethnography of a university's disabled student services office, an in-depth interview with the student, and the author's family experiences with disability to illustrate the ways a performative pedagogy offers insight into (dis)ability in the classroom. The analysis illuminates the classroom as a site for identity negotiation, performance as a tool to deconstruct and reconstruct notions of ability, and family relationships as an integral part of a critical communication pedagogy.

Livingston, K. (2000). When architecture disables: Teaching undergraduates to perceive ableism in the built environment. *Teaching Sociology, 28*(3), 182-191. Retrieved from http://www.jstor.org/stable/1318988.

This article describes an exercise in which students analyze architectural barriers in campus buildings to understand that people with disabilities are excluded from everyday social interaction. Sociological concepts such as deviance and discrimination prove elusive to students when merely studied from a textbook. Through this active learning exercise, students link their experiential understanding of environmental obstacles with theories and concepts about conformity and non-conformity. In their written work, students report about access in public spaces, an understanding of obstacles imposed on people with disabilities, a connection between the physical and social environments, and deviance as a failure to meet the demands of an environment built for able bodies.

Linton, S. (1994). Reshaping disability in teacher education and beyond. *Teaching Education, 6*(2), 9-20.

With respect to disability, three problem areas--the academic curriculum, the civic culture, and teacher education--constitute a system that impedes the development of a more inclusive teacher education curriculum and an integrated education system. They individually and collectively function to maintain separate teacher education programs and a separated education system. In order to pass on an inclusive vision of the world in terms of disability, teacher educators must reexamine the basic assumptions that underlie their meaning of disability and the social structures they participate in that separate people on the basis of disabilities. The field of disability studies offers an epistemological framework to promote action in the civic culture and to redress the omissions in the academic curriculum. Teaching by teacher educators, political and social activism in the civic culture, and a new knowledge base in the liberal arts can reflect the political and social essence of the experience of disability.

Linton, S. (1998). *Claiming disability: Knowledge and identity.* New York: New York University Press.

This book makes a general case for why disability studies is important in academia, and what it can contribute to higher education and the lives of people with disabilities.

MacCurdy, A. H. (1995, Winter). Disability ideology and the law school curriculum. *Boston University Public Interest Law Journal, 4*, 443-457.

"The role of disability ideology in the legal system has been less studied, though people with disabilities have experienced the brutal edge of law in nearly every legal category. As advocates, we deal every day with the ways in which legal power is used against individuals with disabilities, so the idea that disability bias is embedded in the structure of law is built into how we do our jobs. We see how rigid conceptions of competency are manipulated to deny people with disabilities control over their property, their living arrangements, and their bodies. We have learned that core values of individual autonomy, equality, and due process are left behind by "treatment" models and paternalism. We no longer question, though we each might express the point differently, that the law proceeds as if there were an identifiable standard of "ableness" that describes most of us, and justifies different treatment of everyone else, and that such a standard is myth.

In questioning how law comes to perpetuate hierarchies that devalue people with disabilities, we at the Pike Institute were led to examine what aspiring lawyers are taught about disability. We had been contacted regarding the possibility of developing teaching materials that would expose law students to disability issues in the core courses taken by all aspiring lawyers, rather than through disability law courses with limited enrollments. The timing was fortuitous as I had just begun reading critiques of the law school curriculum for class, sex and race bias in an attempt to develop methods to evaluate the curriculum in terms of disability. The proposed project seemed the ideal vehicle for a broader critique of disability ideology in the curriculum, providing both the empirical evidence to support the critique and concrete proposals for change in the form of classroom materials. With that in mind, and armed with a three year grant, we formulated ambitious project goals which reflected the perspective of those earlier studies. Our first goal was to develop a methodology for examining and critiquing various curricula and texts. Next we would examine and critique such materials for: (1) discriminatory language, ideas, and doctrine; (2) omission of issues of importance to individuals with disabilities; (3) failure to consider the perspective of individuals with disabilities; and (4) signs of "disability consciousness," that is, an ideology of subordination of individuals with disabilities. From that examination, we would then develop supplementary materials to remedy such defects and omissions. The ultimate product, we hoped, would be teaching materials that served the purpose of integration while remaining relevant to their respective subject areas" (pp. 443-445).

Macleod, G., & Cebula, K. R. (2009). Experiences of disabled students in initial teacher education. *Cambridge Journal of Education, 39*(4), 457-472.

This paper reports on a survey that aimed to explore the experiences of students undertaking initial teacher education and community education degrees in a Scottish university. The survey focused in particular on decisions around disclosure of disability and experiences on 'placements' in schools or community work settings. Findings indicated that many students chose not to disclose their disability, and for those who did this was a very individual process that was made up of a series of negotiations, rather than being a one-off decision. Those students who did choose to discuss their disability during placements reported positive responses on the whole, although for a few students the demands of placement proved problematic. Implications are discussed in the context of the current disability legislation. In particular, the notion of attendance on placement as a required competence standard is considered.

Marks, D. (1996). V. Able-bodied dilemmas in teaching disability studies. In S. Wilkinson (Ed.), Representing the Other [Special Section]. *Feminism & Psychology, 6*(1), 69-73.

> The author discusses able-bodied instructors teaching disability studies to disabled students and in larger part, the able-bodied person's involvement in the disability rights movement.

Matthews, N. (2009, June). Teaching the 'invisible' disabled students in the classroom: Disclosure, inclusion and the social model of disability. *Teaching in Higher Education, 14*(3), 229-239.

> Drawing on the insights of critical disability studies, this article addresses anxieties frequently articulated by academic staff around the implementation of the United Kingdom's Disability Discrimination Act: how to accommodate the needs of students with 'hidden' impairments. Following the social model of disability, it argues that universities should avoid the use of medical labels in identifying the learning needs of disabled students, and should make efforts to institute as part of everyday practice a diversity of inclusive teaching strategies. Finally it discusses an induction activity which sought to encourage students to disclose additional learning needs to university staff while opening up a discussion around difference, diversity with the student cohort as a whole.

Matthews, N. (2010). Anxiety and niceness: Drawing disability studies into the art and design curriculum through a live brief. In A. Hickey-Moody & V. Crowley (Eds.), Disability Matters: Pedagogy, Media and Affect [Special Issue]. *Discourse: Studies in the Cultural Politics of Education, 31*(4), 527-541.

> This article considers the way that affect shaped the unfolding of a curriculum initiative which aimed to expose undergraduate art and design students to the insights of critical disability studies. This initiative, funded by the Big Lottery and managed by disability charity Scope, asked students in art, design and multimedia programmes in four UK higher education institutions to engage with a live brief: to develop inclusive illustrated children's books and digital media. By focusing on the affective dimensions to this project and especially what Sianne Ngai refers to as the 'minor emotions' – not fear or passion or hatred, but, for example, anxiety – this article traces the way such feelings and associated 'taste concepts' influenced the engagements, disengagements and judgements of students, staff and the project's management.

Mayat, N., & Ladele Amosun, S. (2011, Winter). Perceptions of academic staff towards accommodating students with disabilities in a civil engineering undergraduate program in a university in South Africa. *Journal of Postsecondary Education and Disability, 24*(1), 53–59.

> This study explored the perceptions of academic staff towards admission of students with disabilities, and their accommodation once accepted into an undergraduate Civil Engineering program in a South African university. Qualitative responses relating to the perceptions of five academic staff were obtained through semi-structured interviews. The academic staff had limited interactions with persons with disabilities prior to the study. They were also uninformed about disability issues. However they were willing to admit and accommodate students with disabilities in the undergraduate Civil Engineering program. The perceived attitudes of the academic staff towards people with disabilities, and their knowledge and awareness about disability issues may negatively impact the accommodation of students with disabilities in the program.

McGrath, R. (2010). A critical self-reflection of teaching "disability" to international business students. *Journal of International Education in Business, 3*(1/2), 20-33.

> *Purpose*: This paper has been developed to explore and discuss aspects related to teaching social justice, equity and inclusive understandings to business students in an Australian university, in particular within the area of disability inclusion in business settings. This paper seeks to describe the author's journey of reflection and re-definition of disability and to serve as a case study for other academics interested in pursuing a similar path in other areas of tertiary business education.
>
> *Design/methodology/approach:* This paper has adopted a self-study research approach that, through the use of reflection in and on practice, seeks to improve the practice of teachers by understanding themselves as teachers, the purpose of which is to ultimately assist in improving the education.
>
> *Findings*: This paper identifies some positive outcomes of using thirdspace pedagogical teaching practices. These outcomes include the opportunity for international and local students to develop deeper understandings with respect to cultural influences concerning the conceptualisation of contested concepts as well as the opportunity for tertiary educators to further develop their knowledge and understanding of cultural diversity within specific course content.
>
> *Practical implications*: This paper recommends the need to support and encourage thirdspace pedagogical teaching as a valued and useful educational approach; the need for academic teaching to proactively seek ways to include both non-western and western perspectives in teaching material; and the need for teaching academics to share and disseminate tacit teaching experiences of international students to the broader academy.
>
> *Originality/value*: This paper contributes to increasing the understanding of tertiary sector pedagogical teaching practices, particularly within an internationalised curriculum setting.

Moriarty, M. (2007). Inclusive pedagogy: Teaching methodologies to reach diverse learners in science instruction. *Equity & Excellence in Education, 40*(3), 252-265.

> This study used quantitative and qualitative methods to examine the use of inclusive pedagogy by science, technology, engineering, and mathematics (STEM) faculty at three community colleges. The purpose was to identify barriers to the adoption of inclusive teaching methods for diverse learners and students with disabilities and to propose ways to break down these barriers. Two hundred and eleven community college STEM faculty members in Western Massachusetts were sent a questionnaire that was administered electronically, and 11 faculty members were interviewed, 9 of whom also were observed in the classroom. The most significant among the barriers reported were the lack of an inclusive mindset, lack of knowledge about pedagogy, high teaching loads, and lack of time for instructional development. Implications for practice and research are discussed.

Muwana, F. C., & Gaffney, J. S. (2011, February). Service-learning experiences of college freshmen, community partners, and consumers with disabilities. *Teacher Education and Special Education, 34*(1), 21-36.

> A service-learning component was embedded as the centerpiece in the Culture of Disability Across the Lifespan course, designed for students' exploration of issues related to the inclusion of persons with disabilities in all aspects of society. Participants included 19 university freshmen, 6 representatives of community agencies, and 3 consumers with disabilities. Data from focus-group discussions and interviews were triangulated with knowledge surveys, satisfaction questionnaires, reflections, and project artifacts of students. The four projects varied in their quality of implementation along four dominant themes: expectations, communication, impact, and logistics.

Comparison of the students' perceptions to those of the community partners was particularly robust. The results are illustrated by descriptions of the four projects along the dominant themes. Specific implications for future implementation of service learning in special education course work and research are outlined.

Nietupski, J., McQuillen, T., Duncan Berg, D., Weyant, J., Daugherty, V., Bildstein, S., O'Connor, A., Warth, J., & Hamre-Nietupski, S. (2004). Iowa's High School High Tech Goes to College Program: Preparing students with mild disabilities for careers in technology. *Journal of Developmental and Physical Disabilities, 16*(2), 179-192.

This paper describes an innovative approach to preparing high school students with mild disabilities for challenging careers in high tech industries, called High School High Tech (HSHT). Iowa's HSHT Goes to College program has three central elements, each of which is discussed in this paper: *High School Preparation*—assisting students in identifying a suitable high tech career goal; *Higher Education Preparation and Supports*—assisting students in selecting college/training programs that match their career goal, and in successfully completing their postsecondary programs; *Workforce Entry Assistance*—linking students with employers and launching their high tech careers. The paper concludes with a presentation of outcomes to date and recommendations for program enhancements. The information presented here is intended to assist education and rehabilitation professionals interested in establishing similar efforts across the nation.

Pardeck, J. T. (2001). Using the Americans with Disabilities Act (ADA) as a tool for helping social work faculty develop cultural competence in the area of disability. *The Clinical Supervisor, 20*(1), 113-125.

This article develops the theme of the importance of viewing disability as a part of cultural diversity. The ADA is offered as a tool for helping social work faculty develop cultural competence in the area of disability. Particular emphasis is placed on affirmative approaches for increasing the number of students with disabilities in social work programs. Teaching social work faculty and support staff about disability etiquette is offered with examples of various disabilities. The article encourages social work programs to offer training on disabilities for faculty and support staff.

Pardeck, J. T. (2003). Social work admissions and academic accommodations for students with disabilities. *Journal of Social Work in Disability & Rehabilitation, 2*(1), 79-91.

The Americans with Disabilities Act of 1990 (ADA) protects students with disabilities from discrimination by academic and professional programs in higher education. A student with a disability cannot be denied admission to an educational program because of his or her disability if the student is otherwise qualified. This means that a student with a disability who is qualified for an academic or professional educational program cannot be denied admission to a program based solely on the student's disability. This educational requirement mandated by the ADA applies to all educational fields including social work education. The purpose of this study was to explore how social work programs are dealing with these requirements in their admission and academic accommodation procedures. Twelve social work programs located in the mid-western United States participated in the study. Representatives of each of these programs were given an in-depth interview focusing on their admissions process, academic accommodations, and general topics related to social work education and disabilities. All programs taking part in the research were accredited by the Council on Social Work Education (CSWE). The CSWE is the national accreditation body for social work education within the United States.

Penrose, J. (1999). Using personal research to teach the significance of socially constructed categories. *Journal of Geography in Higher Education, 23*(2), 227-240.

As the value of social construction perspectives has become increasingly clear, the notion that categories such as race, gender, sexuality and disability are constructs rather than 'givens' has become something of a truism. However, in teaching terms, my experience has been that students often pay lip service to the constructedness of categories but then go on to work with them in ways that belie any understanding of the significance of this quality or, indeed, of categories in general.

Robinson, D., & Domenici, E. (2010). From inclusion to integration: Intercultural dialogue and contemporary university dance education. *Research in Dance Education, 11*(3), 213-221.

It was not until the 1980s, more than half a century after modern dance became the centre of university dance programmes, that dance educators began writing about diversity issues. While some authors have addressed the importance of diversifying curricula and others have written specifically about classes they re-visioned in a more multicultural way, few have written about how we might go about updating university dance departments in a practical way at the level of curriculum. In this article, two dance professors, one in Canada and the other in Brazil, discuss the ideological foundations of existing university dance programmes to imagine a more inclusive vision for dance education in increasingly globalized local contexts. They then share the model that they have developed for contemporary, intercultural dance curricula at the university level, which is rooted in the principles of dialogue and integration.

Roman, L.G. (2009). Disability arts and culture as public pedagogy. *International Journal of Inclusive Education, 13*(7), 667-675.

This article considers the implications of a disability arts, culture and scholarship series 'The Unruly Salon', undertaken at the University of British Columbia, Vancouver in Canada, which ran from January to March 2008. It asks how and whether the encounter of this Series with its diverse audiences makes a lasting contribution to the reshaping of education at the University of British Columbia in terms of curriculum, pedagogy, place, space and culture. It argues that The Unruly Salon Series is but a cornerstone in the groundwork for the 'global citizenship' to which the University's Trek 2010 policy and mission statement aspire. The question is not only: what have the disabled and non-disabled participants of this timely and creative series learned from about working within the 'fragile spaces between impairment and disability'?, but also the article asks: how will Canada's third largest public university learn so as to transform its intellectual, social culture and built environment for prospective and existing students, faculty and staff with disabilities? The article concludes that such social change advantages the impaired and non-disabled alike.

Seccombe, J. A. (2007). Attitudes towards disability in an undergraduate nursing curriculum: A literature review. *Nurse Education Today, 27*(5), 459-465.

In the process of introducing a new disability unit into an undergraduate nursing curriculum in a New Zealand educational setting, the opportunity arose to conduct a small study comparing the attitudes of student nurses towards people with disabilities. This paper discusses the literature reviewed, which formed the basis for the study. A range of perspectives and research was identified that explored societal and nurses' attitudes, disability studies in undergraduate nursing curricula, the impact of nurses' attitudes on patient care, and interventions for changing those attitudes. Effective nursing care can be severely compromised through negative attitudes, and concerns are expressed at the lack of attention given to this issue in nursing curricula generally. The literature showed that combining educational approaches with opportunities for student nurses to interact with disabled

people provides the most effective means for student nurses to develop positive attitudes towards disabled people. The goal for nurse educators is to ensure the inclusion of disability studies as a core component in undergraduate nursing education.

Salmon, N., & Bassett, R. (2009). Harried by Harding and Haraway: Student-mentor collaboration in disability studies. *Disability & Society, 24*(7), 911-924.

Exploring the friendships of disabled youth in forthcoming doctoral research raised many unsettling questions. Members of academic and disability communities thoughtfully asked how the researcher could legitimately understand, interpret and represent the experiences of disabled youth. The initial impulse was to rely on nearly two decades of clinical practice with children and youth with disabilities; however, the futility of this strategy quickly surfaced. Uncertainty about how to proceed arose. A colleague and mentor suggested that a careful reading of Sandra Harding, Donna Haraway and Mats Alvesson and Kaj Sköldberg might provide the conceptual tools required to address these concerns. This paper presents a student's stumbling, hesitant and sometimes 'harried' attempts to grapple with their unfamiliar arguments while simultaneously exploring tentative connections with disability studies. The evolutionary cycle of queries, responses and reflections from a series of e-mails demonstrate a transition in thinking about research and representation.

Seccombe, J. A. (2007). Attitudes towards disability in an undergraduate nursing curriculum: A literature review. *Nurse Education Today, 27*(5), 459-465.

Through improved technology and treatment and ongoing de-institutionalisation, nurses will encounter growing numbers of people with disabilities in the New Zealand community and hospitals. Quality of nursing care is influenced by attitude and this study was to evaluate the effect of a curriculum change on the attitudes of two different streams of student nurses towards people with disabilities. During the year 2002 a focused disability unit was introduced to the revised undergraduate nursing curriculum of a major educational institution in New Zealand. The opportunity arose to consider student nurses' attitudes toward disabled people, comparing two streams of students undertaking two different curricula. A convenience sample of students completed the attitudes toward disabled persons questionnaire form B (Yuker, H.E., Block, J.R., Younng, J.H., 1970. The Measurement of Attitudes Toward Disabled Persons. INA Mend Institute, New York), prior to and on completion of their relevant disability unit. No statistically significant difference in scores was demonstrated. A number of possible reasons for this are suggested.

Sharoni, V., & Vogel, G. (2007). Entrance test accommodations, admission and enrollment of students with learning disabilities in teacher training colleges in Israel. *Assessment & Evaluation in Higher Education, 32*(3), 255-270.

The 'Saf' (threshold) exam is the entry exam taken by approximately 40% of the students enrolled in teacher training colleges in Israel. Students with learning disabilities may apply and be granted testing accommodations on this exam. This study examines the percentage of students with testing accommodations among the testees and those who began their studies in 2003. Their test and subtest scores were compared to those of students without accommodations as were grades on high school matriculation exams. Characteristics such as gender, age, difficulties as reported in assessments and assessment history were examined. Enrollment patterns in the various colleges departments were noted. Satisfaction with the testing accommodations process was looked at as well. Ramifications and recommendations are discussed vis a vis future research needed and policies regarding the admission of students with learning disabilities to institutions of higher learning.

Shelton, M. W., & Matthews, C. K. (2001). Extending the diversity agenda in forensics: Invisible disabilities and beyond. *Argumentation and Advocacy, 38*(2), 121-129.

> Diversity issues have become a cornerstone of higher education, and forensic activities are certainly no exception to that rule. The forensic community has made remarkable progress with often socially marginalized demographic groups, particularly women and minorities. Perhaps the next logical step would be to consider other elements of that domain, such as those with invisible disabilities.

Shier, M., Sinclair, C., & Gault, L. (2011). Challenging 'ableism' and teaching about disability in a social work classroom: A training module for generalist social workers working with people disabled by the social environment. *Critical Social Work, 12*(1). Retrieved from: http://www.uwindsor.ca/criticalsocialwork/challenging-%E2%80%98ableism%E2%80%99-and-teaching-about-disability-in-a-social-work-classroom-a-training-module-for.

> Social work programs in Canada teach emerging generalist practitioners about the consequences of oppression in the lives of the clients they work with. More emphasis within social work education could be placed on practical ways of contextualizing forms of oppression as each relates specifically to practice. The following provides a description of the oppression of 'ableism', and offers an applied training module to help prepare generalist social workers (i.e. current students or direct practitioners) to work with issues of disability as they emerge in their direct practice with clients. The training module helps to facilitate learning specific to the leading theoretical discussions and the social context of disability within society. Through these discussions students might then become more aware of their role as practitioners in challenging the oppression of 'ableism', rather than maintain outdated modes of service delivery and intervention with those people disabled by the social environment.

Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in counselor education. *Journal of Counseling & Development, 86*(3), 303-309.

> As the counseling profession charts its future course, issues related to classism, ableism, and heterosexism remain fully incorporated within the multicultural/social justice curriculum. The authors define each of these forms of oppression, explicate their intersections with race, and summarize the resulting implications for counseling education and training.

Stamou, A. G., & Padeliadu, S. (2009). Discourses of disability by teacher candidates: A critical discourse analysis of written responses to a disability simulation. *Journal of Applied Social Psychology, 39*(3), 509-540.

> Despite the shift from traditional to progressive discourse among disability activists and social science academics, the former remains the dominant discourse of disability. In the present study, we examine how Greek teacher candidates, although being considerably exposed to a progressive discourse during their lectures, represent disability in the context of their disability simulations, which favor traditional discourse. The critical discourse analysis of their written accounts reveals that, in quantitative terms, teacher candidates represent disability by drawing upon both traditional and progressive discourses. Seen qualitatively, however, it appears that progressive discourse is a subjugated discourse, compared with the dominant traditional one.

Taber, E. (2011). Visions of *Star Trek*: Technology working for students with disabilities in college writing programs. In L. Davis & L. Stewart (Eds.), *Teachers as avatars: English studies in the digital age* [New Dimensions in Computers and Composition] (pp. 85-97). New York: Hampton Press, Inc.

> "Due to better transition planning and available college-level support, students with disabilities—physical, communication, cognitive, and social—are entering college English classrooms in increasing numbers, and technology is following them. Although this chapter examines areas of technology that assist students with various types of disabilities, instructors need not understand the intricacies of every adaptive device in use in today's classroom. Instead, we work in collaboration with campus disabled student developmental centers in meeting the needs of students who require accommodations. Above all, we must remember that we, not technology, drive our courses and that students with disabilities are our students" (p. 85).

Tait, K., & Purdie, N. (2000). Attitudes toward disability: Teacher education for inclusive environments in an Australian university. *International Journal of Disability, Development and Education, 47*(1), 25-38.

> The Interaction with Disabled Persons Scale (IDP) was used to explore the attitudes of preservice teachers at a large Australian University to people with disabilities. Using structural equation modelling, the factor structure of the IDP Scale was tested. The best fitting model was found to be one in which there were four factors (Discomfort, Sympathy, Embarrassment, and Vulnerability) that were derived from 16 items. Although significant effects were found for type of course, age, gender, language, and frequency of contact, the magnitude of these effects was minimal. Changes in student teachers' attitudes toward disability over a one year general teacher training course were found to be minimal.

Vidali, A. (2007). Texts of our institutional lives: Performing the rhetorical freak show: Disability, student writing, and college admissions. *College English, 69*(6), 615-641.

> Vidali explores the confluence of discourses surrounding disability, identity, and institutional writing to better understand the rhetorical politics of disability. She argues that a fresh theoretical frame is needed to understand the ways in which students rhetorically manage risky bodily identities, particularly in institutionally compelled writing.

Vidali, A., Price, M., & Lewiecki-Wilson, C. (Eds.). (2008). Disability in the Undergraduate Classroom [Special Topic]. *Disability Studies Quarterly, 28*(4). Retrieved from: http://dsq-sds.org/issue/view/7.

> "The essays in this special issue include writing by undergraduates, undergraduate and graduate student teams, undergraduates along with their instructors, and a small number of academic pieces by professors. Many of the undergraduate papers are accompanied by pedagogical descriptions from the professors who taught the courses in which the papers were initially produced; for the longer essays abstracts appear in the Table of Contents. While we strove for consistency, we decided to highlight the interdisciplinarity of disability studies by publishing papers in their various genres and formats, and we elected to organize them, and discuss them below, according to themes and patterns, rather than by author categories. Indeed, at moments, it is hard to distinguish the undergraduate paper from the academic article. Although the Table of Contents and Introduction suggest thematic groupings, the collection as a whole can be read in any order." The groupings are broken down as follows:

- Part One: Introduction
- Part Two: Disability Studies as Agent of Change
- Part Three: Reflections on Disability
- Part Four: Researching and Writing a Disability Perspective
- Part Five: Writing Autism in the College Curriculum
- Part Six: Intersections with Gender and Sexuality
- Part Seven: Disability Autobiography and Representation
- Part Eight: Accessing Spaces and Histories

Ware, L. (2001). Writing, identity, and the other: Dare we do disability studies? *Journal of Teacher Education,* 52(2), *107-123.*

> Although inclusive education is often characterized as a special education initiative, both general and special educators must assume responsibility for all children's learning as mandated by 1997 amendments to the Individuals With Disabilities Education Act. The practice and implementation of inclusion policy in both K-12 public education and teacher education necessitates close examination of many issues that extend beyond compliance concerns. This article problematizes two related aspects of inclusion reform and its implementation in practice: persistence of unexamined assumptions about disability and uninspired curriculum. The author begins with an overview of humanities-based disability studies, an emerging field of scholarship that holds great promise for reimagining disability. Then the author describes a partnership between a secondary language arts teacher and herself wherein they created and cotaught Writing, Identity, and the Other, a curriculum unit informed by humanities-based disability studies. This example provides insight to the question, Dare we do disability studies?

Walters, S. (2010, October). Toward an accessible pedagogy: Dis/ability, multimodality, and universal design in the technical communication classroom. *Technical Communication Quarterly, 19*(4), 427-454.

> This article explores the challenges and opportunities that the rising numbers of students with disabilities and the changing definition of disability pose to technical communication teachers and researchers. Specifically, in a teacher-researcher study that combines methods from disability studies, I report on the effectiveness of multimodal and universal design approaches to more comprehensively address disability and accessibility in the classroom and to revise traditional impairment-specific approaches to disability in technical communication.

Whatley, S. (2007). Dance and disability: The dancer, the viewer and the presumption of difference. *Research in Dance Education, 8*(1), 5-25.

> This paper aims to address two related themes. The first theme is the current provision for practical skill development for disabled dance students within Higher Education in the UK, and the extent to which inclusive pedagogical approaches challenge conceptions of the disabled body, both within and beyond dance. The second theme draws on the first as a basis for discussion and explores ways of seeing and interpreting the dance and in particular the different strategies and resources the viewer draws upon when viewing the disabled dance performer. These themes have emerged from a recently completed period of research, conducted with my own staff and students at Coventry University, which has focused predominantly on the experience of disabled dance students, the development of an inclusive curriculum framework and the different ways in which students learn dance techniques in class.

White, L. F. (2002). Learning disability, pedagogies, and public discourse. *College Composition and Communication, 53*(4), 705-738.

> "I analyze the public and professional discourse of learning disability, arguing that medical models of literacy misdirect teaching by narrowing its focus to remediation. This insight about teaching is not new; resurgent demands for behaviorist pedagogies make understanding their continuing appeal important to composition studies" (p. 1).

Wilson, J. C. (2000). Making disability visible: How disability studies might transform the medical and science writing classroom. *Technical Communication Quarterly, 9*(2), 149-161.

> This article describes how disability studies can be used in a medical and science writing class to critically examine the assumptions of scientific discourse. An emerging, interdisciplinary field, disability studies draws on feminist, postmodern, and post-colonial theory and extends their critiques to the medicalization of disability. Deconstructing the medical model of disability helps students understand how science is socially constructed. After conceptualizing disability studies, this essay discusses sample disability-related classroom activities, readings, and writing assignments.

Wood, T., Price., M., & Johnson, C. (2012, March). *Disability Studies* [WPA-CompPile Research Bibliographies, No. 19]. Council of Writing Program Administrators (WPA). Retrieved from: http://comppile.org/wpa/bibliographies/Bib19/Disability Studies.pdf.

> "This bibliography emphasizes pedagogical research, aiming to offer work that will be of help to writing program administrators and professors of writing. It should be noted, however, that DS research does not offer tips on how to "fix" or "deal with" disabled students; indeed, such an agenda countermands the central philosophy of DS, which is that classrooms, contexts and settings are in need of "fixing," rather than individual people" (p. 1).

Yu, B., & Epstein, L. (2011, June). Facilitating critical reflections about disability among students in speech-language pathology. *Perspectives on Issues in Higher Education, 14*, 11-20.

> Disability scholars argue that it is crucial for clinical professionals to critically examine the dominant and alternative discourses about disability, reflect on their own assumptions about disability, and contemplate the different roles they might take in relation to their patients. To date there are few studies examining how disability is conceptualized by speech-language pathologists (SLPs), or how those ideas affect their approach to working with persons with disabilities. The purpose of this study is to investigate whether shifts in the teaching approaches along medical, social, and experiential continua had an impact on how students in a Communicative Disorders course conceptualized the nature of developmental communicative disorders and the roles of the SLP in working with children with developmental communicative disorders. Reflective essays were collected and analyzed for 22 graduate and 38 undergraduate students in an introductory course on developmental communication disorders where different ways of thinking about disability were introduced over the course of a semester. The findings showed that most students at the start of the class held beliefs that were strongly aligned with the medical model of disability. It also showed that being introduced to different disability frameworks led them to reconceptualize both the notion of developmental communication disorders and SLP roles vis-à-vis children with communication disorders. Finally, the

findings highlighted complexities and tensions involved in issues of disability in the clinical context. These results support the need for a systematic infusion and critical examination of disability perspectives in Communicative Disorders curricula.

DISABILITY SUPPORT SERVICES

This section features information on innovative programs and supports primarily to departments within the university setting that are tasked with providing supports to students with disabilities. Also included are resources concerning smaller colleges, resources specific to administrative departments, and resources on other types of support for students with disabilities.

Avramidis, E., & Skidmore, D. (2004). Reappraising learning support in higher education. *Research in Post-Compulsory Education*, *9*(1), 63-82.

> With the increasing number of disabled students entering the higher education sector, much research work has focused on the support services arena and the elimination of barriers that the disabled students have encountered. While producing useful advice on meeting the needs of disabled students, this line of research has done little to locate disability issues within the mainstream learning and teaching debate. By adopting a socio-educational model of 'learning difficulty', the study upon which this article draws examined through a survey the issue of 'learning support' for the whole student population of one university. The survey employed the Learning for All Questionnaire (LfAQ), a newly developed instrument that aimed to operationalise a holistic view of learning support. The analysis of the collected data provided directions for developing university policies and practices through a significant reformulation of the existing support provision. The article concludes by exploring the concept of 'institutional habitus' as a tool for understanding institutional practices, and effecting change to enhance learning and promote inclusion. The implications of current funding arrangements (the Disabled Students' Allowance) for a mainstream model of learning support are also discussed.

Bandyopadhyay, J. K., & Scott, J. P. (2006). Developing a model disability resource information center (DRIC) for an institution of higher education in the United States. *International Journal of Management, 23*(4), 801-807.

> In order to ensure equal opportunity for all people with disability, the U.S. Congress extended the 1961 Civil Right Act to include people with disabilities by enacting Americans with Disability Act (ADA) in 1990, and continuously funded a number of organizations for providing various types of support services to people with disabilities. Under ADA all institutions of higher education in the U.S are also required to provide equal opportunity to their disabled students, faculty, and staff by providing various types of disability related services. This paper attempts to develop a model for an internet based disability resource information center for an institution of higher education in the U.S as a part of information resource management for improving the facility and the performance of their employees, and students with disabilities.

Belch, H. A. (2000, Autumn/Fall). Serving Students with Disabilities [Feature Issue]. *New Directions for Student Services, 2000*(91).

"This volume provides the higher education community generally and the student affairs profession specifically an opportunity to consider key issues that affect the growing population of students with disabilities. The chapter authors address not only two common concerns, legal requirements and architectural barriers, but also issues of dignity, access and meaningful participation, dimensions of inclusive and supportive environments, institutional obligations for recruitment and admissions, the value of and inclusion in out-of-class activities, strategies for career and academic advising, and the impact of financial resources on funding programs and services. Historically, the focus of the higher education community has been accommodations involving the location and level of access to assigned classrooms and residence halls, as well as academic requirements and, recently, learning accommodations" (p. 1).

Articles in this special issue include:
- Access for Students with Disabilities
- Creating Environments of Ability
- Recruitment and Admission of Students with Disabilities
- Enhancing Out-of-Class Opportunities for Students with Disabilities
- Career and Academic Advising
- Legal Issues in Serving Students with Disabilities in Postsecondary Education
- Funding Programs and Services for Students with Disabilities

Bigaj, S. J., Shaw, S. F., Cullen, J. P., McGuire, J. M., & Yost, D. S. (1995). Services for students with learning disabilities at two- and four-year institutions: Are they different? *Community College Review, 23*, 17-36.

Describes a study examining service delivery practices for students with learning disabilities at both two- and four-year postsecondary institutions. Reveals only minor differences in demographics and service delivery practices despite the differences in mission and types of students found at the different types of postsecondary institutions.

Capps, S. C., Henslee, A. M., & Gere, D. R. (2002). Learning disabilities within postsecondary education: Suggestions for administrators and faculty members. *Journal of Social Work in Disability & Rehabilitation, 1*(3), 15-24.

Learning disabilities (LD) are a significant issue in the U.S. educational system and the fastest growing disability group in need of services at the postsecondary educational level. This growth has led to an increase in colleges and universities offering support services to the adult LD population. However, many students are still having difficulty remaining in college and completing degree programs. This difficulty may arise, in part, from confusion and misunderstanding among postsecondary professionals, including disability support coordinators and professors. The purpose of this article is to address some of the issues postsecondary educational staff and faculty members come across when dealing with the adult learning disabled population.

Collins, K., Hedrick, B., & Stumbo, N. (2007). *Using comprehensive postsecondary transitional support services to enhance the health, independence, and employment success of persons with severe physical and/or psychiatric disabilities: The University of Illinois approach.* Champaign, IL: Disability Services at the University of Illinois, College of Applied Health Sciences. Retrieved from: http://www.disability.uiuc.edu/files/ best_practices_files/textonly/index.html.

"This report will: (1) describe the philosophical underpinning organizational structure and history of the Illinois Model from a general perspective, as well as the population specific perspective of

students with severe physical disabilities and students with psychiatric disabilities; (2) describe the educational components of the Illinois program and the importance of these educational components in ameliorating the negative impact of severe disabilities upon their pursuit of a college education and access to gainful employment; and (3) describe the graduation and employment outcomes of students who have used these programs and services."

Collins, M. E., & Mowbray, C. T. (2005, April). Higher education and psychiatric disabilities: National survey of campus disability services. *American Journal of Orthopsychiatry, 75*(2), 304-315.

Students with psychiatric disabilities are an increasing presence on college and university campuses. However, there is little factual information about the services available to these students in campus disability services offices or the extent to which they use these services. This article reports the results of a survey of disability services offices at colleges and universities in 10 states. Data from 275 schools revealed the number of students with psychiatric disabilities seeking assistance from disability services offices, characteristics of these offices, and the types of services they provide. Survey data also identified barriers to full participation of these students in academic settings. Implications of the study are discussed to inform policy and postsecondary institutional practices with the goal of better serving psychiatrically disabled students to maximize their talents and potential.

Collins, M. E., & Mowbray, C. T. (2005, August). Understanding the policy context for supporting students with psychiatric disabilities in higher education. *Community Mental Health Journal, 41*(4), 431-450.

Interest in postsecondary education for persons with psychiatric disabilities is high among consumers and advocates. However, the existence of program supports for higher educational goals is very uneven across U.S. states. This study was designed to examine the policy context in which states and educational institutions address needs of individuals with psychiatric disabilities to attend and succeed in postsecondary education. In 10 selected states, telephone interviews were conducted with key informants in state agencies of mental health, vocational rehabilitation, and higher education, as well as representatives of state-level advocacy organizations. Additionally, a search of websites relevant to state policy was conducted. The findings identify factors that facilitate and inhibit the development of policy and programs supportive of students with psychiatric disabilities. Facilitating factors include a strong community college system, progressive philosophy of the state mental health agency, and interest of consumers and the advocacy community. Inhibiting factors include political and budgetary uncertainty, competing priorities in the mental health system, emphasis on a medical rather than rehabilitative model, regulations of the VR system, and lukewarm enthusiasm of the advocacy community. Implications for community mental health services are included, particularly related to further policy development in support of students with psychiatric disabilities.

Cox, D. H., & Klas, L. D. (1996). Students with learning disabilities in Canadian colleges and universities: A primer for service provision. *Journal of Learning Disabilities, 29*(1), 93-97.

The authors, both of whom are involved in providing support services to university students with learning disabilities, describe some of the current issues and challenges faced by students, staff, and faculty. Programs and initiatives in some Canadian institutions that have proven to be successful are described, such as a sequential five-step procedure model that directed the delivery of services at the university. Resource and reference lists are also provided.

Dutta, A., Kundu, M. M., & Schiro-Geist, C. (2009). Coordination of postsecondary transition services for students with disabilities. *Journal of Rehabilitation, 75*(1), 10-17.

There are 6,500 postsecondary institutions in the U.S. that enroll about 16 million full- and part-time students, i.e., 14 million undergraduates and 2 million graduates. Only 9% of these students have a documented disability, i.e., the participation of the target population is low. The current study was an effort to identify alterable issues (for example, empowerment, advocacy, accessibility, faculty awareness, and quality of services) affecting university-based service delivery rather than unalterable status or demographic variables from the perspective of students with disabilities and administrators of Office of Disability Services (ODS). The participants were 445 students with disabilities and four ODS Directors/Coordinators at two universities in a southern and two universities in a mid-western state. The respondents reported that there existed a crucial need for collaborative service provision to eliminate duplication of efforts, campus-wide assistive technology laboratories, and assistance to minimize employment barriers. The findings, if implemented with the existing financial resources, hold promise to: (1) change the trajectory leading to low enrollment and high dropout rates and (2) generate a more inclusive provision of transition services and accessible campus ambiance.

Goad, C. J., & Robertson, J. M. (2000). How university counseling centers serve students with disabilities: A status report. *Journal of College Student Psychotherapy, 14*(3), 13-22.

The mandates of the Americans with Disabilities Act of 1990 (ADA) apply to mental health professionals employed in university counseling centers. Therefore, examining the services counseling centers provide to students with disabilities seems timely and appropriate. University counseling center directors in North America and members of the Association of University and College Counseling Center Directors (N = 270) were surveyed regarding services provided to students with disabilities. Given the requirements of the ADA, many counseling centers adapted their services and facilities. Based on the data collected, four recommendations are made to improve services for students with disabilities: (a) ask clients directly about possible disabilities at intake; (b) train senior staff about relevant disability issues; (c) designate a liaison to the campus disability advocate office; and (d) train senior staff to screen for learning disabilities. Several suggestions for future research are made and the limitations of the study are cited.

Griffiths, L, Worth, P., Scullard, Z., & Gilbert, D. (2010). Supporting disabled students in practice: A tripartite approach. *Nurse Education in Practice, 10*(3), 132-137.

Universities are required to make reasonable adjustments for disabled students. For providers of professional courses, in this case pre-registration nursing, this requirement is perceived to pose significant challenges. In part this is due to the nature of the course, where practice learning is a central component and therefore clinical hands-on experience of the care of patients/clients is an absolute requirement. Concerns around the ability of disabled students' to meet the programme requirements have been expressed.

This article describes the co-development of a six-phase tripartite model that provides a supportive framework for disabled student nurses in the practice environment. A brief overview of the literature will be given and a single case study will be used to demonstrate the model in action. The development of broad partnership working between the Practice Learning Team, The Disability Service and the Student Placement Facilitator, taking a student centric approach, is outlined. Finally, the process by which a critical knowledge base, on which decisions around reasonable adjustment can be made is discussed.

Guzman, A. (2009). *Exploring postsecondary education disability service's standards: Alignment with disability studies.* Unpublished doctoral dissertation, University of Illinois, Chicago, IL.

A study analyzing the perspectives held by higher education's disability service providers in regards to disability and/or students with disabilities in the implementation of program standards was carried out using a sequential mixed-methods design. Using the knowledge gather by Disability Studies scholars, the study used the constructs of individual, social and universal approaches to service delivery as a looking glass. The Quantitative study consisted of a representative sample of 135 disability service providers with membership in the association during the fiscal year 2007. The sample for the in-depth interviews was a sub-group (n=12) of the larger sample, stratified using the self-reported ideology question in the demographic section of the survey: individual, social, or universal. IN general, this study found, that participants are more likely to implement services using an individual approach; or determining the individual's 'deficit' and accommodating it. However, it was also found that to some extent participants have awareness and sometimes implement either social or universal approaches to service delivery. And when participants communicated in regard to the implementation of these standards, their language often reflected conflictive views between the approaches they said to be using and the framed they used to explain it. This dissertation ends with a discussion of implications for Disability Studies, the Association of Higher Education and Disability and disability service providers in higher education relating to the need of considering a wider range of approaches in the implementation of the program standards.

Harbour, W. S. (2008). *Final report: The 2008 biennial AHEAD survey of disability services and resource professionals in higher education.* Huntersville, NC: The Association on Higher Education and Disability (AHEAD).

This valuable publication includes sections on topics such as:

- A comparison and evaluation of 2004 & 2008 survey results;
- DS office budgets, professional salaries and non-monetary forms of compensation;
- Demographic information about DS administrators and professionals;
- An examination of the philosophy that seems to frame the work of DS offices; and
- Information about the needs of DS staff, the knowledge they use and changes that could help them improve.

This report serves as a "bridge" between the 2004 report and future versions of AHEAD statistical surveys. Its purpose is to a) revisit previous concerns and issues involving DS professionals, (b) to learn more about the needs of Disability Services offices, and c) to strengthen the amount of federal data collection related to Disability Services and postsecondary students with disabilities. Data was collected from 606 respondents in the United States and includes DS professionals and administrators, and ADA and 504 coordinators. Statistical data and participant responses are presented through charts, figures and comprehensive summaries at the end of each section.

Harbour, W. S. (2009). The relationship between institutional unit and administrative features of disability services offices in higher education. *Journal of Postsecondary Education and Disability, 21*(3), 138-154.

Using data from an Association on Higher Education And Disability(AHEAD) survey, this study of424 postsecondary disability services (DS) administrators examines how campus and office characteristics may vary with disability services placement in academic or student affairs, The results of this survey suggest that only modest differences exist, and that disability service offices

provide opportunities for collaboration across units, and may serve as a model for collaboration in higher education.

Harbour, W. S., & Madaus, J. W. (2011, Summer). Disability Services and Campus Dynamics [Special Issue]. *New Directions for Higher Education, 2011*(154).

"This *New Directions* volume examines what disability services may have to offer, and how campuses and disability services professionals may need to collaborate or expand traditional notions of disability and disability services" (p. 1).

Articles in this volume include:

- The History of Disability Services in Higher Education
- Collaboration Strategies to Facilitate Successful Transition of Students with Disabilities in a Changing Higher Education Environment
- Disability Services Offices for Students with Disabilities: A Campus Resource
- Harnessing the Potential of Technology to Support the Academic Success of Diverse Students
- UReturn: University of Minnesota Services for Faculty and Staff with Disabilities
- Legal Challenges and Opportunities
- Responding to and Supporting Students with Disabilities: Risk Management Considerations
- College Students with Disabilities: A Student Development Perspective
- Disability-Friendly University Environments: Conducting a Climate Assessment
- Disability Studies in Higher Education

Hurst, D., & Smerdon, B. (Eds.). (2000). *Postsecondary students with disabilities: Enrollment, services, and persistence* [Stats in Brief NCES 2000–092]. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Retrieved from: http://nces.ed.gov/pubs2000/2000092.pdf.

"How do the postsecondary enrollment and attainment patterns of students with disabilities compare to students without disabilities? What types of accommodations do institutions provide students with disabilities? These are among the important questions raised by legislation such as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). To address these questions, it is useful to examine information provided by both students and institutions on students with disabilities in postsecondary institutions and the types of services institutions provide. Because a number of different surveys are mentioned in this Stats in Brief, it is important to note the particular population that was sampled and the year in which the survey was administered" (p. 1).

Janiga, S. J., & Costenbader, V. (2002, September/October). The transition from high school to postsecondary education for students with learning disabilities: A survey of college service coordinators. *Journal of Learning Disabilities, 35*(5), 463-470.

Federal legislation requires that students with disabilities receive services to assist them in the transition from high school to postsecondary life. Transition services must address students' understanding of their disability, learning strengths and weaknesses, career decision—making skills, and preparation for the increased demands of postsecondary education. This study surveyed coordinators of special services for students with disabilities at 74 colleges and universities in New York State. Respondents provided their perceptions of how well the students they served had been prepared by the transition services they had received in high school. Overall, little satisfaction with

transition services was expressed. Respondents were most satisfied with high schools' provision of updated evaluations for students prior to enrollment in college, and they rated students' preparation for self-advocacy as the greatest weakness of current transition services.

Knapp, S. D. (2004). *Disability access at SUNY campuses: 10 years after the ADA.* Albany, NY: United University Professions' Disability Rights and Concerns Committee. Retrieved from: http://www.uupinfo.org/reports/disability.pdf.

This report from the UUP Disability Rights and Concerns Committee responds to a UUP Executive Board charge to "monitor campus implementation of the Americans with Disabilities Act (ADA) and make recommendations regarding disability rights." The Committee surveyed UUP bargaining unit members in 2000. Our findings are reported in sections: "Campus Accessibility"; "Reasonable Accommodations"; "Attitudes and Behavior toward People with Disabilities"; "Age and Disability"; "Expenses"; and "The Just Community" (p. 2).

Ling, B., Colin, A., Nicholl, J. R., Moodley, L., & Roberts, D. (2007, April-June). Managing disability information flow in an academic institutional environment. *International Journal on E-Learning,* 6(2), 213-221.

Disabled students require full access to the higher education curriculum without suffering from discrimination due to their disability. This is a simple ethic of civilised societies, but is also increasingly becoming a legal imperative. In a relatively small number of cases access may mean accommodating manifest physical impairments such as those that can occur with sight, hearing, and mobility. In the majority of cases however a disability is likely to be far less obvious, such as dyslexia, mental health, or diabetes, but still necessitates special action from those delivering the curriculum.

McCleary-Jones, V. (2007). Learning disabilities in the community college and the role of disability services departments. *Journal of Cultural Diversity, 14*(1), 43-47.

The community college offers educational opportunities to a diverse population of students. Many of the students attending the community college are considered non-traditional, and have numerous factors not faced by traditional-age students that can affect retention in this population. Learning disabled (LD) students attend the community college at a higher rate than other higher education institutions (Barnett, 1996; Bigaj, 1995; & Henderson, 1992). The American Association of Community Colleges (AACC) reported that LDs now constitute the largest single category of disability served by disability service offices in the community colleges (Barnett, 1992). Accommodations are set up by the Disability Support Services Departments, and it is the Disability Services offered by the college that can be the deciding factor for the student regarding the choice of institution (Cocchi, 1997). A trend for the future involves many students who attend the community college self-identifying as being learning disabled and requesting accommodation. Faculty, staff, and administrators in the community college will need to be very familiar with legislation that impacts the rights and availability of services for LD students.

Meacham, M., Tandy, C., Giddings, M., Vodde, R., Curington, A., Morris, B., & Holliman, D. (2004). The thorny dilemma of gatekeeping versus inclusion for students with disabilities. *Journal of Social Work in Disability & Rehabilitation, 3*(4), 69-88.

Students with disabilities continue to face difficult obstacles in education. Many times, efforts to assist students are inconsistent, directed by faculty with little knowledge of disability issues, or are reactive efforts to overcome specific problems. The social work faculty at Valdosta State University decided to develop a comprehensive and ongoing program to address disability issues proactively

and in a broad sense. Developing the program from intensive literature review, feedback from alumni and students, and assistance from administration has resulted in many successes and an admission that any efforts to develop such a program must be continually reviewed and revised.

Megivern, D. (2002). Disability services and college students with psychiatric disabilities. *Journal of Social Work in Disability & Rehabilitation, 1*(3), 25-41.

Weiner (1999) has suggested that the process of accepting a disability and its associated limitations is often protracted for students with psychiatric disabilities, thus leaving many students unable to fully participate in services or in the design of academic accommodations. This research examines the relationship between psychiatric disability identity and use of academic accommodation services for 57 undergraduates with psychiatric impairments who are experiencing problems in their academic functioning. Willingness to utilize services was related to students' identification as having a psychiatric disability. Social work interventions are needed to support students in accepting psychiatric disabilities while concurrently crafting necessary accommodations.

Parker, D. R., Embry, P. B., Scott, S. S., & McGuire, J. M. (2003). *Disability service providers' perceptions about implementing Universal Design for Instruction (UDI) on college campuses* [Technical Report No. 03]. Storrs, CT: Center on Postsecondary Education and Disability, University of Connecticut. Retrieved from: http://www.facultyware.uconn.edu/files/Tech_Report_03_disability_service_providers.pdf.

Two focus groups were conducted with 16 disability providers from two-year and four-year, public and private postsecondary institutions. Service providers reported increasingly diverse student populations on their campuses and a broad range of concerns from faculty regarding the inclusion of students with learning disabilities (LD) or Attention-Deficit/Hyperactivity Disorder in higher education. When asked to share their perspectives on Universal Design for Instruction (UDI) as a proposed model for addressing these concerns, service providers noted strengths and weaknesses. Participants also described their role in promoting UDI on campus and identified resources and support they would need to carry out this role.

Rath, K. A., & Royer, J. M. (2002). The nature and effectiveness of learning disability services for college students. *Educational Psychology Review, 14*(4), 353-381.

This article summarizes the research literature that describes the nature and effectiveness of services that are provided to college students with learning disabilities. Six categories of services are described: assistive technologies and programs, program modifications, therapy and counseling, strategy training, direct academic assistance, and interventions designed to strengthen weak academic skills. Nearly all of the literature that was examined fell within the first 5 categories, with only 3 studies describing efforts to directly improve the academic performance that identified a student's learning disability. In addition, there is almost a total lack of evidence showing that any of the first 5 categories of services resulted in improved academic performance. There was, however, evidence that attempts at improving academic skills resulted in improved academic performance. The article concludes with a discussion of the role that learning disability services should play in a college environment.

Riddell, S., Tinklin, T., & Wilson, A. (2005). New Labour, social justice and disabled students in higher education. *British Educational Research Journal, 31*(5), 623-643.

This article draws on findings from an Economic and Social Research Council funded research project entitled 'Disabled Students and Multiple Policy Innovations in Higher Education' (R000239069). It begins with a brief review of theories of social justice and their implications for widening access policies for disabled students. Social justice may be conceptualised in relation to the distribution of social goods and cultural recognition. Related to distribution, data from the Higher Education Statistics Agency are used to analyse the progress which has been made in expanding the number of disabled students in higher education and the wider social characteristics of disabled students. Related to recognition, the article considers changes which have been made at the institutional level to make the academic environment more conducive to the inclusion of disabled students. It is noted that new public management has often been used as the vehicle for achieving social justice goals. Whilst progress has been made in relation to redistribution and recognition, the adoption of managerialist strategies has had some negative effects. For example, dyslexic students who tend to be male and middle class have been the greatest beneficiaries of the expansion, whereas poorer disabled students and those with more significant impairments have been less likely to be included. In addition, the adoption of a categorical approach for the purposes of social audit does not fit readily with disabled students' conception of self.

Riddell, S., Wilson, A., & Tinklin, T. (2002, December). Disability and the wider access agenda: Supporting disabled students in different institutional contexts. *Widening Participation and Lifelong Learning, 4*(3), 13-25.

This article compares the participation, retention and success rates of disabled students in different types of university and higher education institutions (HEIs) in England and Scotland. Quantitative data are used to describe the social characteristics of disabled and non-disabled students in different types of institution in England and Scotland. Subsequently, the article explores the way in which disabled students from different social backgrounds relate to the wider institutional ethos of their particular university and the types of student support mechanisms which are in place. In understanding the interactions between specific institutions and the disabled students within them, it is useful to draw on Bourdieu's ideas of individual and institutional habitus. According to Bourdieu (1990), the way in which individuals and institutions inter-relate is shaped by the habitus of each. Habitus can be viewed as a complex internalised core from which everyday experiences emanate. It produces a pre-disposition to behave in certain ways, but also limits possibilities to those feasible for the social groups to which the individual belongs. Because of the way in which habitus shapes the way in which individuals and institutions respond to the world, actions tend to be reproductive rather than transformative. The article concludes by discussing implications of disabled students' experience in particular institutions for the wider access agenda more generally.

Shaw, S. F., & Dukes, L. L. (2005). Performance indicators for postsecondary disability services. *Journal of Developmental Education, 29*(2), 10-19.

There is an increasing expectation of state-of-the-art services for college students with disabilities. Although access to postsecondary education has resulted in positive outcomes for students with disabilities, there has been little validation of services that should be available to students with disabilities. This study sought to identify and validate Performance Indicators that experts agree foster access to postsecondary education. The results identified 90 Performance Indicators that are essential "best practices" for disability services in higher education. The findings provide direction for institutions of higher education to implement and validate their services for students with disabilities.

Shook Torres, E. (2011, June). *Accessible texts: A guide for postsecondary disability service providers.* Washington, DC: HEATH Resource Center at the National Youth Transitions Center, George Washington University Graduate School of Education and Human Development. Retrieved from: http://www.heath.gwu.edu/assets/68/ accessible_texts_a_guide_for_postsecondary_disability_service_providers.pdf.

The purpose of this resource guide is to provide postsecondary disability support service providers with essential information and tools for supporting students who require printed texts in accessible formats.

Stodden, R. (Ed.). (2005). Supporting Persons with Disabilities in Postsecondary Education and Life Long Learning [Feature issue]. *Journal of Vocational Rehabilitation, 22*(1).

"This special issue of the *Journal of Vocational Rehabilitation* (JVR) has pulled together a collection of peer reviewed papers…and presents them to the many persons involved with disability supports and services in postsecondary education. A purpose of this issue of JVR is to present an organized collection of peer reviewed papers which focus upon issues faced by persons with disabilities and those who support them as they transition to and are supported to access and succeed in postsecondary education and resulting employment opportunities. This special issue will include six peer reviewed papers intent upon providing the reader with a clear picture of the current status of efforts to support persons with disabilities in postsecondary education settings. The papers have been organized to provide the reader with evidence-based insights into this field, offering a range of data points and perceptions as currently experienced by persons in the field, and to share data on the types of supports which are effective in contributing to the quality of post-school life for persons with disabilities" (p. 1).

Szymanski, E. M., Hewitt, G. J., Watson, E. A., & Swett, E. A. (1999). Faculty and instructor perception of disability support services and student communication. *Career Development for Exceptional Individuals, 22*(1), 117-128.

The purpose of this study was to describe perceptions of the importance of disability support services and expectations of disability verification and student communication. Participants were 240 faculty and 119 instructional academic staff at a large Midwestern research university. Specific disability support services were found to be at least somewhat important with most being at least moderately important. Formal verification of disability was found to be more important for students with learning and psychiatric disabilities than for students with physical and sensory disabilities (p < .001). Although direct communication was considered important for all students, it was more important for students with psychiatric disabilities than for those with learning (p < .001) or sensory disabilities (p =.001).

Taylor, M. (2005). The development of the special educational needs coordinator role in a higher education setting. *Support for Learning, 20*(1), 22-27.

UK higher education appears to have generally been slow to adopt an organised means of provision for special educational needs for its students. This may be due to the fact that, historically, relatively few disabled students entered UK higher education. However, there is a growing number of disabled students entering UK higher education institutions, and the figure is likely to increase. It is therefore important and, under the UK Special Educational Needs and Disability Act (2001), legally binding, that UK higher education institutions make appropriate adjustments to their activities so as not to disadvantage or discriminate against disabled students. In this article Mark Taylor examines the

development of the special educational needs coordinator role in a higher education setting based upon a two-year case study in a UK university.

Tinklin, T., Riddell, S., & Wilson, A. (2004). Policy and provision for disabled students in higher education in Scotland and England: The current state of play. *Studies in Higher Education, 29*(5), 637-657.

Higher education in the UK has been through a period of major change since the mid-1980s. A massive expansion in the number of students has been coupled with a reduction in the unit of resource, increased inter-institutional competition and greater accountability. Within this demanding context, pressure has also been applied to institutions to improve accessibility for disabled people, through funding council mechanisms, quality assurance procedures and, more recently, changes in legislation. Drawing on the findings of an ESRC-funded research project, Disabled students and multiple policy innovations in higher education, involving a survey of higher education institutions, the article describes and discusses the current state of policy and provision for disabled students in higher education in Scotland and England. It concludes that, while there are definite signs of progress in the development of provision for disabled students, many areas need much further attention. A particular area of concern is teaching and learning. Effecting real change in this area means addressing questions which challenge conventional notions of effective teaching and learning practice. It is argued that improvements in provision for disabled students in this area would mean improvements for all students. Disability is still seen as a fairly distinct policy area, mainly addressed by student support services. Further significant progress can only be made if disability is embedded into all institutional policies and procedures. Its relocation, particularly in the area of teaching and learning, however, will demand a significant commitment on the part of all institutions.

DISABILITY AND DIVERSITY, DISABILITY AS DIVERSITY

This section includes resources where either disability is included as a component of diversity or where disability is considered as a minority (sometimes multiple minority) status, whether it be related to gender, sexual orientation, or race. What is missing, however, are more resources available that consider disability culture within the postsecondary environment.

AACC/ACCT Joint Statement on Leadership and Diversity. (2008). *Community College Journal, 79*(2), 7.

Community colleges serve larger percentages of African-Americans, Asian/Pacific Islanders, Hispanic Americans, Native Americans, and students with disabilities than any other segment of higher education, and well over half of community college students are women. Together, AACC and ACCT will continue and expand their collaboration to ensure that community college leaders--trustees and presidents--work in partnership to ensure the continued success of community colleges, while also ensuring the doors of opportunity remain wide open to those who aspire to a higher education and to those who seek to lead such institutions.

Anderson, R. C. (2006). Teaching (with) disability: Pedagogies of lived experience. In L. M. Cooks & K. LeBesco (Eds.), The pedagogy of the teacher's body [Special issue]. *Review of Education, Pedagogy, and Cultural Studies, 28*(3&4), 367-379.

"The disability perspective promises new insights for critical pedagogy. Disability is not just another specialty with concerns loosely related to other minorities. The experience of disability is relevant to all marginalized groups—for all groups have people with disabilities in them. The persistent irony is that the experiences of people with disabilities have been noticeably absent from critical discourse within these groups. Indeed, people with disabilities are the world's largest multicultural minority. This essay presents a means for considering disability in educational practice, and identifies points of discovery for future critical research. Specifically, it considers the intersections of experience and pedagogy that professors with disabilities bring to the classroom" (p. 367).

Anderson, R. J., Keller, C. E., & Karp. J. M. (Eds.). (1998). *Enhancing diversity: Educators with disabilities.* Washington, DC: Gallaudet University Press.

The 43 million people with disabilities form this country's largest minority group, yet they are markedly under-employed as educators. *Enhancing Diversity: Educators with Disabilities* paves the way for correcting this costly omission. Editors Anderson, Karp, and Keller have called upon the knowledge of 19 other renowned contributors to address the important issues raised in *Enhancing Diversity*, including the place of disability in discussions of diversity in education, research on educators with disabilities that validates their capabilities, and information on the qualifications desired in and the demands made of education professionals. Legal precedents are cited and explained, and examples of efforts to place disabled educators are presented, along with recommendations on how disabled individuals and school administrators can work toward increased opportunities. Interviews with 25 disabled educators discussing how they satisfactorily fulfill their professional requirements completes this thoughtful-provoking book.

David, M. E. (2009). Social diversity and democracy in higher education in the 21st century: Towards a feminist critique. *Higher Education Policy, 22*(1), 61-79.

This paper takes a feminist perspective on the UK literature on mass higher education in the 21st century, building on US critiques about marketization, neo-liberalism and 'academic capitalism'. Concepts of equality and diversity have been transformed by neo-liberalism and how these changes have constrained democratic contributions to UK higher education policies and practices is the focus. Diversity has replaced more traditional conceptualizations of socioeconomic inequalities, and has shifted from being about ethnicity/race to one of 'widening participation' or 'fair' access to higher education, including social class, disabilities, gender and age. Debate focuses on individual students on first or undergraduate degrees, whether full or part-time, and how higher education institutions can contribute to graduate employment, individual or social mobility, rather than re-inscribing social stratification. I present an analysis that demonstrates the challenges and dilemmas about equality and diversity in UK mass higher education and conclude that despite expansion of higher education 'persistent inequalities' remain. I reveal UK policy shifts around gender as concerning women, as students or academics, to one about lack of educational opportunities in post-compulsory education for young men from poor or disadvantaged family backgrounds as students, ignoring the question of women's opportunities and contributions to new forms of academic practice. I argue that this illustrates how new forms of higher education, despite expansion and increasing participation, remain resistant to some of the feminist and critical yet creative challenges about transformations in academic practice and development.

Dodd, J. M., Rose, P. M., & Belcourt, L. (1992). Tribal college faculty attitudes toward accommodations and services for students with disabilities. *Tribal College, IV*(1), 22-29.

> Higher percentages of disabilities have been reported among Indian people than other ethnic groups. If Indian persons with disabilities are to have access comparable to others, tribal colleges will need to provide accommodations and services. Therefore, this was a study of tribal college faculty willingness to provide accommodations and their attitudes toward accommodations. Faculty were surveyed at 25 of the 26 colleges in the United States which are members of the American Indian Higher Education Consortium. Generally faculty members were favorable toward accommodations.

> Reports of disabilities among American Indian people reveal a higher percentage of disabilities than the United States population in general (O'Connell, 1987; U.S. Bureau of the Census, 1983.) Among the reported disabilities are organic brain syndrome, learning disabilities, orthopedic disabilities, mental illness, hearing impairment, and visual impairment. American Indian students with disabilities might not have access equal to other students if tribal colleges do not provide services and accommodations. Therefore, the purpose of this study was to determine tribal college faculty attitudes towards accommodations for students with disabilities.

Haines, D. W. (2007). 'Crossing lines of difference': How college students analyse diversity. *Intercultural Education, 18*(5), 397-412.

> Contemporary American college students confront increased diversity during their college years in race, class, nationality, religion, ethnicity, language, sexual orientation, age, and disability. Yet, how do students conceptualize this diversity, evaluate the options it provides, and assess its limitations? Furthermore, how do those researching diversity develop approaches that are flexible and open enough to reflect emerging student ways of thinking about diversity? Based on work at a diverse US public university especially a pilot project on free-form student essays this paper examines how students conceptually navigate an environment that both encourages and inhibits interaction across difference. These students indicate skepticism about the marketing of diversity and frustration at the limited interaction across difference on campus, yet also an appreciation of the opportunities that diversity provides.

Harley, D. A., Nowak, T. M., Gassaway, L. J., & Savage, T. A. (2002). Lesbian, gay, bisexual, and transgender college students with disabilities: A look at multiple cultural minorities. *Psychology in the Schools, 39*(5), 525-538.

> College students with disabilities who are lesbian, gay, bisexual, or transgender (LGBT) represent diverse cultural minorities with multiple service needs involving disabilities, identities, and adjustment strategies. These students are usually accommodated in the college environment because of their disability while simultaneously marginalized based on their sexual orientation. This article discusses LGBT college students with disabilities as multiple cultural minorities with a focus on educational environments, institutional issues, and strategies for university personnel.

Holcomb, L. P., & Giesen, C. (1995). Coping with challenges: College experiences of older women and women with disabilities. In J. C. Chrisler & A. H. Hemstreet (Eds.), *Variations on a theme: Diversity and the psychology of women* (pp. 175-200). Albany: State University of New York Press.

> "The purpose of this chapter is to introduce concerns of both older women and women with disabilities as they experience their undergraduate college years. Although the viewpoints and needs

of these two populations of women students differ to a degree, they share commonalities in terms of the "cumulative burdens" they bring to the college experience from earlier confrontation with and oppression from a variety of systems…" (p. 175).

Leake, D., & Cholmay, M. (2004, February). Addressing the needs of culturally and linguistically diverse students with disabilities in postsecondary education. *Information Brief, 3*(1). Minneapolis: National Center on Secondary Education and Transition, Institute on Community Integration, University of Minnesota. Retrieved from: http://www.ncset.org/publications/viewdesc.asp?id=1411.

"Persons with disabilities usually must overcome a variety of challenges not faced by their peers without disabilities in order to gain entry to and succeed in postsecondary education. These challenges are likely to be especially difficult for persons with disabilities of culturally and linguistically diverse (CLD) heritage. Compared to non-CLD students with disabilities, CLD students with disabilities are more likely to face language and social barriers, the negative effects of having grown up in poverty, and difficulty processing "standard English" oral and written information, all of which may contribute to their risk of school failure (Greene & Nefsky, 1999). It has also been argued that persons with disabilities comprise a minority group whose members, like members of other minorities, are often stereotyped and subjected to negative perceptions and low expectations. From this perspective, many CLD persons with disabilities face a double burden of discrimination (Fine & Asch, 1988).

In view of the multiple challenges faced by many CLD persons with disabilities, it is not surprising that the initial National Longitudinal Transition Study found that, compared to non-CLD persons with disabilities, they achieve significantly poorer transition outcomes, including lower employment rates, lower average wages, and lower postsecondary education participation rates (Blackorby & Wagner, 1996). Low postsecondary education participation rates are reflected in Table 1, which shows that the proportion of college students reporting a disability is considerably lower for each of the CLD groups (with the exception of American Indians/Alaskan Natives) compared to Whites. This brief will outline the major challenges that tend to be faced by CLD persons with disabilities in postsecondary education and how to address these challenges" (p. 1).

Leicester, M. & Lovell, T. (1994). Equal opportunities and university practice: Race, gender and disability: A comparative perspective. *Journal of Further and Higher Education, 18*(2), 43-51.

This paper provides a comparative analysis of data arising from three recent surveys of equal opportunity practice in relation to race, gender and disability. The surveys gathered information from a range of university departments and included questions about departmental structures and organisation as well as curriculum development. Instances of good practice are described, and some implications explored for the further development of equal opportunities in higher education.

Oesterreich, H. A., & Knight, M. G. (2008, May). Facilitating transitions to college for students with disabilities from culturally and linguistically diverse backgrounds. *Intervention in School and Clinic, 43*(5), 300-304.

"This article examines how the intersection of race, class, and disability informs the responsibilities of special educators. A diverse set of practices needs to be used with working-class African American, Latino/Latina, and Native American students with disabilities to increase their social and cultural capital and support their prospective college-going identities" (p. 300-301).

Parasnis, I., & Fischer, S. D. (2005, Fall). Perceptions of diverse educators regarding ethnic-minority deaf college students, role models, and diversity. *American Annals of the Deaf, 150*(4), 343-349.

In a qualitative study, the researchers documented the perceptions of deaf and hearing ethnically diverse university faculty and staff regarding issues related to the education of ethnic-minority deaf college students. These experienced educators commented on the importance of ethnic-minority role models for deaf college students, the academic preparedness of ethnic-minority deaf students, these students' level of comfort on campus, and the success of institutional efforts to increase awareness regarding ethnic diversity. The insightful reflections of these diverse educators can be informative in improving the educational experience of ethnic-minority deaf students.

Pardeck, J. T. (2001). Using the Americans with Disabilities Act (ADA) as a tool for helping social work faculty develop cultural competence in the area of disability. *The Clinical Supervisor, 20*(1), 113-125.

This article develops the theme of the importance of viewing disability as a part of cultural diversity. The ADA is offered as a tool for helping social work faculty develop cultural competence in the area of disability. Particular emphasis is placed on affirmative approaches for increasing the number of students with disabilities in social work programs. Teaching social work faculty and support staff about disability etiquette is offered with examples of various disabilities. The article encourages social work programs to offer training on disabilities for faculty and support staff.

Pearson, H. (2010). Complicating intersectionality through the identities of a hard of hearing Korean adoptee: An autoethnography. In L. D. Patton, R. A. Shahjahan; & N. Osei-Kofi (Eds.), Emergent Approaches to Diversity and Social Justice in Higher Education [Feature Issue]. *Equity & Excellence in Education, 43*(3), 341-356.

Within education and social justice, the lenses of race, class, and gender are prevalent in analyzing multifaceted oppression, but there is a need to expand beyond those in order to obtain a more in-depth understanding of the intricacies of oppression. The autoethnographic approach enables me to use my experiences a Korean adoptee with a disability as an entry point to examine intersectional and interlocking oppression and to offer a different frame of reference that is absent in the literature: the integration of Korean adoptee and Disability Studies literature to further problematize each field and to complicate and advance the understanding of oppression. The critical self-reflexive process of writing allowed me to contest the prevailing representation and knowledge through my experiences and to develop an awareness of how we all are ensnared in this process of constructing/deconstructing oppression; thus personal and societal experiences of oppression and privilege are not easily separated. In order to shift toward a collaboratively oriented social justice, we must realize that focusing on one or multiple forms of oppression, but not all, cannot lead to true social justice change and transformation because all forms of oppression interact in a convoluted manner that reinforce or undermine each other in an entangled labyrinth.

Pritchard, G. (2010). Disabled people as culturally relevant teachers. *Journal of Social Inclusion, 1*(1), 43-51. Retrieved from: http://www104.griffith.edu.au/index.php/inclusion/article/viewFile/168/313.

This paper contends that disabled teachers are in such short supply as to be invisible even amongst minority teachers from already vastly marginalised populations. This is not simply because discriminatory practices are embedded within employment policies of educational systems, but deeply held socio-cultural attitudes also prevent disabled people accessing and attaining basic and

later, higher levels of academic achievement. The central argument here is a simple one; disabled people as teachers offer a unique knowledge standpoint, challenge the animosity of dominant cultural beliefs around disability as analogous with passivity or non-achieving, and provide a source of resistance, solace and resolution for students they teach. Disabled people as educators enact exemplary pedagogic justice and socially inclusive practice. The aim of this paper is to explore the benefits to students and places of higher education alike of embracing both the person and the role of the teacher with disability as culturally relevant educators.

Shelton, M. W., & Matthews, C. K. (2001). Extending the diversity agenda in forensics: Invisible disabilities and beyond. *Argumentation and Advocacy, 38*(2), 121-129.

Diversity issues have become a cornerstone of higher education, and forensic activities are certainly no exception to that rule. The forensic community has made remarkable progress with often socially marginalized demographic groups, particularly women and minorities. Perhaps the next logical step would be to consider other elements of that domain, such as those with invisible disabilities.

Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in counselor education. *Journal of Counseling & Development, 86*(3), 303-309.

As the counseling profession charts its future course, issues related to classism, ableism, and heterosexism remain fully incorporated within the multicultural/social justice curriculum. The authors define each of these forms of oppression, explicate their intersections with race, and summarize the resulting implications for counseling education and training.

Stodden, R. A., Stodden, N. J., Kim-Rupnow, W. S., Thai, N.D., & Galloway, L. M. (2003). Providing effective support services for culturally and linguistically diverse persons with disabilities: Challenges and recommendations. *Journal of Vocational Rehabilitation, 18*(3), 177-189.

This review examines the impact of culturally and linguistically diverse (CLD) persons of disability status upon the work of researchers, rehabilitation service providers, and postsecondary education instructors and support personnel. The increasingly disproportionate distribution of CLD persons with disabilities, and the inequitable treatment CLD people experience in receiving services, continues to challenge the disability research field, vocational rehabilitation system, and postsecondary institutions. Disability researchers, practitioners, instructors, and support personnel have not adequately understood the unique issues related to disability in CLD communities and, as a result, have failed in their relationship with CLD persons with disabilities. This review examines the barriers to this relationship which fall into three categories: (a) lack of cultural sensitivity and knowledge regarding CLD persons with disabilities; (b) failure to account for environmental determinants of disability, including natural, social, cultural, and built environments; and (c) inadequacy of current research methodology and approaches by service systems and postsecondary education as applied to CLD populations with disabilities. Recommendations to better relate to the needs of persons with disability in CLD communities are provided.

Walker, A. R., & Test, D. W. (2011, August). Using a self-advocacy intervention on African American college students' ability to request academic accommodations. *Learning Disabilities Research & Practice, 26*(3), 134-144.

Due to an increase in enrollment of African American students with disabilities in postsecondary education, there is a need to identify strategies that may lead to improved transition and self-

advocacy skills for these students. These strategies include teaching students to request academic accommodations and to have an understanding of how their disability affects their academic learning. Therefore, the purpose of this article is to provide an in-depth explanation of a self-advocacy strategy that was used to teach three African American male college students how to request their academic accommodations. Results indicated this strategy may be a promising intervention for African American college students with disabilities.

Waldegrave Leake, D., Burgstahler, S., & Vreeberg Izzo, M. (2011). Promoting transition success for culturally and linguistically diverse students with disabilities: The value of mentoring. *Creative Education, 2*(2), 121-129.

Youth with disabilities are less likely to enroll in and complete postsecondary education programs and transition to employment than their non-disabled peers, and this is especially so for those from culturally and linguistically diverse (CLD) backgrounds. To help provide insight into factors influencing the transition process, a multi-site study was conducted using survey interviews, focus groups, and case studies, with a focus on CLD youth with disabilities. The importance of mentoring emerged as a consistent theme. Most participants cited informal mentors as role models and key motivators for gaining the social, academic, and career supports needed for success. They identified the relationships of individuals who served as mentors and what they did that helped them gain fresh perspectives and take steps toward personal, academic, and career goals. The insights gained from the research participants support greater use of mentoring to help this population.

Vidali, A. (2009). Rhetorical hiccups: Disability disclosure in letters of recommendation. *Rhetoric Review, 28*(2), 185-204.

This article positions letters of recommendation as important and troubling indicators of faculty beliefs about diversity and access in higher education. I focus on the disclosure of disability, both by examining the history of disclosing stigmatized difference and by analyzing five letters of recommendation for an aspiring graduate student with a traumatic brain injury. I suggest that faculty must revise their letter-writing practices and engage in a type of rhetorical forecasting that questions well-intentioned disclosures of difference and imagines how various letters form a composite sketch of a candidate.

FACULTY AND STAFF WITH DISABILITIES

This section includes resources concerning faculty and staff as well as other teachers with disabilities. Some focus on how teaching is affected by disability (and on teaching the subject of disability studies), others that discuss "passing" as able-bodied and keeping disabilities hidden, as well as others offering retrospectives on academic careers with disabilities.

Anderson, R. C. (2006). Teaching (with) disability: Pedagogies of lived experience. In L. M. Cooks & K. LeBesco (Eds.), The Pedagogy of the Teacher's Body [Special issue]. *Review of Education, Pedagogy, and Cultural Studies, 28*(3&4), 367-379.

"The disability perspective promises new insights for critical pedagogy. Disability is not just another specialty with concerns loosely related to other minorities. The experience of disability is relevant to all marginalized groups—for all groups have people with disabilities in them. The persistent irony is

that the experiences of people with disabilities have been noticeably absent from critical discourse within these groups. Indeed, people with disabilities are the world's largest multicultural minority. This essay presents a means for considering disability in educational practice, and identifies points of discovery for future critical research. Specifically, it considers the intersections of experience and pedagogy that professors with disabilities bring to the classroom" (p. 367).

Anderson, R. J., Keller, C. E., & Karp. J. M. (Eds.). (1998). *Enhancing diversity: Educators with disabilities.* Washington, DC: Gallaudet University Press.

The 43 million people with disabilities form this country's largest minority group, yet they are markedly under-employed as educators. *Enhancing Diversity: Educators with Disabilities* paves the way for correcting this costly omission. Editors Anderson, Karp, and Keller have called upon the knowledge of 19 other renowned contributors to address the important issues raised in *Enhancing Diversity*, including the place of disability in discussions of diversity in education, research on educators with disabilities that validates their capabilities, and information on the qualifications desired in and the demands made of education professionals. Legal precedents are cited and explained, and examples of efforts to place disabled educators are presented, along with recommendations on how disabled individuals and school administrators can work toward increased opportunities. Interviews with 25 disabled educators discussing how they satisfactorily fulfill their professional requirements completes this thoughtful-provoking book.

Beretz, E. M. (2003). Hidden disability and an academic career. In L. Hanley (Ed.), The New Academic Community [Feature issue]. *Academe, 89*(4). Retrieved from http://www.aaup.org/AAUP/pubsres/academe/2003/JA/Feat/Bere.htm.

"Institutions and attitudes impose cruel choices on faculty with hidden disabilities. One key to resolving these choices is greater institutional flexibility."

Blaser, A. W. (2012). Chapter 7: Trial and error with assistive, accessible, augmentative technology. In J. E. Aitken, J. P. Fairley, & J. K. Carlson (Eds.), *Communication technology for students in special education and gifted programs* (pp. 94-97). Hershey, PA: ICI Global.

"This essay describes my experiences since 1995, teaching at the university level, and using assistive technology. My hope and purpose in writing this essay is that my experiences will not be 'exceptional,' since technology works at its best when it is 'seamless' and mundane."

Brueggemann, B. J., Garland-Thomson, R., & Kleege, G. (2005). What her body taught (or, teaching about and with a disability): A conversation. *Feminist Studies, 31*(1), 13-33.

Brueggemann, Garland-Thompson, and Kleege focus on their challenges and strategies as feminist scholars and teachers with disabilities in the classroom. Key to their discussion is the function of different structures—pedagogical and institutional—that both enable and deter their efforts. In the classroom, students forgetting about their disabilities or normalizing them seems to erase the productive tension through difference that their presence introduces. Their goal is not to erase disability, but rather to reconfigure students' understandings of disability as not having a master status--to change the way disability matters to the students.

Brueggemann, B. J., & Moddelmog, D. A. (2002). Coming-out pedagogy: Risking identity in language and literature classrooms. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture, 2*(3), 311-335.

Discusses the similarities between the "coming-out conversations" of gay and lesbian studies and disability studies. "In the field of disability studies…scholar-teachers have begun to talk about how and why to claim a disability identity rather than remain silent about one's body and ability in the classroom" (p. 311). This article is also in the edited book *The Teacher's Body*—see below.

Bucaro, T., & Kopfstein, R. (1999). Coming out: Claiming disability in and out of the classroom. *Reflections, 5*(4), 71-81.

In this narrative, two social work educators, one with a visible disability and another with an invisible disability, tell about their experiences with disability and how their decision to disclose has informed their students and colleagues and helped them claim disability as part of their identity. This is one of nine articles in a special issue on disability as diversity.

Burns, E., & Bell, S. (2010). Voices of teachers with dyslexia in Finnish and English further and higher educational settings. *Teachers and Teaching, 16*(5), 529-543.

This paper sheds light onto a poorly presented group of professionals–teachers with dyslexia in Finnish and English further and higher educational settings. The purpose of this qualitative study was, firstly, to discover what teachers with dyslexia could tell us about the manifestation of dyslexia and the challenges they face in the practice of teaching, and secondly, to find out what these professionals feel about being a dyslexic teacher. The data were gathered through the narrative interviews of six teachers and was analysed using thematic narrative analysis. Teachers' narratives revealed that they had accepted their difficulties but also discovered their own strengths to overcome them. The data also indicated that these teachers appreciate their educator's role, acknowledging the importance of empathy and understanding towards their students. Teachers with dyslexia can be successful and useful in training fellow practitioners to be more aware of students' difficulties with dyslexia, hence having the potential to broaden capacity for inclusion and social equality in educational establishments.

Campbell, F. K. (2009). Having a career in disability studies without even becoming disabled! The strains of the disabled teaching body. *International Journal of Inclusive Education, 13*(7), 713-725.

Does it matter who teaches disability studies, whether that teacher has a disability or not? Maybe this might strike the reader as a peculiar question - to focus on the teacher's body or knowledge standpoint. There are certain theoretical and ontological implications in asking such questions. This article is an attempt to theorise about the way the bodies of teachers with disabilities are transmuted within the arena of teaching critical disability studies at colleges and universities. In particular, it explores the ways disabled teachers' bodies can contribute to experiencing alterity outside of the frame of 'other' and the ways that the disabled teaching body can displace the objectification of disability through pedagogical enactments of the lived experiences of disablement. In this way, this article refutes the assertion made by McWilliam and Taylor in 1998 that the pedagogical inspiration of bodies should not be celebrated. Instead, the focus is on working through points of difference between the way normative teacher's bodies and the disabled teaching body is mediated in the processes of subjectification, identifying points of convergence that can benefit dialogue across varied sites of scholarship

Chouinard, V. (1996, Winter/1995, Fall). Like Alice through the looking glass: Accommodation in academia. *Resources for Feminist Research*, *24*(3/4), 3-11.

This article explores issues of equity and accommodation for disabilities in an academic setting. The author chronicles her struggles with her university's administration to implement structures and policies that would not put her at a disadvantage. Her personal experience is placed in a wider context of the devaluing of women's work in academia generally.

Chouinard, V. (2010). "Like Alice through the looking glass" II: The struggle for accommodation continues. *Resources for Feminist Research, 33(3/4), 161-177.*

This article provides an autoethnographic account of the more recent phase of my ongoing struggles, as a disabled female faculty member at a Canadian university, for my legal rights to reasonable accommodation and freedom from discrimination on the basis of disability. It is a sequel to an article dealing with the early years of my struggles for accommodation, published in this journal [vol. 24, nos. 3/4 (1995/96)]. It focuses on the many social barriers to accommodation, inclusion and equality of rights that I encountered in an academic workplace. These included devaluations of my contributions in the workplace, social and spatial exclusion from events in my academic unit, prolonged systemic salary discrimination, resistance to developing a reasonable accommodation plan and even hostility and punishment for being vocal on accommodation issues and, ultimately, taking legal action against the University. This article not only sheds light on some of the challenges facing disabled women who struggle for accommodation in academic workplaces but also encourages others to share their experiences of struggling for fair and reasonable accommodation.

Churchman, D., & King, S. (2009). Academic practice in transition: Hidden stories of academic identities. *Teaching in Higher Education, 14*(5), 507-516.

Academic work is becoming increasingly restrictive and controlled as tertiary institutions move towards a more corporate managerialistic mode of operating. This paper uses a narrative lens to explore the ways in which academic staff make sense of this new environment. In particular, it compares academic staff's stories of their worklife with the official organisation - representative stories promulgated by the university. The study examines the ways academic staff make sense of their workplace when the corporate stories no longer reflect their views of work, institution or personal values. Data gathered during a world café event depicts two constructions of academic identity and compares these private stories with the public stories provided by the university. The paper concludes by addressing some of the concerns inherent in the loss of plurality that occurs when tertiary institutions move towards an homogenised environment

Compton, M. V. (1997). Constructions of educational meaning in the narratives of four Deaf women teachers. *American Annals of the Deaf, 142*(5), 356-362.

Deaf teachers bring unique perspectives to the teaching of deaf and hard of hearing students, yet their "voices" have been recognized in neither sociological, psychological, nor philosophical accounts of education and deafness. In the present ethnographic study, narrative analysis is used to frame a description of how four deaf women make sense of their lives as teachers as they disclose their beliefs concerning teaching, their deafness, and their connection with the Deaf community.

Connor, D. J., Ferri, B. A., Solis, S., Valle, J., & Volpitta, D. (2005). Teachers with LD: Ongoing negotiations with discourses of disability. *Journal of Learning Disabilities, 38*(1), 62-78.

The purpose of this study is to examine how 4 teachers with learning disabilities (LD) negotiate multiple, complex, and sometimes contradictory discourses of disabilities in constructing their own understandings of LD. We chose to study teachers with LD because of their unique access to at least 3 different sources of knowledge about LD: (a) professional discourses on disability, (b) mainstream cultural messages about LD, and (c) insights gained from their own life experience. We drew on aspects of critical discourse analysis and narrative inquiry for this investigation. Our findings indicate that participants draw on these discourses and on their teaching experience in various and complex ways to construct meaning about LD. In some instances, participants use the dominant discourses; at other times, they work to subvert these meanings. Yet, paradoxically, whether speaking with or against these meanings, their voices are inescapably engaging with authoritative discourses and cultural scripts surrounding disability.

Cook, E. D., & Gibbs, H. R. (2009). Diverse academic faculty: A precious resource for innovative institutions. In T. R. Cole, T. J. Goodrich, & E. R. Gritz (Eds.), *Faculty health in academic medicine*: *Physicians, scientists, and the pressures of success* (pp. 93-111). Online: Humana Press.

Diverse academic faculty contribute unique perspectives and experiences that lead to creative growth of academic centers. Although the US population has become more diverse, academic faculty remain primarily heterosexual, able bodied, white, and male. These centers risk losing touch with the population at large and the issues they face. It is important to recruit and retain diverse academic faculty since they train future scientists and physicians who will make discoveries and apply treatments to the entire population. There is a paucity of data about diverse academic faculty and their unique additional stressors impacting on faculty health. In this chapter we discuss these stressors as they apply to race and ethnicity and faculty with disabilities. We also examine the important associations between marginalization, isolation, and silence experienced by diverse faculty and the stress that follows.

Cooks, L. (2007). Accounting for my teacher's body: What can I teach/What can we learn? *Feminist Media Studies, 7*(3), 299-312.

The ideals of democratic education most often rely on a logic of identity that, as Theodor Adorno has argued, denies and represses difference. Young (1987, p. 63) observes that this repression relies on "an opposition between public and private dimensions of human life, which corresponds to an opposition between reason on the one hand, and the body, affectivity, and desire on the other." This paper examines the private/public dualisms that construct the female teacher's body in the space of schooling. In particular, the paper constructs three scenes: reading student evaluations at the end of term, sweating through class, and a class discussion about identity, to discuss how the female teacher's competence is constructed through discourses of the body. Borrowing partly from Michel Foucault, the essay focuses on the ways discourses assumed to be private (the body) become part of the public space in order to evaluate intellectual competency. In this manner, the rational discursive space of the classroom is maintained through confusing the conformity of the body with the efficiency of the mind. The essay works toward a pedagogical stance that opens up dialogue with and through this female teacher's body. Through drawing attention to how the body performs through (non)conformity, this article hopes to not only deconstruct power/body relations but also offer a means to disrupt them.

Diament, M. (2005, October 14). A secret syndrome. Section: The Faculty. *Chronicle of Higher Education, 52*(8), A10.

Professors with a mild form of autism must decide whether to reveal their diagnosis.

Freedman, D. P., & Holmes, M. S. (Eds.). (2003). *The teacher's body: Embodiment, authority, and identity in the academy.* Albany: SUNY Press.

These highly personal essays from a range of academic settings explore the palpable moments of discomfort, disempowerment, and/or enlightenment that emerge when we discard the fiction that the teacher has no body. Visible and/or invisible, the body can transform both the teacher's experience and classroom dynamics. When students think the teacher's body is clearly marked by ethnicity, race, disability, size, gender, sexuality, illness, age, pregnancy, class, linguistic and geographic origins, or some combination of these, both the mode and the content of education can change. Other, less visible aspects of a teacher's body, such as depression or a history of sexual assault, can have an equally powerful impact on how we teach and learn. The collection anatomizes these moments of embodied pedagogy as unexpected teaching opportunities and examines their apparent impact on teacher-student educational dynamics of power, authority, desire, friendship, open-mindedness, and resistance. To view the Table of Contents, go to: http://www.sunypress.edu/details.asp?id=60772.

Francis, L. P., & Silvers, A. (2008, Spring). No disability standpoint here! Law school faculties and the invisibility problem. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69*(3), 413-474.

"In this Article, we consider whether there is reason to urge an increase in the number of individuals with disabilities, especially visible or otherwise evident disabilities, in the ranks of law school faculties" (pp. 413-414).

French, S. (1994). Teaching on the telephone: The experience of a disabled tutor and her students. *Open Learning: The Journal of Open, Distance and e-Learning*, *9*(3), 43-45.

Article detailing the experience of a tutor with visual impairments teaching a course on disability via telephone, long before modern day teleconferencing and technologies were developed.

Gilson, S. F. (2000). Discussion of disability and use of self in the classroom. *Journal of Teaching in Social Work*, 20(3&4)**,** 125-136.

As with other minorities, social work faculty with disabilities often face a dilemma of which personal experiences to discuss in the classroom and how to accomplish this to advance the teaching-learning process. This discussion of disability utilizing direct narrative experiences, seeking to maximize the quality of teaching and student learning about disability while maintaining personal boundaries is both complex and exposes faculty with disabilities to some personal and professional consequence. This article integrates scholarly literature with personal reflection and narrative to explore the use of the classroom as a laboratory of evidence based inquiry and critical thinking, infused with multicultural or diversity rich material, specifically disability based discussions. Further expansion of the discussion to all minority faculty is undertaken and guidelines for faculty use of self in the classroom are advanced.

Goodwin, S. A., & Morgan, S. (2012, May-June). Chronic illness and the academic career: The hidden epidemic in higher education. *Academe, 97*(3). Retrieved from http://www.aaup.org/AAUP/pubsres/academe/2012/MJ/Feat/good.htm.

"One of the things I find difficult is that many of my colleagues do not know of my illness. I can only assume what they might think privately about my tiredness and various energy levels. I try to be "on" at work, but some days are better than others. . . . Even the people who do know that I have medical

problems do not always get what that means. . . . It seems to be a losing battle. Trying to educate others rarely seems to make much of a difference, since I look fine.
　　　　　　—contributor to <u>*Chronicle of Higher Education*</u> forum on chronic illness and academia

The academic quoted above is not alone; he or she is experiencing dilemmas familiar to the thousands of faculty and staff members who manage challenging academic careers along with the challenges of a chronic illness. Recent research by the Robert Wood Johnson Foundation indicates that more than half of Americans experience at least one chronic illness—a longterm health condition that persists over time, has recurring (often "invisible") symptoms, and requires long-term medical intervention. Aside from a 2008 National Science Foundation report in which 7.3 percent of science and engineering faculty members reported having disabilities, no large-scale studies have tracked chronic illness among faculty members. The National Science Foundation's data likely underestimate the percentage of faculty with disabling illnesses, given the challenges of documenting disability and the fact that the data were collected prior to changes that broadened the Americans with Disabilities Act (ADA)."

Griffiths, S. (2012, April). 'Being dyslexic doesn't make me less of a teacher'. School placement experiences of student teachers with dyslexia: Strengths, challenges and a model for support. *Journal of Research in Special Educational Needs, 12*(2), 54-65.

This research investigated the school practice placement experiences of six student teachers with dyslexia representing each year of a 3-year initial teacher training course at a UK university. Placement performance and outcome has enormous implications for student teachers in demonstrating their professional competence and ability to meet the Training and Development Agency for Schools Professional Standards for Teachers and obtain qualified teacher status. The research focused thematically on student strengths, challenges and management strategies using a case research approach. Findings indicate student teachers with dyslexia bring unacknowledged strengths to placements but face a number of challenges despite proactive adoption of management strategies. A model of placement support to enhance student effectiveness has been developed. Conclusions indicate the importance of listening to the student's voice to understand individual placement requirements and co-ordinate and implement specific reasonable adjustments as required by UK legislation.

Hockings, C., Cooke, S., Yamashita, H., McGinty, S., & Bowl, M. (2009). 'I'm neither entertaining nor charismatic…' Negotiating university teacher identity within diverse student groups. *Teaching in Higher Education, 14*(5), 483-494.

This paper focuses on the ways in which lecturers in two universities negotiated their identities as teachers of students from diverse backgrounds within the context of the changing nature of higher education. This research forms part of a two-year project which explored, among other things, the influence of student and teacher identities on academic engagement. Drawing on interview, focus group and classroom observation data, we consider the influence of educational and professional experiences on teacher identity. We also explore the influence of teachers' conceptions about themselves as teachers, about their students and their institutions on the teaching and academic engagement of students from a range of backgrounds. We conclude by suggesting how academic developers might support teachers in developing their understanding of student diversity and create opportunities to explore these concepts in relation to their own identities as teachers.

Kelly, A. B. (2001, April). *How Deaf women construct teaching, language, culture, and gender: An ethnographic study of ASL teachers.* Unpublished doctoral dissertation, University of Maryland, College Park, MD.

This ethnographic dissertation studies five Deaf women who teach American Sign Language (ASL), exploring the intersections of teaching, language and culture, and gender as perceived by these women. It examines how Deaf women bridge dominant mainstream culture and Deaf culture through teaching ASL and Deaf Culture. It also inquires how these women construct language, culture, and gender as ASL teachers and through their personal lives. These issues were explored through three videotaped interviews with each informant, capped by two rounds of videotaped participant-observations in the women's ASL classes. This approach produced insights into their teaching practices, attitudes and beliefs leading up to their constructions about teaching, language, culture, and gender. Analysis of the materials collected demonstrates that these five women identify themselves as primarily Deaf with concern about gender as secondary. Although they expressed some resistance towards the dominant mainstream American culture, they clearly value their careers as teachers of ASL and Deaf Culture to mostly hearing learners, bridging the two worlds. This dissertation shows how their unique experience as Deaf individuals reflect their lives as mothers, daughters, students, and partners in social relationships, and how their roles are similar and dissimilar. Their lived experiences as Deaf women affect how they teach, how they perceive hearing people, and how they understand language, culture, and gender.

Kerschbaum, S. L. (2012, September/October). Access in the academy: Accommodating faculty members with disabilities can help everyone. *Academe, 98*(5). Available: http://www.aaup.org/AAUP/pubsres/academe/2012/SO/Feat/kers.htm.

"To function as a truly inclusive workplace, one that values and welcomes disability, higher education needs to move beyond narrow legalism and adopt a new perspective that conceptualizes access as a social issue rather than as a set of specific solutions to individual problems. By welcoming disability into the academy while reconceiving access, institutions can address disability as an issue that permeates all aspects of the social and physical environments that comprise the university workplace."

Kleege, G. (2002). Disabled students come out: Questions without answers. In S. L. Snyder, B. J. Brueggemann, & R. Garland-Thomson (Eds.), *Disability Studies: Enabling the humanities* (pp. 308-316). New York: Modern Language Association of America.

The chapter recounts the interaction of the author, a professor who has a disability, with students both with and without disabilities on disability issues that surface in her writing course. There are other authors in this edited book who are professors with disabilities.

Kudlick, C. (2006). A history profession for every body. *Journal of Women's History, 18*(1), 163-167.

This is part of a special section in this issue on History Practice: Conditions of Work for Women Historians in the Twenty-First Century and is a response to the article by Linda Kerber, "Risking Our Dreams" about women in the history of higher education:

"At the heart of Linda Kerber's call for a better understanding of how gender and class biases shape the modern academic workplace lies a large and vexing question: what is competence? How we define it, measure it, and who we deem worthy of passing judgment all derive from the institutional structures she critiques. At the same time, our notions of competence influence the structures themselves, shaping everything from expectations and rewards to how we think about time.

Taking Kerber's call to "re-envision how the profession is embodied" quite literally, I propose unpacking academic ideas of competence by using the perspective of disability studies. This feisty interdisciplinary field more developed by our colleagues in literature departments builds on

scholarship in gender, class, race, and sexuality to offer a full interrogation of how societies understand difference and define progress.[1] Rather than view disability as an isolated pathology that befalls certain unfortunate individuals, the field invites scholars to explore how it influences social relationships and defines hierarchies. More than another "Other" to add to a growing list of oppressed groups in order to be politically correct, disability lies at the root of gender and race inequities. As disability historian Douglas Baynton points out, "[N]ot only has it been considered justifiable to treat disabled people unequally, but the *concept* of disability has been used to justify discrimination against other groups by attributing disability to them."[2] People against women's suffrage often cited women's physical and mental incapacities, while those in favor claimed that women were unfairly disabled by being denied that right. Because gender inequality has such strong links to disability, Kerber's critique thus can and should be taken further.

Disability studies offers a perspective for understanding how academics have internalized especially ableist notions of competence grounded in late-industrial capitalism. Consider the qualities our discipline most associates with *proven ability*, itself a loaded term: rationality, logic, stamina, productivity, efficiency, ambition, thoroughness, independence, ingenuity, creativity (within reason), reliability, good humor, and collegiality. While these values each have their merits, nearly all of them can easily be linked to the socio-economic system many scholars critique in their work. "Measuring up," "pulling one's full weight," and countless other expressions we use to evaluate our colleagues bear the unmistakable imprint of industrial capitalism's unrelenting insistence for workers that reflect value-laden notions of fitness and punctuality. Once we embark on the tenure *track* (note the industrial imagery), we commit to producing certain quantities within a regimented period of time, not unlike factory workers who punch clocks. The academic division of labor (and prestige) between research and teaching reflects the capitalist world's divisions between production and consumption, replete with implicit public (masculine, research) and private (feminine, teaching) spheres. And under what other socio-economic system would scholarly knowledge be assigned "value" on the "job market" according to "productivity," "output," and "ability to generate enrollment numbers"? (pp. 162-163).

Jago, B. J. (2002, December). Chronicling an academic depression. *Journal of Contemporary Ethnography, 31*(6), 729-757.

This autoethnographic story chronicles the author's recent struggle with major depression. Grounded in narrative theory, utilizing the methodology of emotional introspection, and written as a layered account, this personal narrative explores mental illness within the context of the academy. The story considers a variety of issues including identity and the social construction of self, medical discourse and the canonical story of depression, academic research and the tenure process, and the interrelationships between personal and professional experience.

Leuschner, E. (2006). Body damage: Dis-figuring the academic in academic fiction. In L. M. Cooks & K. LeBesco (Eds.), The Pedagogy of the Teacher's Body [Special Issue]. *Review of Education, Pedagogy, and Cultural Studies, 28*(3&4), 339-354.

"Contemporary academic fiction features a plethora of characters, male and female, identified by a bodily defect or medical malady as a primary character trait. These representations of the damaged college professor have joined other popular academic stereotypes such as the absent-minded professor, the lecherous professor, and the sadistic professor, typically male images that have been tamed and domesticated, becoming part and parcel of academic life, accepted and laughed away. The trope of the 'damaged professor,' on the other hand, rather than a simple quirk, plays into a deeper characterization of the professoriate as a palpable symptom of the institutional and social critique explored by the academic novel. This essay first examines the representation of academic life in four examples: John Williams's *Stoner* (1965), Margaret Edson's *Wit* (1999), Richard Russo's *Straight Man* (1997), and Francine Prose's *Blue Angel* (2000). It then situates them within recent work in disability

studies, in particular David T. Mitchell's concept of narrative prosthesis, in order to relate their significance to recent and continued critiques of the university" (pp. 340-341).

Lewiecki-Wilson, C., & Brueggemann, B. J. (2007). *Disability and the teaching of writing: A critical source book.* New York: Bedford/St. Martin's.

Disability and the Teaching of Writing brings together both ground-breaking new work and important foundational texts at the intersection of disability and composition studies. With practical suggestions for applying concepts to the classroom, this sourcebook helps instructors understand the issues involved in not only teaching students with disabilities but in teaching with and about disability as well.

Milner, L. A. (2011). Voice giving (way). In J. Duffy & M. Yeageau (Eds.), Disability and Rhetoric [Special issue]. *Disability Studies Quarterly, 31*(3). Retrieved from: http://dsq-sds.org/article/view/1681/1591.

This feminist, embodied narrative explores the shame, blame, and desire that accompany a professor's diagnosis of disabled body and speech and the paradoxical importance and near impossibility of reclaiming her voice. The writer resists the traditional story arc and avoids the rhetorical patterns of triumph, horror, conversion, and nostalgia found in many disability narratives. Aiming for what Couser (2008) calls a "rhetoric of emancipation," she challenges stereotypical attitudes toward women with chronic fatigue immune dysfunction syndrome (CFIDS) by offering "testimonio," a politicized narrative of growth and transformation that connects with and advocates for, in this case, CFIDS sufferers and sexual abuse survivors. She describes how writing her experience of disabling illness for publication has enabled her to testify in court on behalf of others who suffer in silence and has led to a more peaceful way of *being*, rather than always *doing*—a necessary shift for those who navigate daily the conflict between participating fully and resting enough to avoid serious relapse.

Mossman, M. (2002). Visible disability in the college classroom. *College English, 64*(6), 645-659.

Mossman explores the significance of his body in one aspect of his profession. Specifically, he investigates how disability is discovered, constructed and performed in a certain type of cultural practice, that is, in a postmodern undergraduate college classroom.

Myers, K. R. (Ed.). (2007). *Illness in the academy: A collection of pathographies by academics.* West Lafayette, IN: Purdue University Press.

Illness in the Academy investigates the deep-seated, widespread belief among academics and medical professionals that lived experiences outside the workplace should not be sacrificed to the ideal of objectivity those academic and medical professions so highly value. The 47 selections in this collection illuminate how academics bring their intellectual and creative tools, skills, and perspectives to bear on experiences of illness. The selections cross genres as well as bridge disciplines and cultures.

Pfeiffer, D., & Kassaye, W. W. (1991). Student evaluations and faculty members with a disability. *Disability & Society, 6*(3), 247-251.

Resumes of hypothetical prospective faculty members were distributed to a sample of 307 university students. They were systematically manipulated as to whether the candidate had a disability. The

students were asked to rate the hypothetical prospective faculty members on the basis of teaching and professional characteristics as well as whether they would sign up for a class with them and would recommend hiring them. In terms of teaching characteristics the students were more positive toward the disabled hypothetical prospective faculty members than the non-disabled. It appears that if hired, a faculty member with a disability will start at a level of student acceptance the same as or higher than that of one without a disability. One of the purposes of an affirmative action program is to bring in the protected group on the same terms as others and this purpose appears to be achievable in regard to disability.

Pritchard, G. (2010). Disabled people as culturally relevant teachers. *Journal of Social Inclusion, 1*(1), 43-51. Retrieved from: http://www104.griffith.edu.au/index.php/inclusion/article/viewFile/168/313.

> This paper contends that disabled teachers are in such short supply as to be invisible even amongst minority teachers from already vastly marginalised populations. This is not simply because discriminatory practices are embedded within employment policies of educational systems, but deeply held socio-cultural attitudes also prevent disabled people accessing and attaining basic and later, higher levels of academic achievement. The central argument here is a simple one; disabled people as teachers offer a unique knowledge standpoint, challenge the animosity of dominant cultural beliefs around disability as analogous with passivity or non-achieving, and provide a source of resistance, solace and resolution for students they teach. Disabled people as educators enact exemplary pedagogic justice and socially inclusive practice. The aim of this paper is to explore the benefits to students and places of higher education alike of embracing both the person and the role of the teacher with disability as culturally relevant educators.

Saks, E. R. (2008). *The center cannot hold: My journey through madness.* New York, NY: Hyperion.

> Elyn Saks is a success by any measure: she's an endowed professor at the prestigious University of Southern California Gould School of Law. She has managed to achieve this in spite of being diagnosed as schizophrenic and given a "grave" prognosis -- and suffering the effects of her illness throughout her life.
>
> Saks was only eight, and living an otherwise idyllic childhood in sunny 1960s Miami, when her first symptoms appeared in the form of obsessions and night terrors. But it was not until she reached Oxford University as a Marshall Scholar that her first full-blown episode, complete with voices in her head and terrifying suicidal fantasies, forced her into a psychiatric hospital.
>
> Saks would later attend Yale Law School where one night, during her first term, she had a breakdown that left her singing on the roof of the law school library at midnight. She was taken to the emergency room, force-fed antipsychotic medication, and tied hand-and-foot to the cold metal of a hospital bed. She spent the next five months in a psychiatric ward.
> So began Saks's long war with her own internal demons and the equally powerful forces of stigma. Today she is a chaired professor of law who researches and writes about the rights of the mentally ill. She is married to a wonderful man.
>
> In *The Center Cannot Hold*, Elyn Saks discusses frankly and movingly the paranoia, the inability to tell imaginary fears from real ones, and the voices in her head insisting she do terrible things, as well as the many obstacles she overcame to become the woman she is today. It is destined to become a classic in the genre.

Schneider, K. (2005). Disability and academe: Views from both sides of the teacher's desk. *Review of Disability Studies: An International Journal, 1*(4), 53-55.

Personal history of going through higher education as a blind person and a thirty year career of teaching, counseling, supervising and administrating is used to illustrate changes and constants in the ways academe deals with a disability.

Steinberg, A. G., Iezzoni, L. I., Conill, A., & Stineman, M. (2002). Reasonable accommodations for medical faculty with disabilities. *JAMA*, *288*(24), 3147-3154.

An unknown number of medical school faculty have disabilities, and their experiences have generally escaped notice and scrutiny. Although most medical schools offer long-term insurance and extended leaves of absence for disability, relatively few have policies explicitly addressing accommodations for faculty with disabilities as they perform teaching, research, and clinical duties. We discuss accommodating active medical school faculty with disabilities, drawing on University of Pennsylvania School of Medicine initiatives exploring the concerns of faculty with sensory and physical disabilities. Anecdotal reports suggest that many faculty, fearing reprisals, resist seeking job accommodations such as those mandated in the 1990 Americans with Disabilities Act (ADA). Although some faculty with disabilities have found supportive academic mentors, others report that lax institutional enforcement of ADA requirements, including physical access problems, demonstrates a tepid commitment to disabled staff. Potentially useful job accommodations include adjusting timelines for promotion decisions; reassessing promotions requirements that inherently require extensive travel; improving physical access to teaching, research, and clinical sites; and modifying clinical and teaching schedules. Faculty with disabilities bring identical intellectual and collegial benefits to medical schools as their nondisabled counterparts. In addition, they may offer special insights into how chronic illness and impairments affect daily life.

Tidwell, R. (2004). The "invisible" faculty member: The university professor with a hearing disability. *Higher Education, 47*(2), 197-210.

This article reviews the characteristics of age-related hearing loss and discusses the consequences of hearing loss for senior professors at our universities and colleges. It presents some of the strategies, for use by the hearing-impaired and the non-hearing-impaired, to adapt successfully to age-related hearing impairments. Examples are cited for the classroom and for the general university environment. By commenting on her personal experiences as a senior faculty member, the author hopes to illuminate some important issues raised when a professor has impaired hearing.

Valle, J. W., Solis, S., Volpitta, D., & Connor, D. J. (2004). The disability closet: Teachers with learning disabilities evaluate the risks and benefits of coming out. *Equity & Excellence in Education, 37*(1), 4-17.

This study investigates the factors that influence whether teachers with learning disabilities (LD) choose to disclose their disability status within public school settings. Four special education teachers who self-identify as having LD identify and clarify the complex, ongoing issues that disability disclosure raises in educational environments. Through narrative, these teachers describe their self-negotiated decisions about why, how, when, and to whom to disclose. Using the metaphor of the closet, we make connections between the experiences of people labeled as having learning disabilities and the experiences of people who are gay exploring their similar positioning in the mainstream as individuals who evaluate the risks and benefits of coming out. Drawing upon the emic perspective of teachers with LD, implications for public schools and teacher education programs are discussed.

Vance, M. L. (Ed.). (2007). *Disabled faculty and staff in a disabling society: Multiple identities in higher education.* Huntersville, NC: Association on Higher Education and Disability (AHEAD).

> In this compelling anthology, 33 higher education professionals share personal stories, as well as relevant research associated with how they juggled both professional and personal needs. The psychological and physical barriers imposed on them were far more limiting to them than their impairments. To be judged according to medical diagnosis and not by professional standards, was unreasonable. Yet it still happens every day. Despite the challenges the writers faced, and continue to face, they see through the murky haze a brighter future and hope that their writings will play a productive role in increasing society's acceptance of differences. It is for this reason that they have joined together to compile this book, so that the readers may learn from their accumulated experiences.

Vogel, G., & Sharoni, V. (2001). 'My success as a teacher amazes me each and every day' – Perspectives of teachers with learning disabilities. *International Journal of Inclusive Education, 15*(5), 479-495.

> The employment of teachers with learning disabilities has been an issue debated in many countries as well as within the Israeli educational establishment. Structured interviews were conducted with 12 Israeli teachers with learning disabilities in order to understand how these teachers perceive their disability and its impact on them as children, as students in higher education settings and as teachers. The data were analysed utilising primarily qualitative methodology. Findings were similar to those of studies conducted in England and the USA. The participants viewed themselves as successful teachers, despite objective difficulties and painful memories of past experiences that still lead to a fragile self-image. They viewed their own learning disabilities as having a positive impact on their professional work. Schools that provide a supportive and accepting atmosphere for teachers with learning disabilities will be a model for a truly inclusive society.

Wangeman, M., Mahosky, K., McDermott, J., & Anderson, T. (2011). Teaching using mediated communication at a university. In J. L. Brunson & M. E. Loeb (Eds.), Mediated Communication [Special Issue]. *Disability Studies Quarterly, 31*(4). Retrieved from: http://dsq-sds.org/article/view/1728/0.

> This article will discuss teaching using mediated communication and the advantages to students of this experience in their initial exposure to disability studies. I am an instructor for an Introduction to Disability Studies class at Northern Arizona University (NAU). Given my speech disability, I'm not your average instructor; I use an alternative mode of communication, or mediated communication, to communicate and, so, to teach at the university level. My two main communication methods include a letter board (accessed with a head-pointer and the use of an interpreter), and a speech device. The letter board is an array of letters, numbers and most frequently used words. My interpreter re-voices the letters or words that I indicate using a pointer attached to a bicycle helmet that I wear. My speech device, the ECOpoint™, is an eye-gaze system; the letter or word on the display screen upon which I focus is selected and spoken aloud. With this form of mediated communication, I do not require an interpreter. I use both methods of communication in class. This article will include the perspectives of my co-teacher, several students and my interpreter about the use of mediated communication to teach the introductory course of the new Disability Studies Minor at NAU. A co-teaching arrangement has allowed me to take a direct role in creating and delivering content foundational to disability studies. Also discussed will be the advantages of one–to-one interviews that I conduct with each of my students, as well as the overall instructional value of utilizing mediated communication in university classrooms, particularly in the disability studies field.

Watson-Gegeo, K. A. (2005). Teaching to transform and the dark side of "being professional." *ReVision, 28*(2), 43-48.

> Watson-Gegeo recounts how her disability has inspired her and her students to transgress the norms of conduct by which the academy reproduces oppressive structures. She also critiques professionalism and challenges those who would revision higher education to contemplate the dark side of being professional as they map the new terrain ahead.

GLOBAL PERSPECTIVES

As "The Inclusive University" has been compiled from primarily a U.S. or Western standpoint, it is important to separate the resources that offer an international perspective, especially those different from the U.S. This section includes those resources that offer unique perspectives related to cultures and experiences mostly from those that are distinctly non-Western.

Batukhtin, V. D., Shcherboy, A. D., & Martynov, E. A. (1999). Access to higher education for disabled people: A systematic approach at Chelyabinsk State University in Russia. *Higher Education in Europe, 24*(3), 385-394.

> The results achieved by Chelyabinsk State University in terms of providing access to higher education for disabled people are analysed. The experience obtained through joint work with European Union partners and applied to the conditions of a Russian university is underlined.

Brandt, S. (2011). From policy to practice in higher education: The experiences of disabled students in Norway. *International Journal of Disability, Development and Education, 58*(2), 107-120.

> Knowledge about disabled students in higher education is fragmented. It is therefore difficult to assess whether policy goals actually promote better conditions for disabled students. The aim of this article is to take a closer look at the experiences of disabled students in Norway and, in light of policy goals, to identify obstacles in the higher education system. This study is based on qualitative data from in-depth interviews with disabled students in higher education. The findings indicate that an educational reform in Norwegian higher education seems to have helped to strengthen disabled tertiary students' potential for learning, but there are a number of critical periods during their studies when it is imperative for disabled students to get the adjustment needed.

Burns, E., & Bell, S. (2010). Voices of teachers with dyslexia in Finnish and English further and higher educational settings. *Teachers and Teaching, 16*(5), 529-543.

> This paper sheds light onto a poorly presented group of professionals–teachers with dyslexia in Finnish and English further and higher educational settings. The purpose of this qualitative study was, firstly, to discover what teachers with dyslexia could tell us about the manifestation of dyslexia and the challenges they face in the practice of teaching, and secondly, to find out what these professionals feel about being a dyslexic teacher. The data were gathered through the narrative interviews of six teachers and was analysed using thematic narrative analysis. Teachers' narratives

revealed that they had accepted their difficulties but also discovered their own strengths to overcome them. The data also indicated that these teachers appreciate their educator's role, acknowledging the importance of empathy and understanding towards their students. Teachers with dyslexia can be successful and useful in training fellow practitioners to be more aware of students' difficulties with dyslexia, hence having the potential to broaden capacity for inclusion and social equality in educational establishments.

Campos Oliven, A. (2012, November). Inclusion policies in the Brazilian system of higher education: The public and the private sectors. Journal of US-China Public Administration,9(11), 1302-1310. Retrieved from http://www.davidpublishing.com/davidpublishing/Upfile/12/6/2012/2012120681821169.pdf.

Brazil's experience with affirmative action policies in higher education started in the year of 2003. This paper analyzes inclusion policies in both the public and the private sectors of higher education which differ a lot in the country. It shows how these policies have encouraged increased diversity among students, welcoming groups that have been virtually absent from higher education: poor, blacks, natives, and people with disability thus benefiting those that have been historically unprivileged in Brazilian society. Being a country of immense inequalities, Brazil through these policies will benefit from a set of professionals, whose life experiences are closer to that of the population. An important consequence of the implementation of affirmative action policies at universities has been the public debate on how to combat poverty and racism in a society that used to see itself as a racial democracy.

Cattani, A., & Ford, D. (2010). *Students with disclosed disabilities: Report of a survey of student and staff experiences.* Devon, UK: Centre for Excellence in Professional Placement Learning (CEPPL), Faculty of Health, University of Plymouth. Retrieved from: http://uplace.org.uk:8080/dspace/handle/10293/717?show=full.

This project examined responses to DDA and SENDA requirements by surveying Faculty of Health (FH) staff, and disabled students enrolled on undergraduate programmes offered by the FH at the University of Plymouth. Results have been collated in order to explore areas for improvement as indicators of where future action is required. In particular, questions focused on how: 1. Staff have adjusted their teaching, learning and assessment for students with disabilities after the SENDA regulation 2. Disabled students and their staff experience these adjustments; in other words, do students and staff feel that new arrangements have offered parity of provision between disabled students and their non-disabled peers, and 3. Concern regarding "fitness for practice" requirements might impact on how staff feel about having to implement SENDA. Placement Development Teams and Practice Teaching Staff were also approached for the survey including those with honorary or part-time contracts with UoP.

Chen, L. J. (in press). Transition needs identification of college students with disabilities in Taiwan. *Career Development and Transition for Exceptional Individuals.*

This research investigated the factors that motivated or caused college students with disabilities to identify transition needs compared with what they originally requested. The research began with a survey of transition needs conducted with 72 students who would graduate from college in 1 year, and the same survey was conducted with the same students a year later. The survey was followed by interviewing 11 students who made more than 10 transition need changes in the second survey. The research found that requiring different transition needs or concealing transition needs was determined by natural factors, external factors, personal condition factors, and environmental factors. Per analysis results, implications for improving students' transition needs identification and transition services' quality were given.

Cooper, L. (2011, February). Activists within the academy: The role of prior experience in adult learners' acquisition of postgraduate literacies in a postapartheid South African university. *Adult Education Quarterly,* 61(1), *40-56.*

The article takes as a case study a group of disability rights activists who were given access to a master's program via Recognition of Prior Learning. The question explored is "Can adult learners' prior experiential knowledge act as a resource for the successful acquisition of postgraduate academic literacy practices?" The analysis is framed theoretically by Bourdieu's notions of habitus, capital, and field. It is argued that adult learners' acquisition of postgraduate literacies is an outcome of the interplay between three factors: (a) student habitus and dispositions, (b) pedagogic agency, and (c) the nature of the disciplinary field. Although the program under investigation made complex demands on students, lecturers' understanding of student habitus enabled students' prior experiential knowledge to be tapped as a resource. However, students also exercised agency in negotiating the forms of academic habitus acquired, and the trajectory of their agency involved a mix of accommodation, resistance, and challenge.

Davidovitch, N., Schacham, S., & Margalit, D. D. (2012). Coping with learning disabilities in academic institutions: Experience from Israel. *International Journal on Disability and Human Development, 11*(1), 45-49.

Background: The evolving awareness of learning disabilities (LDs) has been accompanied by a change in legislation, resulting in greater access to higher education by individuals with LDs, a group previously excluded from such educational options. The present study explored the accommodations granted in 2010 to students identified as having LDs at the Ariel University Center, based on a proposed typology of LD accommodations. We explored possible connections between claims for LD accommodations and demographic data such as accommodation type, country of birth, gender, faculty, and academic status.

Methods: The study population included 9021 students at the Ariel University Center of Samaria in 2010. The sample population comprises two groups: students diagnosed with LDs (n=941, 10.4%) and undiagnosed students (n=8080, 89.6%).

Results: Findings indicated a statistically significant correlation between faculty and LD accommodations. Of all accommodations, a time extension on exams was the most common.

Conclusions: We conclude that differences in the prevalence of LD accommodations may be traced to differences in students' needs for such support. Based on the current ease with which accommodations are awarded, the potential implications of such accommodations for the entire student body, and the potential discrimination against non-diagnosed students, institutions should tighten institutional criteria for awarding accommodations to students diagnosed with LDs and should make the award of passive accommodations conditional upon student participation in active accommodations. Finally, a follow-up study is proposed to explore the associations between the type of accommodations granted to students and students' academic achievements.

Hadjikakou, K., Polycarpou, V., & Hadjilia, A. (2010). The experiences of students with mobility disabilities in Cypriot higher education institutions: Listening to their voices. *International Journal of Disability, Development and Education, 57*(4), 403-426.

This article explores the experiences of students with mobility disabilities in Cypriot higher education institutions. In order to obtain relevant information, in-depth semi-structured interviews were conducted with 10 Cypriot students with different forms of mobility disabilities, who attended

different Cypriot higher education institutions and a variety of courses. This study yielded interesting results in terms of provision (e.g., accommodation for examinations and assignments, note-taking services, tutorials, counselling services) as well as lecturers' and students' attitudes towards disability, raising interesting issues of social inclusion and rights. The quality of their experiences was affected by physical access, provision availability, positive responses by fellow students without disabilities, and the level of awareness among the members of the academic staff or the rest of the staff (e.g., cleaners, administrative officers, and accommodation staff). The findings of this study have implications at an institutional level for rethinking and refining policy and practice on disability.

Halder, S. (2009). Prospects of higher education of the challenged women in India. *International Journal of Inclusive Education, 13*(6), 633-646.

The present study aimed to explore the various constraints faced by orthopaedically challenged women in their way towards higher education in Indian society. The tools used for the investigation are the General Information Schedule (GIS), Socioeconomic Schedule, and Interview Schedule. The sample consisted of 100 orthopaedically challenged women collected on the basis of a situational sampling technique from eastern parts of India (West Bengal). The findings are discussed in relation to the barriers to higher educational opportunities for challenged women in India. The study found that the brute physical or architectural barriers, financial constraints and the attitudinal barriers have a significant influence on higher education of the challenged woman. Furthermore, the study also found huge rates of wastage and stagnation at the primary and secondary level of education. The paper concludes by recommending the need for an overall approach for counteracting various constraints that exist in the early level of their education, without which we can hardly dream of higher education of the challenged women in a country like India.

Jameel, S. S. (2011, Winter/Spring). Disability in the context of higher education: Issues and concerns in India. *Electronic Journal for Inclusive Education, 2*(7). Retrieved from: http://corescholar.libraries.wright.edu/ejie/vol2/iss7/3/.

Disability in higher education has different implications from that of school Education. Higher education increases the chance of employability, thus, affirming dignified life for the persons with disabilities. While going through the policies and programmes in India it is found that not much has been done in the field of disability and higher education. There are number of groups working on the school education of children with disabilities. This has not translated in the entry of students to higher education because of various reasons. Infrastructural facilities within institutions, attitudes towards persons with disabilities, transportation facilities, and lack of support services are a few areas, which hinder the entry of students with disabilities into higher education.

Koca-Atabey, M., Karanci, A., Dirik, G. & Aydemir, D. (2011, April). Psychological wellbeing of Turkish university students with physical impairments: An evaluation within the stress-vulnerability paradigm. *International Journal of Psychology, 46*(2), 106-118.

Generally, universities in developing countries offer little in the way of provisions and support (material, emotional, etc.) for disabled students. Therefore, disabled students experience considerable burdens and barriers in their educational life. This study investigated the psychological wellbeing of disabled Turkish university students by examining influences on stress-related growth and psychological distress. Disability is defined within the framework of a social model. According to this view, impairment refers to the functional limitation(s) that affect(s) a person's body, whereas disability refers to the loss or limitation of opportunities owing to social, physical or psychological obstacles. Seventy disabled university students with physical impairments were administered a questionnaire package, including a sociodemographic information sheet, Ways of Coping Questionnaire, Stress-Related Growth Scale, Multidimensional Scale of Social Support, Life Events

Inventory, and Brief Symptom Inventory. Snowball sampling was used and voluntary participation was essential. The results showed that disability burden, daily hassles, and helplessness coping were significant predictors of psychological symptoms. For stress-related growth the only variable that appeared significant was problem-solving coping. The results pointed out that there may be different pathways to distress and growth. In order to decrease psychological distress and enhance growth in disabled university students, disability awareness programs, changes in the barriers in the academic and physical environments of the university campuses, and coping skills training to increase problem-focused coping and to combat helplessness may prove to be effective. Reducing daily hassles for the disabled students is likely to contribute to their wellbeing by decreasing their burdens. Also, a more disability-friendly environment is likely to be empowering for disabled university students.

Matonya, M. (2012, July 2-4). Individuals-needs support in Tanzanian higher education: experience of women with disabilities. In *EDULEARN12 4th International Conference on Education and New Learning Technologies: Conference Proceedings* (pp. 2329-2336). Barcelona, Spain: International Association of Technology, Education and Development (IATED). Retrieved from: http://library.iated.org/view/MATONYA2012IND.

The United Nations Declaration of Human Rights stated in 1948 that "…higher education shall be equally accessible to all on the basis of merit". In terms of gender, the Millennium Goals have set 2015 as the target date to eliminate gender disparity at the tertiary level. According to the new World Report on Disability (WHO, 2011), "Women with disabilities experience gender discrimination, disabling, culture, social structure as well as poverty barriers". Studies in Tanzania indicated that women with disabilities have not had equal access to education compared to males. The situation was caused by lack of information related to the individual needs of disabled women who were studying at the university. Researching the knowledge towards the individual support that disabled women need might facilitate the accessibility and participation of women with disabilities in Tanzanian higher education which current is are the challenging issues.

This study investigated the lived experiences and individuals support to disabled women need in order to survive comfortably at the university. The study examined the information via face- to- face interviews and a total of twenty-two disabled women at the University of Dar es Salaam were interviewed. This study reports the findings of disabled women's lived experience and supports their need. Findings show that more effort should be put toward shaping the lived experiences of disabled women in higher education and identifies six key issues that should be given more attention. First, accessibility to new technology was the key necessity mentioned by disabled women. Second, disabled women need encouraging and interactive classroom teaching and learning. Third, commitment of by the university to facilitate barrier free curriculum, infrastructures and to develop effective support services as well as openness towards their rights. Fourth, commitments from the university to organize community awareness training for the attitudinal change towards disabled women, fifth, parents and family should create effective and appropriate environment towards their education. Lastly, the university should organize a pre-induction course for the incoming students. However, the supports they needed vary based upon the type of disabilities, to the next depending on the prevalence of the disability within the community and its impact on education.

Morley, L., & Croft, A. (2011). Agency and advocacy: Disabled students in higher education in Ghana and Tanzania. In L. Morley (Ed.), African Higher Education: Researching Absences, Equalities and Aspirations [Special issue]. *Research in Comparative and International Education, 6*(4), 383-389.

Between 10% and 15% of the world's population are thought to be disabled. The 2006 United Nations Convention on the Rights of Persons with Disabilities is an example of emerging global policy architecture for human rights for disabled people. Article 24 states that disabled people should receive the support required to facilitate their effective education. In research, links between higher education access, equalities and disability are being explored by scholars of the sociology of higher education. However, with the exception of some small-scale studies from Zimbabwe, South Africa, Rwanda, Namibia, Uganda and Pakistan, literature tends to come from the global North. Yet there is a toxic correlation between disability and poverty – especially in the global South. This article is based on a review of the global literature on disability in higher education and interview findings from the project 'Widening Participation in Higher Education in Ghana and Tanzania: developing an Equity Scorecard', funded by the Economic and Social Research Council and the Department for International Development. A central finding was that while disability was associated with constraints, misrecognition, frustration, exclusion and even danger, students' agency, advocacy and achievement in higher education offered opportunities for transforming spoiled identities.

Mwaipopo, R. N., Lihamba, A., & Njewele, D. C. (2011). Equity and equality in access to higher education: The experiences of students with disabilities in Tanzania. In L. Morley (Ed.), African Higher Education: Researching Absences, Equalities and Aspirations [Special issue]. *Research in Comparative and International Education, 6*(4), 415-429.

Social development policies in Tanzania are exemplary in terms of their recognition of the rights of access to higher education institutions by specific demographic groups. Policy documents such as the 2005 *National Strategy for Growth and Reduction of Poverty* (known as the MKUKUTA) and the 2004 *National Policy on Disability* emphasise this necessity and outline the government's commitment to ensure that people who are socially disadvantaged, including those with disabilities, can equally access higher education. The process through which this is achieved is, however, less explicit and is therefore difficult to measure in relation to what students with disabilities actually experience as they not only pursue, but also experience higher education. Using both qualitative and quantitative data, this article analyses the process of access into higher education institutions and outcomes in terms of representation in higher education institutions by students with disabilities. In doing so, it seeks to explore the meaning and outcomes of policies related to higher education institutions in Tanzania in terms of their stated equality ideals and achievements in practice.

Mayat, N., & Ladele Amosun, S. (2011, Winter). Perceptions of academic staff towards accommodating students with disabilities in a civil engineering undergraduate program in a university in South Africa. *Journal of Postsecondary Education and Disability, 24*(1), 53–59.

This study explored the perceptions of academic staff towards admission of students with disabilities, and their accommodation once accepted into an undergraduate Civil Engineering program in a South African university. Qualitative responses relating to the perceptions of five academic staff were obtained through semi-structured interviews. The academic staff had limited interactions with persons with disabilities prior to the study. They were also uninformed about disability issues. However they were willing to admit and accommodate students with disabilities in the undergraduate Civil Engineering program. The perceived attitudes of the academic staff towards people with disabilities, and their knowledge and awareness about disability issues may negatively impact the accommodation of students with disabilities in the program.

Naami, A., & Havshi, R. (2012). Perceptions about disability among Ghanaian university students. *Journal of Social Work in Disability & Rehabilitation, 11*(2), 100-111.

An exploratory/descriptive study was conducted on a sample of university students, including 305 social work and sociology majors, in Ghana to evaluate their attitudes toward disabilities. The findings indicate that the students in general agree with the idea of community integration and equal rights of persons with disabilities. At the same time, they are ambivalent about characteristics of persons with disabilities and feel uncomfortable interacting with them. Further, a substantive minority holds strong prejudices against persons with disabilities. Universities should provide their students with opportunities to improve knowledge and attitudes about disabilities.

Obiozor, W. E., Onu, V. C., & Ugwoegbu, I. (2010, October). Academic and social challenges facing students with developmental and learning disabilities in higher institutions: Implications for African colleges and universities. *African Journal of Teacher Education, 1*(1), 126-140. Retrieved from: http://journal.lib.uoguelph.ca/ index.php/ajote/article/view/1585.

African societies have much to learn from the exemplary programs and projects on disabilities, adult literacy and special education provisions in developed societies, like the United States, where effective legislations, curriculum and support services are provided at all levels for individuals with disabilities. This paper discusses the academic and social challenges facing students with developmental and learning disabilities in higher institutions; including available services in institutions of higher learning for such individuals—something that is yet to be introduced or effectively conducted in most African nations unlike in the United States. This paper noted the challenges which developmental and learning disabilities pose to students in general; as well as recognize the potentials, talents, and individual abilities of such students in contemporary institutions of higher learning which could be applicable to African universities and colleges. In this regards, recommendations on understanding student developmental and learning disabilities; application of universal design for learning (UDL), and the institutional roles needed to ensure that such students cope in class and achieve success on campus, were provided.

Opini, B. M. (in press). Examining the motivations of women students with disabilities' participation in university education in Kenya. *Scandinavian Journal of Disability Research.*

This paper discusses factors that influence women with disabilities in Kenya to pursue a university education. The paper draws on findings from a larger research project that studied the experiences of women students with disabilities in Kenyan universities. Findings show that the need to become economically independent, the desire to become a 'somebody', and the determination to challenge their subjugated position in society, with a view to rising above the prejudiced notions of 'lack', is central to the women's motivation to attend university. The paper shows that while some of the motivations of women with disabilities to go to university are similar to those of non-disabled individuals, women with disabilities have to struggle much harder to accomplish their goal because of societal barriers and prejudices towards people with disabilities. The success of the women in the study highlights the need for the society, families, governments, and friends to be more supportive and more systematic in ensuring that individuals with disabilities get the access and resources they need to attain their educational goals and dreams.

Pilipavičiūtė, D., & Ambrasas, G. (2011). Creating a suitable physical environment at the institutions of higher education considering the needs of students with disabilities. In Business in XXI Century [Special Issue]. *Science–Future of Lithuania/Mokslas – Lietuvos Ateitis, 3*(4). Retrieved from: http://www.mla.vgtu.lt/index.php/mla/ article/view/mla.2011.070.

The main purpose of this work is to develop a model for measuring the suitability of a physical environment at the institutions of higher education considering the needs of students with disabilities. The article examines the progress in this field under regulations made by the system of indicators and carried out expert survey employing the ranking method. To establish the significance of the developed programs, the importance of calculated indicators and their groups has been determined thus making a model for evaluating the physical environment suitable for the needs of students with disabilities at any institution of higher education in Lithuania. This article in only available in Lithuanian.

Poussu-Olli, H. (1999). To be a disabled university student in Finland. *Disability & Society, 14*(1), 103-113.

This study describes the learning careers of two people with cerebral palsy, how they got to university and how they are coping with the demands of the Finnish university system. The Law of support for disabled people which came into force in 1988 provides fundamental rights and support for a disabled person to cope as independently as possible in Finnish society. Universities have also opened their doors to disabled persons, though cautiously. The social, judicial and humanistic fields of science are the most popular ones as study targets of disabled students. Today there are students with cerebral palsy handicaps, visual and hearing impairments, and those with various motor handicaps studying in our universities. In addition, there is a great number of people with medical chronics such as anorectics, diabetics, epileptics and those with atrophy.

Rajohane Matshedisho, K. (2007). Access to higher education for disabled students in South Africa: A contradictory conjuncture of benevolence, rights and the social model of disability. *Disability & Society*, 22(7), 685-699.

The structures of support services for disabled students in the South African higher education system find themselves in a contradictory conjuncture of rights, benevolence and the social model of disability. To elucidate this argument, this paper (a) outlines the status of support provisions for disabled students in South Africa; (b) compares the state of these support provisions with those of the UK and the USA; (c) compares the different paths taken by South Africa and the developed countries in general towards disability rights. It concludes that South Africa seems to be moving along a contradictory path and that it should make a commitment to prioritize equal access to higher education for disabled students.

Reindal, S. (1995). Some problems encountered by disabled students at the University of Oslo – Whose responsibility? *European Journal of Special Needs Education*, *10*(3), 227-241.

A survey was undertaken among students at the University of Oslo in order to include their comments in a recommendation that was being prepared to elucidate the disabled students' situation in the future. Students were requested to write shorter or longer comments concerning their day as a disabled student, in order to expose barriers, weaknesses in the organization of services and other concerns. They were also requested to make recommendations as to improvements. The students' answers indicated that they encountered several practical problems in their education, including a lack of understanding and cooperation from administrators, faculty staff and lecturers, a lack of adaptive aids and other resources and inaccessibility of grounds and buildings. Students made recommendations to improve the delivery of services. On the background of the information given by the students, the paper reflects on the issue of higher education's responsibility in relation to adjustments. The Reform-94 within upper secondary education makes the issue of responsibility even more current.

Sharma, A. (2012, April). Higher education and its perspectives with special reference to "differently able" learners. *International Multidisciplinary e-Journal, I*(IV), 1-6. Retrieved from: http://shreeprakashan.com/Documents/2012428124129207.a.arvind%20sharma.pdf.

India has the third largest higher education system in the world- after China and the U.S.A. There has been an impressive growth in the last five decades- Universities (from 25 to 544), Colleges (from 700 to 31,324) and students (from 1 lakh to 146.25 lakh) but according to the National Sample Survey 2004, 55% of persons with special needs were illiterate and only 9% had completed higher secondary education. Further, only 7 per in the rural areas and 18 percents in the urban areas have obtained education of secondary level or above. According to the University Grants Commission (UGC), 6% of India's youth population is in Universities and Colleges. Proportionately, based on the most conservative estimate for the disabled youth population in the country (National Sample Survey, 2003), at least 3160,000 disabled youth should be in the Universities and Colleges of India. However, just 1.2% of the 3.6 lakh disabled youth, who should have been studying according to India's norm for the general youth population, are in the Universities and Colleges. !t brings the stark reality into an established truth that India's higher educational system is not accessible to 98.8% of its disabled youth. Therefore there is an urgent need to look forward towards this situation. The present paper will discuss several such issues which are related to inclusion of "Differently Able" learners at higher level.

Sharoni, V., & Vogel, G. (2007). Entrance test accommodations, admission and enrollment of students with learning disabilities in teacher training colleges in Israel. *Assessment & Evaluation in Higher Education, 32*(3), 255-270.

The 'Saf' (threshold) exam is the entry exam taken by approximately 40% of the students enrolled in teacher training colleges in Israel. Students with learning disabilities may apply and be granted testing accommodations on this exam. This study examines the percentage of students with testing accommodations among the testees and those who began their studies in 2003. Their test and subtest scores were compared to those of students without accommodations as were grades on high school matriculation exams. Characteristics such as gender, age, difficulties as reported in assessments and assessment history were examined. Enrollment patterns in the various colleges departments were noted. Satisfaction with the testing accommodations process was looked at as well. Ramifications and recommendations are discussed vis a vis future research needed and policies regarding the admission of students with learning disabilities to institutions of higher learning.

Stampoltzis, A., & Polychronopoulou, S. (2008). Dyslexia in Greek higher education: A study of incidence, policy and provision. *Journal of Research in Special Educational Needs, 8*(1), 37-46.

Dyslexia is defined as a disability that primarily affects reading and writing. Internationally, the number of dyslexic students entering higher education is on the rise. It is estimated that students with dyslexia represent a small but significant minority. Many English-speaking countries have developed support services and teaching practices to accommodate dyslexic students' educational needs. In Greece, research on dyslexia is very limited. The purpose of this study is to define the incidence of dyslexia among the Greek student population and to examine dyslexic students' age, gender and major field of study. Data were collected from a total of 406 departments at all Greek public institutions of higher education (n = 32). The existing practices for identifying and provisions for supporting dyslexic students were also examined. The incidence of dyslexia in Greek higher education was estimated to be 0.16%, which is far below the estimated incidence in the general population. Interesting results were yielded regarding the variability of higher education institutions' responses to dyslexia. In almost all Greek institutions, provision takes place in the form of oral

examinations and generic counseling. technological education institutions (TEIs) seem to be more aware of the educational needs of dyslexic students, possibly because they have three times more dyslexic students than higher education institutions (HEIs). All Greek universities deal with the needs of dyslexic students on an individual basis, making provision reactive rather than proactive. The results of the present study are discussed in the light of inclusive education and equality of opportunity for students who learn in a different way but do not differ from their counterparts in terms of intelligence or general abilities.

Stampoltzis, A., & Polychronopoulou, S. (2009). Greek university students with dyslexia: An interview study. *European Journal of Special Needs Education, 24*(3), 307-321.

This paper reports a study exploring the personal and educational experiences of Greek students with dyslexia in higher education. Interviews with 16 students with dyslexia (11 male and five female) were conducted to investigate how they experienced school, peer relations, labelling, family support, university, self-esteem and how they made their future plans. Data were analysed using thematic analysis. Primary school was remembered by interviewees as a series of unhappy and distressing memories that had a negative effect on their self-esteem. As they grew older, problems were more limited to academic skills, and they developed friendships with peers. The time in which they were diagnosed as dyslexic was important because it opened the way to adaptation. Students with dyslexia experienced a variety of difficulties at university, and employed a number of coping strategies to deal with them. The findings of the present study seem to indicate that the recipe for a favourable outcome appears to be early diagnosis, explanation of the diagnosis to the student, parental support and suitable teaching and help at school and at university. Further research is needed into how to make schools and universities more 'dyslexia friendly', and on how the secondary effects of dyslexia can be reduced.

Storbeck, C., & Martin, D. (2010, Fall). South African Deaf Education and the Deaf Community [Special Section]. *American Annals of the Deaf, 155*(4).

Within this special section is a subsection on "Postgraduate Education and Employment" as well as perspectives from parents and children, one of whom is a college graduate.

"Now that school-level education has been discussed, the following section will address the postschool path, which includes postgraduate education and employment for Deaf South Africans. The contributions come from education providers (both academic and vocational) as well as a Deaf learner who has been through the process. This section ends with a contribution from the employment sector, which addresses the needs of the Deaf community in gaining employment" (p. 502).

Articles in this section include:

- Postgraduate Study for Deaf South Africans
- The Postgraduate Deaf Experience
- Perspectives of Children and Parents: Family 1: The Experiences of a University Student Who Is Deaf—A Child's Perspective

Supple, B., & Abgenyega, J. (2011). Developing the understanding and practice of inclusion in higher education for international students with disabilities/additional needs: A whole schooling approach. *International Journal of Whole Schooling, 7*(2), 92-108. Retrieved from: http://www.wholeschooling.net/Journal_of_Whole_Schooling/ articles/7-2c%20Supple%20Agbenyega.pdf.

In this paper we present research on inclusion in higher education using a whole schooling philosophy. We seek insight into the perspectives of international students with disabilities/additional needs, three of whom from this particular research group are from non-English speaking backgrounds and attending the same university in Melbourne, Australia. In this paper we used voice relational methodology to analyse these students' experiences of inclusive practice. These experiences provide the basis for our discussion of fundamental differences among various kinds of inclusive practice and cultures, resulting in a typology including support systems and experiences from staff and disability liaison personnel. In doing so, we aim to inform policy and models for best practice to maximise the educational experiences of international students with disabilities and additional needs, and indeed, of all students. Finally, we discuss the implications of the findings for lecturers, teachers, support staff and policy makers in implementing strategic and successful inclusion for international students with a disability/additional needs in a higher education context.

Wolman, C., McCrink, C. S., Rodriguez, S. F., & Harris-Looby, J. (2004, July). The Accommodation of University Students with Disabilities Inventory (AUSDI): Assessing American and Mexican faculty attitudes toward students with disabilities. *Journal of Hispanic Higher Education, 3*(3), 284-295.

An instrument was constructed to assess faculty attitudes toward university students with disabilities and accommodations in the United States and Mexico. Faculty in the United States were more positive about their professional development and had more positive general assumptions about students with disabilities. Faculty in both countries were very similar in their willingness to accommodate most types of students with disabilities and to become friends with people with disabilities.

Xiaomei, Z., Zhen, L., Gang, Z., & Yi., S. (2012, November 1-3). Construction of teaching aids network system for higher education of people with visual impairment. In H. Zhu, K. Eguchi, & J. Wu (Eds.), *2012 Fifth International Conference on Intelligent Networks and Intelligent Systems (ICINIS), Tianjin, China* (pp. 344-347). Retrieved from: http://ieeexplore.ieee.org/xpl/mostRecentIssue.jsp?punumber=6376343.

With the popularity of higher education, more and more people with visual impairment receiving higher education. Education is precondition for the people with disabilities to realize "equality participation share", which shows important contents of education equity. This paper studied the current situation and issues for higher education of people with visual impairment in China, Construction of teaching aids network system for higher education of people with visual impairment, promote the informatization development of higher special education.

Yılmaz, T., Gökçe, D., Şavklı, F., & Çeşmeci, S. (2012). A study on young disabled people's use of common areas in the university campuses example of Olbia Culture Center in Akdeniz University. *Journal of Tekirdag Agricultural Faculty, 9*(3), 1-10.

Campus areas are of great importance for people studying at the university during their adolescence when biological, psychological and social changes take place. When disabled people at this period are taken into consideration, these areas become more significant. This research aims to demonstrate the suitability of Olbia Culture Center of Akdeniz University for the disabled people's use while drawing attention to both the problems that can be encountered in the use of the area and the expectations from it. As a result of this research, i t has been determined that campus areas are essential to meet people's social needs; however, disabled people can neither take full advantage of the mentioned areas nor share that space with other individuals.

INTERNSHIPS AND FIELDWORK

This section features information specifically related to internships and fieldwork for disabled students in the postsecondary environment as well as issues related to academic supervision of disabled students in these positions. Also included are resources related to other experiences that may not qualify officially as internships or fieldwork but may be interpreted as relevant experiences academically, including university-community collaboration.

Atchison, C. L. (2011). *The significance of access: Students with mobility impairments constructing geoscience knowledge through field-based learning experiences.* Unpublished doctoral dissertation, Ohio State University, College of Education and Human Ecology, Columbus, OH. Retrieved from: http://etd.ohiolink.edu/view.cgi/ Atchison%20Christopher%20Lawrence.pdf?osu1306333072.

> The post-secondary geology curriculum typically requires completion of multiple field-based education components. The importance of field-based learning experiences is well documented in geoscience education literature. However, due to these field requirements, persons with mobility impairments face multiple barriers to obtaining a higher education in the geosciences. Furthermore, the lack of exposure to career opportunities in the geosciences potentially creates a perception that most geoscience careers do not accommodate graduates with mobility impairments. As a result, students might feel discouraged from pursuing undergraduate and graduate level degrees in geology. An assumption exists that most traditional field environments are inaccessible to students with mobility impairments. A main objective of this study was to first determine how experience in a geologic field environment assists in the overall construction of cave geology content knowledge for students with mobility impairments. An effective evaluation of this field experience required an understanding of how students interact with their environment. Individual case studies of the participants' lived experience with (and within) a traditional field-site provided an understanding of how geological content knowledge was constructed in the face of field-related barriers. Also assuming that knowledge is independent of one's physical ability, this study focused on understanding the potential environmental and physical barriers that students with mobility impairments maintain with respect to field-based education. Therefore, participants' experience in a cave geology field environment was investigated through their personal perception of the surroundings. This exploration was not intended to differentiate them from the rest of society by what they do or do not know, what they can or cannot do, but to assist them in obtaining the accessibility and content knowledge of a geoscience field-based curriculum. An understanding of these first-hand perceptions provides a valuable foundation for field-based science educators to include, accommodate and provide equal access for students with mobility impairments.
>
> As part of this study, participants with mobility impairments learned about geologic processes in a classroom setting and then participated in a field-based learning experience relative to those processes. Through an assumption that most traditional field environments are inaccessible to students with mobility impairments, a primary objective of the study was to determine how first-hand experience in a geologic field environment assists in the overall construction of content knowledge for students with mobility impairments. An evaluation of this field experience required an understanding of how these students interact with the environment through daily routines, which was accomplished through six individual case studies of the participants' lived experience. This dissertation presents both quantitative and qualitative data related to the construction of geoscience

content knowledge and how personal, environmental and societal barriers were perceived by the participants and how these barriers could be minimized in the planning of future geologic field experiences.

Bargerhuff, M. E., Cole, D. J., & Teeters, L. (2012). Using a transdisciplinary model to address inequities in field placements for teacher candidates with disabilities. *International Journal of Inclusive Education, 16*(2), 185-206.

This paper examines the contradiction between articulated university policy on diversity/inclusion and actual practice with regard to field placements for teacher candidates with disabilities. Analysis of a unique case study involving a teacher candidate with traumatic brain injury illustrates the inequities of the traditional concern conference method to addressing problems in the field. Authors propose a transdisciplinary team model as a more inclusive approach to capitalising on the strengths of teacher candidates.

Burgstahler, S., & Bellman, S. (2009). Differences in perceived benefits of internships for subgroups of students with disabilities. *Journal of Vocational Rehabilitation, 31*(3), 155-165.

The authors of this article share the results of a study that compares specific benefits of internships completed by students with disabilities, as perceived by males and females, high school and college students, Caucasian and non-Caucasian students, and students with invisible disabilities and those with visible disabilities. Students in the study completed six- to twelve-week internships in fields that included computing, biology, engineering, research, administration, and health science. In a post-internship survey, participants reported gains in their motivation to work toward a career, knowledge of career options, job skills, ability to work with supervisors and co-workers, and knowledge of accommodation strategies. Analysis of participant responses revealed differences in perceived gains between respondents. The authors share lessons learned that may help career development, cooperative education, counseling, advising, and human resource professionals more effectively support high school and college students with disabilities who engage in internships.

Cooley, B., & Salvaggio, R. (2002). Ditching the 'dis' in disability: Supervising students who have a disability. *Australian Social Work, 55*(1), 50-59.

Many 'helping' professions, such as Social Work, require students to perform a number of fieldwork placements to obtain their formal qualifications. The challenge for these students is to make the transition from theory to practice and from an academic environment to a work environment. These challenges are often magnified for students who have a disability with evidence that problems with training and practice placements are commonplace (Baron et al. 1996). These students may have to make physical and emotional/psychological adjustments to the environment of the fieldwork placement in order to gain maximum benefit. This paper examines the planning and implementation of a social work fieldwork placement for a student with a disability from the perspective of four major groups: the student with the disability, the social work supervisor, the educational institution and the agency/organisation offering the placement. Practical information, including a checklist and a case example, are provided to demonstrate the issues facing the above groups.

DeLisa, J. A., & Thomas, P. (2005) Physicians with disabilities and the physician workforce: A need to reassess our policies. *American Journal of Physical Medicine & Rehabilitation, 84*, 5-11.

People with disabilities make up about 20% of the population, yet only a tiny fraction of matriculants to medical school have disabilities. Attempts to define core technical standards and competencies have not kept pace with technological changes, diverse specialization, and changing practice options. This has resulted in the inappropriate exclusion of some people with disabilities. Medical schools determine how any qualified applicant, regardless of physical or cognitive ability, can be effectively accommodated and counseled in achieving the most appropriate medical career. A serious effort to redefine the technical standards and core competencies of the 21st century medical education at the undergraduate and graduate levels would likely resolve many of the troubling questions regarding medical students with disabilities. We have made some recommendations to organized medicine for constructing an agenda to address these issues.

Dietsche, P., Chambers, T., Drea, C., Minnella, K., Gris, A., & Swail, S. (2008). *Partnering with post-secondary institutions: The role of business, labour and community in building the knowledge advantage.* Montreal, QC, Canada: The Canada Millennium Scholarship Foundation. Retrieved from: http://www.neitheramoment.com/ documents/ Partnering-en.pdf.

"The goal of this discussion paper was to produce a comprehensive inventory of national and international partnerships between business, labour, community groups and post-secondary institutions designed to promote the participation of underrepresented groups in college or university studies. The under-represented groups were defined as Aboriginal peoples, persons with disabilities, underemployed internationally trained immigrants and those who are under-employed and from low socioeconomic backgrounds. A key focus of the review was to identify and describe current partnership programs and practices that could be generalized to other jurisdictions.

In addition to the general goal of identifying partnerships that promote participation in postsecondary education (PSE) by under-represented groups, this review sought answers to the following specific questions:

1. How can higher education institutions, employers and community groups build effective partnerships to improve post-secondary access and outcomes for under-represented and underemployed groups?
2. What innovative strategies and mechanisms are postsecondary institutions adopting to engage them?
3. What are the roles of business and labour and communities in addressing the challenges of inclusion of under-represented groups in higher education and in addressing under-employment and the reintegration of marginalized employees? (p.5)"

Glazzard, J., & Dale, K. (in press). Trainee teachers with dyslexia: Personal narratives of resilience. *Journal of Research in Special Educational Needs.*

This paper tells the stories of two trainee teachers and their personal experiences of dyslexia. Both informants were English and training to be primary school teachers in England. Through drawing on their own experiences of education, the stories illustrate how dyslexia has shaped the self-concept, self-esteem and resilience of each informant. The narratives presented in this paper illustrate powerfully the ways in which teachers can have a positive or negative impact on the self-concepts of students with dyslexia. Both had been inspired by teachers they had met, and these positive role models had given them the confidence to pursue their own ambitions. However, both had encountered teachers who lacked empathy and patience, and these teachers had a detrimental impact on their self-concepts. For both of these trainee teachers, personal experiences of dyslexia also shaped their professional identities as teachers. Both trainees described themselves as caring and empathic teachers, suggesting that personal experiences of dyslexia had a positive impact on teacher professional identity.

Griffiths, S. (2012, April). 'Being dyslexic doesn't make me less of a teacher'. School placement experiences of student teachers with dyslexia: Strengths, challenges and a model for support. *Journal of Research in Special Educational Needs, 12*(2), 54-65.

This research investigated the school practice placement experiences of six student teachers with dyslexia representing each year of a 3-year initial teacher training course at a UK university. Placement performance and outcome has enormous implications for student teachers in demonstrating their professional competence and ability to meet the Training and Development Agency for Schools Professional Standards for Teachers and obtain qualified teacher status. The research focused thematically on student strengths, challenges and management strategies using a case research approach. Findings indicate student teachers with dyslexia bring unacknowledged strengths to placements but face a number of challenges despite proactive adoption of management strategies. A model of placement support to enhance student effectiveness has been developed. Conclusions indicate the importance of listening to the student's voice to understand individual placement requirements and co-ordinate and implement specific reasonable adjustments as required by UK legislation.

Hall, T., & Healey, M. (2005). Disabled students' experiences of fieldwork. *Area, 37*(4), 446-449.

"This commentary summarizes selected findings of a survey of disabled students in the Geography Earth and Environmental Science (GEES) subjects in six English universities (Hall et al. 2004). It focuses on their experiences of barriers to learning related to fieldwork. The survey targeted disabled students at six English universities in GEES and related subjects. Five out of the six were 'post-1992' universities. The survey was questionnaire based and included a variety of open and closed questions that allowed the collection of statistical information and detailed qualitative testimony from students. Students were accessed by working with the disability advisors, or people in equivalent posts, at each university. All student responses were anonymous to the research team and only identifiable to disability advisors within each university" (p. 446).

Hall, T., Healey, M., & Harrison, M. (2002, June). Fieldwork and disabled students: Discourses of exclusion and inclusion. *Transactions of the Institute of British Geographers, 27*(2), 213-231.

Disabled students form a significant but underrepresented minority in higher education in the UK. Participation appears to be particularly low in disciplines that contain a fieldwork component. Fieldwork has been recognized as a barrier to the participation of disabled students. This paper emphasizes a critical perspective on fieldwork, highlighting the way in which fieldcourses as currently conceived, enacted and experienced, can exclude disabled students. It discusses a survey of the experiences of providing learning support to disabled students undertaking fieldwork in geography, earth and environmental science departments in the UK. It also considers the various ways in which the images, spaces, practices and cultures of fieldwork may exclude or marginalize disabled students and the different ways in which fieldwork may be made more inclusive.

Lorenzo, T., & Joubert, R. (2011, December). Reciprocal capacity building for collaborative disability research between disabled people's organizations, communities and higher education institutions. *Scandinavian Journal of Occupational Therapy, 18*(4), 254-264.

This paper focuses on the reciprocal capacity building that occurred through collaborative research between occupational therapy departments from six higher education institutions in South Africa, community-based organizations and a disabled people's organization on disabled youth and their livelihoods. The authors aimed to identify principles for collaboration and capacity building from the pilot phase and first phase of the main study. Occupational therapy departments place students in communities for service learning experience, but little collaboration with disabled people's organizations and communities in research processes occurs that could enrich such partnerships and inform relevant curriculum development. Secondary data from different sources including a transcript of a focus-group interview with the researchers in the pilot phase, workshop reports, and transcripts of free-writing exercises done by researchers were analysed thematically, both inductively and deductively. Two themes are explored: first, reciprocal building of organizational capacity and, second, generating collaborative relationships. The principles that were identified are integral to the strengths and challenges faced when multiple organizations work together over a wide geographical area on a complex research topic that also builds capacity reciprocally.

Matteson, J., Kha, C. K., Hu, D. J., Saul, L., & Robins Sadler, G. (2008). Campus community partnerships with people who are deaf or hard-of-hearing. *Assistive Technology Outcomes and Benefits, 5*(1), 29-44. Retrieved from: http://www.atia.org/ files/public/ATOBV5N1ArticleFOUR.pdf.

In 1997, the Moores University of California, San Diego (UCSD) Cancer Center and advocacy groups for people who are deaf and hard of hearing launched a highly successful cancer control collaborative. In 2006, faculty from the Computer Science Department at UCSD invited the collaborative to help develop a new track in their doctoral program. This track would train computer scientists to be culturally competent when working with people who have hearing and visual challenges, with the ultimate goal of developing assistive living devices that would be welcomed by, and useful to, the anticipated end users. Faculty and students began developing ideas for technological advances that were anticipated to benefit people who are deaf and hard-of-hearing. Computer science graduate students and faculty worked with the medical school faculty, staff, and undergraduates to design culturally competent focus groups for people who were deaf and hard-of-hearing. The focus groups were designed to gather opinions of these presumed end users about three, very promising ideas for assistive listening devices. The result was a productive interchange between the computer science team and focus group members. The insights garnered have subsequently been used to refine the three devices. This paper provides an overview of how computer science students were trained to present their technological innovations to people who are deaf and hard-of-hearing and to gain feedback on how their devices might best serve them.

McAnneny, C. (2004). Learning support for disabled students undertaking fieldwork and related activities: A project of the Geography Disability Network (GDN). *Disability Studies Quarterly, 24*(3). Retrieved from: http://www.dsq-sds.org/article/view/ 510/687.

This is a review of the six Web-based guides for fieldwork, a product of the *Learning Support for Disabled Students Undertaking Fieldwork and Related Activities* project of the Geography Disability Network (GDN). The GDN is a consortium of Higher Education Institutions based at Cheltenham & Gloucester, College of Higher Education, and eight other universities in England. The aim of the project was to "identify, promote and transfer the principles and good practices of how to provide learning support for disabled students undertaking fieldwork and related activities" (http://www.glos.ac.uk/gdn/disabil.htm). The individual guides include the following topics: Issues in Proving Learning Support for Disabled Students Undertaking Fieldwork and Related Activities, Mobility Impairments, Blind or Visually Impaired Students, d/Deaf or Hearing Impaired Students, Students with Mental Health Difficulties, and Students with Hidden Disabilities and Dyslexia.

Muwana, F. C., & Gaffney, J. S. (2011, February). Service-learning experiences of college freshmen, community partners, and consumers with disabilities. *Teacher Education and Special Education, 34*(1), 21-36.

> A service-learning component was embedded as the centerpiece in the Culture of Disability Across the Lifespan course, designed for students' exploration of issues related to the inclusion of persons with disabilities in all aspects of society. Participants included 19 university freshmen, 6 representatives of community agencies, and 3 consumers with disabilities. Data from focus-group discussions and interviews were triangulated with knowledge surveys, satisfaction questionnaires, reflections, and project artifacts of students. The four projects varied in their quality of implementation along four dominant themes: expectations, communication, impact, and logistics. Comparison of the students' perceptions to those of the community partners was particularly robust. The results are illustrated by descriptions of the four projects along the dominant themes. Specific implications for future implementation of service learning in special education course work and research are outlined.

Rao, S., & Petroff, J. (2011, June). 'He is more like us, looking for a person to date and eventually share his life with': Perspectives of undergraduate students on being a member of a 'circle of support.' *Disability & Society, 26*(4), 463–475.

> Based on a qualitative study, this article describes how undergraduate students in a teacher preparation program construct and make meaning of their experiences in supporting an adult with a disability as the member of a 'circle of support'. Data were collected through detailed reflection journals that were submitted by the students. Findings indicate that being a 'circle member' enabled students to challenge stereotypical perceptions of disability, expand their understanding of relationships and the ways in which they are created or sustained within a community as well as develop an increased awareness of the exclusionary experiences that people with disabilities often face. The findings of this study suggest that field experiences that place pre-service teachers in non hierarchical relationships with people with disabilities could play a crucial role in encouraging future teachers to challenge the dominant views of disability.

Severance, T. A., & Starr, P. J. (2011, April). Beyond the classroom: Internships and students with special needs. *Teaching Sociology, 39*(2), 200-207*.

> Internships and other forms of experiential learning are a valuable learning opportunity and resource for many students and perhaps even more so for those with special needs. Outside of the classroom, however, assisting students with special needs may present faculty with new questions and challenges as they navigate the transition to a community setting. This article provides information and resources to faculty in assisting these students.

Storrie, K., Ahern, K., & Tuckett, A. (2012). Crying in the halls: Supervising students with symptoms of emotional problems in the clinical practicum. *Teaching in Higher Education, 17*(2), 89-103.

> There is evidence that the number of university students with mental health problems has increased over the past few years. The literature also suggests that the number and effect of troubled health science students create significant problems in the clinical practicum. However, there are gaps in the literature as to how clinical teachers actually feel about and deal with these students. For this paper, we interviewed 16 clinical teachers from various health science disciplines to identify components of the dilemma faced by them when encountered with a student with challenging behaviour, and to

then explore the strategies they applied. We found that the teachers' emotions played a significant role in the identification of troubled students, and that successful strategies employed by participants entailed both professional demeanour and infrastructure components.

LAW AND INCLUSIVE POSTSECONDARY EDUCATION

This section reviews laws and regulations and their application to inclusive postsecondary education. This includes resources and reviews concerning the new Higher Education Opportunity Act, the ADA, IDEA, Section 504 and other international laws and legislation.

Abram, S. (2003). The Americans with Disabilities Act in higher education: The plight of disabled faculty. *Journal of Law and Education, 32*(1), 1-19.

> Few college faculty members are disabled. Yet those who are may face significant difficulties in preserving their jobs. The problem is particularly acute for those who are nontenured and whose contracts are awarded on a yearly basis.

Association of University Centers on Disabilities (AUCD).(2008, September 11). *Disability provisions in the Higher Education Opportunity Act.* Silver Spring, MD: UCEDD Resource Center, AUCD. Retrieved from: http://www.aucd.org/docs/policy/AUCD_Higher_Education_Oppt_Webinar.pdf.

> The Higher Education Opportunity Act (HEOA) of 2008 was signed into law on August 14, 2008. This is the first reauthorization in nearly a decade of important legislation covering federal student aid and major postsecondary education initiatives in the United States. The reauthorization contains new and revised provisions that will significantly improve postsecondary opportunities and supports for students with disabilities, including students with intellectual disabilities. In addition, there are also key provisions to improve preparation of teachers and professionals in K-12 education. The materials from this webinar provides an overview of these disability provisions and information concerning next steps on appropriations and implementation.

Bensen Lipskar, L. (2001, Spring). Learning disabilities and the ADA: A guide for successful learning disabled students considering a career in the law. *University of Pennsylvania Journal of Labor & Employment Law, 6*, 647-669.

> "This article focuses on the issues facing an individual of above average intelligence with a learning disability when deciding to apply to law school and enter the legal profession, in light of the Americans with Disabilities Act ("ADA")" (p. 647).

Cope, D. (2005). Disability law and your classroom. *Academe, 91*(6), 37-39. Retrieved from: http://www.aaup.org/AAUP/pubsres/academe/2005/ND/Feat/cope.htm.

> "Yes, you should make appropriate accommodations for disabled students. But before you take anyone's word for it, you owe it to yourself and your students to learn the current state of the law" (p. 37).

Davies, M. (2003). The Special Educational Needs and Disability Act 2001—The implications for higher education. *Education and the Law, 15*(1), 19-45.

Concerns the Special Educational Needs and Disability Act 2001 and its implication for higher education in the United Kingdom.

Davies, M., & Lee, B. A. (2008, June). Student disability claims in the UK and USA: Does the jurisprudence converge? *Education and the Law, 20*(2), 107-150.

Laws in the UK and the USA protect college students with disabilities from discrimination. The laws of both nations are complex and require institutions of higher education to accommodate qualified students. This article examines the requirements of both nations' laws with respect to the kinds of inquiries that may be made of students with disabilities, how the institution must go about determining what accommodations are needed, whether the needed accommodations are reasonable and consistent with academic standards or requirements, and whether the institution is required to attempt to accommodate undisclosed disabilities. The article also discusses how the laws in each nation are enforced, addresses the remedies that are available to students in both nations, and focuses on the interpretation of these laws with respect to admission, academic accommodations, nonacademic accommodations (such as housing, student discipline, and co-curricular activities). It also discusses the institution's duty to students with psychiatric disorders who may engage in self-destructive behavior.

Denbo, S. M. (2003). Disability lessons in higher education: Accommodating learning-disabled students and student-athletes under the Rehabilitation Act and the Americans with Disabilities Act. *American Business Law Journal, 41*(1), 145-203.

The impact of federal disability law on institutions of higher education and the National Collegiate Athletic Association (NCAA) is examined. An overview of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 is provided, with their legislative histories and implementing regulations. The NCAA and its eligibility standards and procedures are examined. The judicial responses to lawsuits brought by learning-disabled students and student-athletes against institutions of higher education and the NCAA are reviewed. A judicial approach is recommended for reconciling the needs of learning-disabled students and student-athletes with the language and intent of the ADA and Section 504. Strategies are proposed that universities and the NCAA can employ to satisfy the rights of disabled students and student-athletes without compromising the academic integrity of their institutions.

Gordon, M., Lewandowski, L., Murphy, K., & Dempsey, K. (2002, July/August). ADA-based accommodations in higher education: A survey of clinicians about documentation requirements and diagnostic standards. *Journal of Learning Disabilities, 35*(4), 357-363.

The expansion of the number of students requesting accommodations in postsecondary settings compels clinicians to become knowledgeable about the legal definitions and documentation requirements of the Americans with Disabilities Act (ADA). Because the law is relatively new, courts and regulatory agencies have only recently begun to clarify what constitutes a disability. In this study, 147 clinicians completed a questionnaire developed to assess their understanding of the law and the diagnostic approaches they used to justify claims of learning disability (LD), attention-deficit/hyperactivity disorder (ADHD), and psychiatric disability. Whereas the clinicians agreed on certain points (e.g., the right of institutions to formulate specific policies regarding documentation), they substantially disagreed on several fundamental issues. Clinician consensus was lowest on items

that asked about the basic intent of the law, the metrics for assessing impairment, and the criteria for assessing ADHD in adulthood. Judged against the legislative history of the ADA and the body of regulatory rulings and legal decisions, many clinicians' responses showed a need for clarification regarding the distinction between special education law and the antidiscrimination intent of the ADA. The respondents also expressed a nearly uniform wish for more training in this fast-growing area of clinical practice.

Holloway, S. (2001). The experience of higher education from the perspective of disabled students. *Disability & Society*, *16*(4), 597-615.

This article describes the findings and examines the issues arising from a small-scale investigation into the experience of higher education from the perspective of disabled students at a university in the United Kingdom, and makes recommendations for policy and practice. Methodology involved semi-structured interviews with participants to reveal individual experience and analysis of relevant documentation from the university to examine the rhetoric underlying their experience. Factors that create a positive experience for disabled students, and those which effect discriminatory practice and marginalisation are identified. The implications of the findings for policy and practice are discussed, and conclusions drawn including: the need for a central policy which supports the philosophy of an accessible learning environment for all students; central co-ordination to implement the policy with practical guidelines to departments; ongoing monitoring and evaluation procedures which involve disabled students; staff training and awareness; student advocacy.

Katsiyannis, A., Zhang, D., Landmark, L., & Reber, A., (2009). Postsecondary education for individuals with disabilities: Legal and practice considerations. *Journal of Disability Policy Studies, 20*(1), 35-45.

Participation of students with disabilities in postsecondary education has been increasing steadily in the past two decades. Many of these students need reasonable accommodations and other assistance in order to stay enrolled and graduate with a degree. However, recent studies indicate that faculty in higher education have little knowledge about legislative mandates regarding their obligation in serving students with disabilities. When faculty members are ignorant of the legislative mandates pertaining to students with disabilities, accessibility to learning may be compromised. Lack of disability legislative knowledge may also lead to a failure to provide reasonable accommodations and may ultimately result in litigation. This article provides an overview of legislative mandates, examines relevant litigation, and discusses practice considerations regarding the participation of students with disabilities in postsecondary settings.

Kelly, J. P. (1999). Consistency & cooperation: The lessons of *Guckenberger v. Boston University*. *Journal of Law and Education, 28*(2), 319-316.

Kelly examines "Guckenberger v. Boston University" as it progressed and considers how the case reflects certain presumptions about both higher education and the learning disabled in the US.

Kibria, G. (2005). Professional and legal challenges of teaching students with disabilities in postsecondary education. *Journal of International Education Research (JIER), 1*(1), 57-62.

With the passage of The Americans with Disabilities Act (ADA), students with disabilities have legal supports for 'reasonable accommodation' with respect to physical accessibility, programs, and services. As a result, the number of students with disabilities who are enrolling at the postsecondary level has increased dramatically. The paper focuses on the challenges that faculty and administration

have to face in meeting the needs of students with disabilities in postsecondary education and the reasonable accommodations that they could adapt to make education more meaningful to students with disabilities.

Kiuhara, S. A., & Huefner, D. S. (2008). Students with psychiatric disabilities in higher education settings: The Americans with Disabilities Act and beyond. *Journal of Disability Policy Studies, 19*(2), 103-113.

College students with psychiatric disabilities face multiple challenges. Judicial rulings under the Americans with Disabilities Act (ADA) of 1990 have generated outcomes that are sometimes more harmful than helpful. To reduce discrimination against persons with disabilities requires, among other things, a cultural shift in how psychiatric disabilities are viewed. This article examines (a) challenges that students with psychiatric disabilities face on higher education campuses; (b) the definition of disability under the ADA, with a focus on major life activities that may be substantially limited for people with psychiatric disabilities; (c) the implications of judicial rulings under the ADA for students with psychiatric disabilities; and (d) recommendations for accommodating students with psychiatric disabilities in higher education settings.

Knapp, S. D. (2004,). *Disability access at SUNY campuses: 10 years after the ADA.* Albany, NY: United University Professions' Disability Rights and Concerns Committee. Retrieved from: http://www.uupinfo.org/reports/disability.pdf.

This report from the UUP Disability Rights and Concerns Committee responds to a UUP Executive Board charge to "monitor campus implementation of the Americans with Disabilities Act (ADA) and make recommendations regarding disability rights." The Committee surveyed UUP bargaining unit members in 2000. Our findings are reported in sections: "Campus Accessibility"; "Reasonable Accommodations"; "Attitudes and Behavior toward People with Disabilities"; "Age and Disability"; "Expenses"; and "The Just Community" (p. 2).

Konur, O. (2000). Creating enforceable civil rights for disabled students in higher education: An institutional theory perspective. *Disability & Society*, *15*(7), 1041-1063.

The Titles II and III of the Americans with Disabilities Act of 1990, building on the Section 504 of the Rehabilitation Act of 1973, have been relatively effective in securing enforceable civil rights for disabled students in higher education in the United States. In contrast, the Disability Discrimination Act of 1995 and any related previous pieces of legislation have persistently excluded these students in the United Kingdom, making, by default, any discrimination against them legal. However, the Government has started the legislative rule making process to include higher education under the new legislation, based on the final report of the Select Committee on Education and Employment of House of Commons and the final report of the Disability Rights Task Force. The paper argues that close examination of these reports as well as the Government's most recent consultation paper, 'Rights for Disabled People in Education', reveals a path which is unlike the path that followed during the rulemaking process leading to the Americans with Disabilities Act of 1990. In other words, it is likely that disabled students would continue to be subjected to potential discrimination despite the inclusion of higher education under the new proposed legislation and despite special disability funding provided to universities for disabled students. Disability civil rights advocates have an important role to play in the current rule-making process to create enforceable civil rights for disabled students in higher education.

Konur, O. (2006). Teaching disabled students in higher education. *Teaching in Higher Education*, *11*(3), 351-363.

> As the number of disabled students in higher education has increased in recent years, teaching them in compliance with public policy while maintaining academic standards has become a crucial issue. The access of disabled students to programs and to the curriculum are two separate but inter-linked features of such policies. This paper reviews the key features of the major four anti-discrimination laws and outlines the key adjustments to the curriculum for these students that are needed in response. It then outlines and discusses the current research on these adjustments. Four curriculum adjustments are explored: presentation format, response format, timing, and setting. The policy and practice of the curriculum adjustments have implications for academic staff. Research priorities are set out in relation to the attitudes of disabled students, academic staff, managerial or support staff, and non-disabled students.

Kurtz, A. (2011, October). *An analysis of disability-related provisions in the 2008 Higher Education Opportunity Act: What universities and policy makers should know* [Policy Brief]. Orono, ME: University of Maine, Center for Community Inclusion and Disability Studies, in collaboration with Maine CITE Coordinating Center. Retrieved from: http://ccids.umaine.edu/blog/publication/heoa-policy-brief/.

> The purpose of this October 2011 policy brief is to provide state agencies, postsecondary institutions, and policy makers with an overview of changes in the 2008 Higher Education Opportunity Act (HEOA) affecting the access to education of postsecondary students with disabilities and the way teacher education programs at Institutions of Higher Learning (IHEs) prepare general and special educators to teach students with disabilities. Specifically, this analysis reviews disability-related terminology new to this revision of the HEOA, access to instructional materials for students with print disabilities, changes in access to financial aid for students with intellectual disabilities, model demonstration projects both for students with print and intellectual disabilities, and new requirements for teacher preparation programs. Implications of HEOA for Maine's postsecondary institutions, Maine policy makers, and Maine students with disabilities are discussed.

Lellis, J. C. (2011). Silence on the stomping grounds: A case study of public communication about disability in the 1990s. *Disability & Society, 26*(7), 809-823.

> This case study describes the manner in which the University of North Carolina at Chapel Hill – the first state-funded institution of higher education in the United States – publicly addressed the disability civil rights movement just before and after the passage of the Americans with Disabilities Act in 1990. An analysis of archived documents, reports, and correspondence among administrators coupled with a review of news coverage in two of the most prominent news sources on campus indicated that there was no attempt to create and sustain significant public communication efforts about disability. Public communication focused on accessibility issues and rarely acknowledged the significance of the disability civil rights. The potential benefit of public communication about disability issues is discussed as it relates to higher education's obligation to assume social leadership.

Levy, T. I. (2001). Legal obligations and workplace implications for institutions of higher education accommodating learning disabled students. *Journal of Law and Education, 30*(1), 85-122.

> Levy explores higher education institutions' legal obligations to accommodate students with learning disabilities and the courts' review of those accommodations. Although disabled students undoubtedly benefit in terms of their ability to excel academically as a result of the liberal approach

followed by most institutions of higher education in considering requests for accommodation, it is less clear whether these liberal constructions of the Rehabilitation Act and the ADA are really beneficial to disabled students in preparing them for future careers.

Lewis, L., & Farris, E. (1999, August). *Statistical analysis report: An institutional perspective on students with disabilities in postsecondary education* [NCES 1999-046]. Washington, DC: National Center for Education Statistics. Retrieved from: http://nces.ed.gov/pubs99/1999046.pdf.

"Key legislation such as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) has prompted numerous questions regarding access, support, and accommodations for students with disabilities in postsecondary education institutions. These institutions are required by law to provide reasonable accommodations to students with disabilities to ensure equal access to educational opportunities for these students. However, there have been no nationally representative data available from postsecondary institutions about the enrollment of students with disabilities and the support services and accommodations these institutions provide to students with disabilities. Moreover, since no information has been available about the recordkeeping and reporting capabilities of postsecondary institutions regarding students with disabilities, it has been difficult to assess the extent to which postsecondary institutions can provide information about these students.

In response, this study, requested by the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education (ED), provides nationally representative data from 2-year and 4-year postsecondary education institutions about students with disabilities. Specifically, the survey, undertaken by the National Center for Education Statistics (NCES) using the Postsecondary Education Quick Information System (PEQIS), includes information about (1) enrollments of postsecondary students with disabilities, (2) institutions enrolling students with disabilities, (3) support services and accommodations designed for students with disabilities, (4) education materials and activities designed to assist faculty and staff in working with students with disabilities, and (5) institutional records and reporting about students with disabilities. Information contained in this report is restricted to those students who had identified themselves in some way to the institution as having a disability, since these are the only students about whom the institutions could report. Note that students who identify themselves to the institution as having a disability are a subset of all students with disabilities, since some students with disabilities may choose not to identify themselves to their institutions" (p. iii).

Madaus, J. W., & Shaw, S. F. (2004). Section 504: Differences in the regulations for secondary and postsecondary education. *Intervention in School and Clinic, 40*(2), 81-87.

Secondary schools and postsecondary institutions differ in their obligations to students with disabilities under the regulations of Section 504 of the Rehabilitation Act of 1973. This article presents several of the key differences between Subpart D, which applies to secondary schools, and Subpart E, which applies to postsecondary institutions. Implications of these differences for the transition process are discussed.

Madaus, J. W., & Shaw, S. F. (2006). The impact of the IDEA 2004 on transition to college for students with learning disabilities. *Learning Disabilities Research & Practice, 21*(4), 273-281.

The newly reauthorized Individuals with Disabilities Education Act of 2004 contains several significant changes that will directly impact students with learning disabilities (LD) who are

preparing for transition to postsecondary education. These modifications include transition planning, reevaluations, new criteria for the diagnosis of LD, and the summary of performance requirement. This article presents an overview of pertinent changes in each of these key areas, as well as discussion of how these modifications will impact students in transition. Recommendations are offered for secondary and postsecondary personnel regarding these changes.

McGuigan, S. (2009). Documenting learning disabilities: Law schools' responsibility to set clear guidelines. *Journal of College and University Law, 36*(1).

In his freshman year of college, Tommy was diagnosed with a learning disability. A school psychologist, using two primary test instruments for adults, determined that, while Tommy's aptitude was strong, he displayed significant weaknesses in several areas and suffered from a Mathematics Disorder, DSM-IV-TR, 315.1 & a Disorder of Written Expression, DSM-IV-TR 315.2. The college's office of disability services granted Tommy accommodations, including lengthy assignments broken down into smaller components, extended time for written tests, and a peer notetaker. Tommy blossomed, successfully graduating from college with honors. After six months in the workforce, Tommy decided to apply to law school.

McLean, P., Heagney, M., & Gardner, K. (2003, July). Going global: The implications for students with a disability. In R. James & K-H. Mok (Eds.), Globalisation and Higher Education [Special Issue]. *Higher Education Research & Development, 22*(2), 217-228.

Equitable educational access is a hallmark of truly international universities, and higher education institutions operating in an international context have a responsibility to incorporate the principles of equity and justice espoused under international conventions. This paper considers the implications of internationalisation for students with a disability, it focuses on study abroad, exchange and international students travelling to Australia, and Australian students travelling to universities outside Australia. The paper considers the curriculum implications of the internationalisation of education for students with a disability and utilises Murray-Seegert's (1993) ecological theory of diversity to explore the ways cultural factors affect opportunities for inclusion of students with a disability in the higher education sector. The authors also examine the effect of the advance in information technology, the implications for inclusive curriculum, and the complexities inherent in cross-cultural expectations on students with a disability.

Oakes Wren, A., & Vassar, J. A. (2010). The Americans with Disabilities Act Amendments: Implications and protections provided for higher education's faculty, staff and students. *International Journal of Management in Education, 4*(1), 80-94.

In 1999, the US Supreme Court made several court decisions that impacted the legal, business and academic world by ruling that a physical or mental impairment is not a disability under the law when mitigated or corrected by medication or other remedial measures. The results of these decisions served to exclude impaired employees from Congress' intended protection under the original ADA law. In passing the ADA amendment, Congress hoped to construct an amendment which would result in court decisions that would better reflect Congress's original intentions. This paper reviews the court cases that Congress hoped to overturn with the ADAAA, and then specifically discuss new provisions included in the ADAAA. Finally, this paper discuss specific probable impacts on educational institutions of higher learning along with several suggestions that are offered to administrators on how to deal with employment situations in light of the new provisions in the act.

Olkin, R. (2002).The rights of graduate psychology students with disabilities. *Journal of Social Work in Disability & Rehabilitation, 1*(1), 67-80.

Students with disabilities in graduate school have requirements additional to those of non-disabled students, and face barriers to retention and graduation. This paper addresses the issues facing students with disabilities in clinical graduate programs, and outlines a dozen specific rights for students with disabilities. The legal and social contexts for considering these rights are examined. Three legal tenets (separate is not equal; equality versus equity; assumption of innocence until proven guilty) are discussed as they apply to disability. Twelve suggestions for making the application process more accessible to persons with disabilities are offered.

Pardeck, J. T. (2001). Using the Americans with Disabilities Act (ADA) as a tool for helping social work faculty develop cultural competence in the area of disability. *The Clinical Supervisor, 20*(1), 113-125.

This article develops the theme of the importance of viewing disability as a part of cultural diversity. The ADA is offered as a tool for helping social work faculty develop cultural competence in the area of disability. Particular emphasis is placed on affirmative approaches for increasing the number of students with disabilities in social work programs. Teaching social work faculty and support staff about disability etiquette is offered with examples of various disabilities. The article encourages social work programs to offer training on disabilities for faculty and support staff.

Pardeck, J. T. (2002). A commentary on the admission and retention of students with disabilities in social work programs. *Journal of Social Work in Disability & Rehabilitation, 1*(3), 3-13.

Section 504 of the Rehabilitation Act of 1973 is the federal law upon which the Americans with Disabilities Act (ADA) is built. Both laws are designed to prevent discrimination against students with disabilities. This commentary offers a comparison of section 504 with the ADA. An analysis of the case law under Section 504 is also presented; this analysis provides guidelines that universities and colleges will have to follow under the ADA. The implications of the ADA are offered for social work programs in the areas of admission and retention of students with disabilities.

People with Disabilities and Postsecondary Education: Position Paper. (2003). Washington, DC: National Council on Disability. Retrieved from: http://www.ncd.gov/ newsroom/publications/2003/education.htm.

The National Council on Disability (NCD) undertook this synthesis in anticipation of the reauthorization of the Higher Education Act (HEA). Students with disabilities, who now are estimated to represent nearly 10 percent of all college students, currently experience outcomes far inferior to those of their non-disabled peers, despite the fact that research shows that they are more likely to obtain positive professional employment outcomes after degree completion than their peers. The purpose of this paper is to provide background that might guide reauthorization of the HEA to better support students with disabilities to achieve equal postsecondary outcomes.

Proctor, B. E. (2001). Social policy and its application to students with learning disabilities in U.S. institutes of higher education. *The International Journal of Sociology and Social Policy, 21*(1), 38-59.

This paper reviews current social policy and its application as it relates to the education of students with learning disabilities (LD) attending US institutes of higher education. The purpose of the paper is to differentiate between the legal rights of students with LD in primary and secondary settings versus those in higher education; to review definitions of LD and eligibility criteria in colleges and universities; provide an overview of common services provided to LD college students; and to summarize the results of several follow-up studies on LD students who attend postsecondary institutes.

Ranseen, J. (2000, August). Reviewing ADHD accommodation requests: An update. *The Bar Examiner, 69*(3), 6-19. Retrieved from: http://www.ncbex.org/uploads/user_doc repos/690300_Ranseen.pdf.

"With the implementation of the Americans with Disabilities Act in 1992, requests for accommodations on the bar examination have grown steadily. While bar examiners may be better equipped than other testing organizations to understand the legal ramifications of this legislation, they have still been caught up in the general confusion about definitions and procedures that so often envelops introduction of a new law. No amount of legal sophistication could prepare them to grapple with the tide of requests based on psychiatric diagnoses, especially attention deficit hyperactivity disorder (ADHD) and learning disabilities. It was within this context that i was hired as a consultant to various state bar examining authorities to explain diagnostic evaluation issues related to adult ADHD, to make recommendations regarding accommodations requests submitted by examinees, and to assist in development of review procedures for submission of these requests. My experience as a consultant has challenged me to bridge the divide between psychiatry and the law in ways that I did not anticipate. It has forced me to look more closely at issues critical to clinical practice. For instance, what are the essential features of ADHD among post-secondary students and how should clinicians verify these features? How should clinicians determine that ADHD symptoms are associated with "impairment" sufficient for "disability"? Does current ADHD research truly help us understand the functional impact of symptoms and how this impact can best be ameliorated, particularly within the academic environment? Does medication treatment alone ameliorate ADHD symptoms that affect test-taking skill?" (p. 6)

Ranseen, J. D., & Parks, G. S. (2005, March). Test accommodations for postsecondary students: The quandary resulting from the ADA's disability definition. *Psychology, Public Policy, and Law, 11*(1), 83-108.

Legal wrangling precipitated by the Americans with Disabilities Act (ADA) has resulted in courts adopting a narrow view of disability. This narrow categorical disability definition is in conflict with current mental health and educational practice that presumes an inclusive view of disability. Test accommodations for licensing exams based on learning impairments provide an example of the conflict generated by legal versus mental health views of disability. Mental health practitioners often support test accommodation requests for students who do not meet the ADA's strict threshold for disability determination. Mental health practitioners must understand the ADA definition of disability, and test organizations need to examine goals and alter standard practice in a manner that is fair and equitable independent of learning impairments.

Rothstein, L. (2004). Disability law and higher education: A road map for where we have been and where we may be heading. *Maryland Law Review, 63*, 122-161.

"This Article takes a retrospective view of higher education disability law judicial decisions and opinions from the Department of Education Office for Civil Rights. It also reviews generally Supreme Court decisions to evaluate the status of disability policy with respect to institutions of higher education. This review will be used to offer a road map to where national policy is headed with respect to disability discrimination issues in the context of higher education" (p. 123).

Sarnoff, S. (2001). Ensuring that course websites are ADA compliant. *Journal of Technology in Human Services, 18*(3), 189-201.

> This paper explores how social work course websites can meet recommendations for ADA compliance. It addresses the current and expected rules for compliance, the types of disabilities that require accommodations and the accommodations that each requires. It discusses the software and hardware features and options available to students with disabilities. It also discusses software available to web authors to create accessible websites and identify noncompliant features. Following these guidelines will enable students with disabilities to fully benefit from online courses-and will offer benefits to users who do not have disabilities, as well.

Scott, S. S. (1997). Accommodating college students with learning disabilities: How much is enough? *Innovative Higher Education, 22*(2), 85-99.

> Individuals with learning disabilities are attending institutions of higher education in greater numbers than ever before. In attempts to accommodate these students in the classroom, faculty often face the ethical concern of balancing the rights of students with learning disabilities with the academic integrity of the course, program of study, and institution. In order to dispel misinformation, a brief description of learning disabilities and federal law is provided. The ethical concern of "how much is enough?" is examined, and recommendations are provided for the informed and active participation of faculty in accommodating college students with learning disabilities.

Sparks, R. L., & Javorsky, J. (2000). Section 504 and the Americans with Disabilities Act: Accommodating the learning-disabled student in the foreign language curriculum. *Foreign Language Annals, 33*(6), 645-654.

> Examines special issues surrounding foreign language (FL) requirements for students classified as learning disabled (LD). Focuses on why students experience FL learning problems, the problems with the definition of and diagnosis of LD, whether research supports traditional assumptions about LD and FL learning, whether students classified as LD should be permitted to substitute courses for or waive the college FL requirement, and implications of research.

Stone, D. H. (1996, May). The impact of the Americans with Disabilities Act on legal education and academic modifications for disabled law students: An empirical study. *Kansas Law Review, 44*, 567-600.

> "Law schools face the challenge of providing disabled students with reasonable accommodations in their academic setting in a fair and equitable manner. Disabled law students continue to demand academic modifications in course examinations by claiming to be persons with mental or physical disabilities. Law schools are also beginning to see requests for extension of time for degree completion, priority in course registration, and authorization to tape record classes, all by virtue of an entitlement under the mandates of the Americans with Disabilities Act (ADA).
>
> Persons with a wide range of disabilities are seeking academic modifications from their law schools. What disabilities are most often represented? Are persons with learning disabilities inclined to seek additional time in completing their final exams? Are students with a mental illness more or less inclined to self-identify and seek similar reasonable accommodations? For those disabled students who are provided with additional time to complete their course examinations, how much additional time is fair and equitable? Should law schools provide readers for blind students and sign language interpreters for deaf students, or modify classroom equipment for physically disabled students?

When law schools consider providing reasonable accommodations in academic programs to their disabled students, what is the role of the law school professor in approving the requested modification? How does anonymous grading affect a disabled student's request for an academic modification? Do most students who seek an accommodation have the request honored? Is there an administrative appeal process within the law school community? For those disabled law students who desire an academic modification, what, if any, medical, psychological, or educational documentation is required? Do law schools have written policies and procedures for addressing requests by disabled students?

A fundamental issue underlying the provision of reasonable accommodations within a law school setting is the future impact such an accommodation may have when the disabled lawyer subsequently represents a client in a legal proceeding. Do law schools provide a disservice by offering an "advantage" to a disabled law student when as a lawyer, no such "benefit" is provided? Do law schools, under the mandate of the ADA, recognize that providing academic modifications to disabled students has a significant impact beyond legal education, affecting the bar admission process, bar examination, attorney grievance and disbarment procedures, and employment of lawyers in the work place in general?

The empirical data contained in this Article is submitted to serve as a backdrop for purposes of elaboration and comparison of these and other questions. Eighty law schools from across the country were surveyed to obtain data and elicit their opinions on such questions relating to academic modifications. The significant number of disabled students seeking an academic modification in their law school education warrants such inquiry. Law schools continue to grapple with disabled students' claims for fair and equitable treatment, as well as the desire to avoid a backlash from the nondisabled students who want to avoid providing disabled students with an unfair advantage in the law school setting.

This Article discusses and analyzes court decisions in the area of reasonable accommodations in the academic arena in order to understand the impact of the ADA and the direction courts are heading as they tackle this difficult and important area of law. Finally, this Article offers recommendations regarding fair and equitable reasonable accommodations for disabled law students in the academic setting" (pp. 567-568).

Thomas, S. B. (2000). College students and disability law. *The Journal of Special Education, 33*(4), 248-257.

This article briefly reviews Section 504 and the Americans with Disabilities Act of 1990 and identifies the criteria that are used to determine whether a student is both "disabled" and "qualified." Then, specific areas of admission, accommodation, and dismissal are examined. Finally, guidelines are presented that may be used by professors and administrators in their efforts to provide qualified students with disabilities with nondiscriminatory access to higher education.

Thompson, A. R., Bethea, L., & Turner, J. (1997). Faculty knowledge of disability laws in higher education: A survey. *Rehabilitation Counseling Bulletin, 40*(3), 166-180.

A study examined faculty members' knowledge of disability laws and recent legal decisions affecting higher education. The participants were 400 faculty members representing all 12 colleges and schools and all ranks within a Southeastern university. The faculty members responded to a 25-item survey designed to gauge their specific knowledge of disability laws and recent legal decisions. Results indicate that less than 18 percent of the participants were familiar with Section 504 of the Rehabilitation Act and only 50 percent were familiar with the Americans with Disabilities Act. In 17 of the items, 30 percent or more of participants responded wrongly or did not know what the laws mandate. Faculty members knew less about academic adjustments for students with visual

disabilities than any other category of survey items and only marginally understood items that addressed the responsibilities of the student, the faculty member, and the university. The implications of this study are discussed.

Tucker, B. P. (1996, Summer). Application of the Americans with Disabilities Act (ADA) and Section 504 to colleges and universities: An overview and discussion of special issues relating to students. *Journal of College and University Law, 23*(1), 1-41.

Gives an overview of the obligations of postsecondary institutions toward students with disabilities under Titles II and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Asserts that, although these statutes assist students with disabilities in becoming integral members of society, the attitudinal barriers they face remain formidable.

United States Government Accountability Office. (2009, October). *Report to the Chairman, Committee on Education and Labor, House of Representatives: HIGHER EDUCATION AND DISABILITY: Education Needs a Coordinated Approach to Improve Its Assistance to Schools in Supporting Students.* Washington, DC: Author. Available: http://www.gao.gov/new.items/d1033.pdf.

Research suggests that more students with disabilities are pursuing higher education than in years past, and recent legislative changes, such as those in the Higher Education Opportunity Act and Post-9/11 Veterans Educational Assistance Act of 2008, have the potential to increase the number and diversity of this population. GAO was asked to examine (1) what is known about the population of postsecondary students with disabilities; (2) how postsecondary schools are supporting students with disabilities; (3) what challenges, if any, schools face in supporting these students; and (4) how the Department of Education is assisting schools in supporting these students. To conduct this work, GAO analyzed federal survey and some state data; conducted site visits; interviewed agency officials, disability experts, school officials, and students; and reviewed laws, regulations, and literature. Highlights of this GAO report are available at http://www.gao.gov/highlights/d1033high.pdf.

Vest, J. M., & Murrmann, S. (1993). The newest industry challenge: Transforming Americans with Disabilities law into workplace practice. *Journal of College & University Foodservice, 1*(3), 19-32.

The Americans with Disabilities Act (ADA) is the most extensive piece of legislation to bar discrimination against the disabled and necessitate changes to accommodate disabled customers and employees. In order to make ADA truly workable, employers must be knowledgeable about the law, and more importantly, seek to implement its requirements. The purpose of this article is to help foodservice managers get started on an important aspect of the ADA implementation process—employee training. Two diagnostic scales for assessing managerial knowledge of law and attitudes toward the disabled are introduced and their application to training program development is explained.

West, M., Kregel, J., Getzel, E. E., Ming, Z., Ipsen, S. M., & Martin, E. D. (1993). Beyond Section 504: Satisfaction and empowerment of students with disabilities in higher education. *Exceptional Children, 59*(5), 456-467.

College and university students with disabilities were surveyed to determine their levels of satisfaction with accessibility, special services, and accommodations at their schools. In addition, students were requested to identify barriers to postsecondary education, improvements in services, and other concerns. Respondents generally, expressed satisfaction with the services that they had

received. However, the majority indicated that they had encountered barriers to their education, including a lack of understanding and cooperation from administrators, faculty, staff,, and other students; lack of adaptive aids and other resources; and inaccessibility of buildings and grounds. Recommendations were made for improving the delivery of services and self-advocacy of students with disabilities.

Wilhelm, S. (2003, April). Accommodating mental disabilities in higher education: A practical guide to ADA requirements. *Journal of Law & Education, 32*, 217-237.

"This article does not challenge the philosophical underpinnings of the ADA in its application to mentally handicapped individuals in higher education. An enlightened society must make educational opportunities available to all of its citizens. The aim here is more practical. Offered instead is an examination of the law and cases involving mentally disabled students so as to assist institutions of higher education in developing guidelines and policies for accommodating students" (p. 219).

LEARNING DISABILITIES, DYSLEXIA, AND ADD/ADHD

There is a large amount of information available about students with learning disabilities, dyslexia, and ADD/ADHD in higher education, and like many of the resources included in this bibliography, it may pertain to multiple categories.

Alden, P., & Hinckley, J. (2005, Fall). Women with attentional issues: Success in college learning. *Journal of Developmental Education, 29*(1), 10-12, 14-17, 27.

This pilot study, funded from a 5-year grant from the U.S. Department of Education Title III Strengthening Institutions Program, explores the factors identified by women with AD/HD that are necessary to their achieving college success. The results of this study, based on 13 in-depth interviews with women who are both academically successful and have AD/HD, highlight the influence of motivation, attitude, support systems, self-reflection, and social-academic balance on academic success. The article concludes with implications that may help instructors and institutions better serve women with attentional issues in the college setting.

Allsopp. D. H., Minskoff, E. H., & Bolt, L. (2005, May). Individualized course-specific strategy instruction for college students with learning disabilities and ADHD: Lessons learned from a model demonstration project. *Learning Disabilities Research & Practice, 20*(2), 103–118.

This 3-year Model Demonstration Project involved the development and field testing of an individualized course-specific strategy instruction model with college students with learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD). The 46 participants received individualized semester-long strategy instruction by graduate students in special education. A variety of data sources were used to evaluate the implementation of the model as well as the academic success of students who received individualized strategy instruction. Quantitative analyses indicated that the group as a whole as well as the subset of students on probation and suspension

significantly improved their grades and sustained this improvement over time. Qualitative analysis identified two factors related to improvement: independent use of strategies and the supportive nature of the strategy instructor–student relationship. Qualitative analysis also identified two factors related to nonimprovement: academic/cognitive skill deficits and emotional/medication-related issues. Implications of the model for postsecondary education and suggestions for future research are discussed.

Bacon, A. M., & Bennett, S. (in press). Dyslexia in Higher Education: The decision to study art. *European Journal of Special Needs Education.*

Increasing numbers of students in Higher Education (HE) have dyslexia and are particularly over represented in the visual and creative arts. While dyslexia has been associated with artistic talent, some applicants may perceive their academic opportunities as limited because of negative learning experiences associated with their dyslexia. This study explored how the qualitative lived experience of dyslexia was implicated in degree choice. Transcripts of semi-structured interviews with 13 arts students provided data for an interpretative phenomenological analysis. Three superordinate themes emerged which can be described under the broad headings: (1) Influence of school and family, (2) Dyslexia as a strength, (3) Having a passion for art. The data from eight students clearly suggested that they had actively chosen to study art because of a long standing interest and acknowledged talent. The others had perceived their academic options as otherwise limited. However, for all participants, studying and practising art had helped facilitate the development of a positive personal identity as an artist with dyslexia. We suggest this to be an important illustration of how access to HE can help individuals with dyslexia to achieve their potential.

Barber-Fendley, K., & Hamel, C. (2004, February). A new visibility: An argument for alternative assistance writing programs for students with learning disabilities. *College Composition and Communication, 55*(3), 504-535.

We argue against the metaphor of the "level playing field" and its natural coercive power; in so doing, we call for an end to the invisibility that the debate over accommodations has imposed on learning disabilities in the past decade. A literature review of LD in composition shows how this invisibility has manifested itself in our field through limited professional discussion of LD. In response, we propose not a level playing field but a new playing field altogether, a visible one that actively promotes alternative assistance for student writers with LD in first-year composition programs. We seek to show how the LD and composition fields could create a powerful partnership by serving students with LD through the principle of the liberal theory of distributive justice.

Barden, O. (in press). "...If we were cavemen we'd be fine": Facebook as a catalyst for critical literacy learning by dyslexic sixth-form students. *Literacy.*

This article is derived from a study of the use of Facebook as an educational resource by five dyslexic students at a sixth form college in north-west England. Through a project in which teacher-researcher and student-participants co-constructed a group Facebook page about the students' scaffolded research into dyslexia, the study examined the educational affordances of a digitally mediated social network. An innovative, flexible, experiential methodology combining action research and case study with an ethnographic approach was devised. This enabled the use of multiple mixed methods, capturing much of the rich complexity of the students' online and offline interactions with each other and with digital media as they contributed to the group and co-constructed their group Facebook page. Social perspectives on dyslexia and multiliteracies were used to help interpret the students' engagement with the social network and thereby deduce its educational potential. The research concludes that as a digitally mediated social network, Facebook engages the students in active, critical learning about and through literacies in a rich and complex

semiotic domain. Offline dialogue plays a crucial role. This learning is reciprocally shaped by the students' developing identities as both dyslexic students and able learners. The findings suggest that social media can have advantageous applications for literacy learning in the classroom. In prompting learning yet remaining unchanged by it, Facebook can be likened to a catalyst.

Baverstock, A. C., & Finlay F. (2003, May).Who manages the care of students with Attention Deficit Hyperactivity Disorder (ADHD) in higher education? *Child: Care, Health and Development, 29*(3), 163-166.

Objective: To identify who provides medical support to students with Attention Deficit Hyperactivity Disorder (ADHD) while in higher education.

Methods: A questionnaire pack was sent to 50 undergraduate student health centres attached to higher education colleges/universities.

Results: Eighty-two per cent of practices returned questionnaires. Forty-nine per cent had undergraduate students with ADHD, of those 76% were on methylphenidate. Fifty-two per cent saw only their general practitioner (GP) for follow up and the rest were jointly managed by GP with: psychiatrists, paediatricians, psychologists or physicians. Eighty-seven per cent of GPs had not attended recent courses or training on ADHD.

Conclusion: Those caring for undergraduate students with ADHD are still largely unfamiliar with the condition. Guidelines need to be drawn up to establish handover from paediatric to adult care.

Beale, A. V. (2005, March). Preparing students with learning disabilities for postsecondary education: Their rights and responsibilities. *Techniques Making Education and Career Connections, 80*(3), 24-27.

In order to be successful, students with learning disabilities who are transitioning from high school to career-technical schools or two- and four-year colleges should secure appropriate academic adjustments at the postsecondary level, and that begins with knowing their rights and responsibilities. The article concludes that students who are aware of the accommodations they require and how to obtain them are better prepared to make well-informed decisions--decisions that, in turn, will enable them to compete successfully at the postsecondary level. A brief list of resources is included.

Boyle, R. A. (2006). Law students with attention deficit disorder: How to reach them, how to teach them. *The John Marshall Law Review, 39*(2), 349-383.

Most law school classes are likely to include students with Attention Deficit Disorder (ADD) or its related disorder - Attention Deficit Hyperactivity Disorder. It is imperative for teachers to be equipped for teaching law students with ADD. To be effective in reaching those students, law professors should understand the common learning-style traits of ADD students. This article describes what researchers know about ADD and how it can impact learning. It summarizes empirical research and describes the Dunn and Dunn Learning Styles Model. It also discusses federal statutes and court cases mandating individualized approaches to teaching students with learning disabilities. Finally, it recommends ways in which law professors can diversify their teaching methods to assist ADD students and their classmates.

Brown, S. (2009, January). Learning to read: Learning disabled post-secondary students talk back to special education. In L. G. Roman (Ed.), Disability Arts, Culture and Politics: New Epistemologies for Qualitative Research [Special Issue]. *International Journal of Qualitative Studies in Education, 22*(1), 85-98.

This article reveals the findings of a participatory ethnography with post-secondary students enrolled in a large West Coast University in British Columbia who had previously been identified as 'learning disabled' and thus, the 'recipients' of special educational policy interventions. Instead of starting from the official meanings of the special education policy discourses, this study puts front and centre the meanings and experiences of the students themselves. It uncovers the performative work the students engage as they negotiate the contradictory ideologies of meritocracy and equal opportunity while living with the label and realities of various 'learning disabilities'. The students' discourses are read in relation to and against the dominant common-sense ideologies of special education. The study takes into account the students readings in light of their positionalities as racialized, classed, gendered, in addition to living with the label of learning disability. Contrary to the claim that meritocracy and equal opportunity are merely superimposed myths internalized by the students, the students' understandings demonstrate that both ideologies involve their active agency to claim 'abilities' and 'normalcy' as counter-hegemonic moments in relation to the larger special education and educational discourses that represent their learning disabilities as 'deficient'. The implications of this study shed light on how the discourses of students with learning disabilities may be used to read in transformative ways the schooling practices, policies and pedagogies. 'Normal' is not so stable and taken for granted after all. 'Ability' is as much a claim to agency and capacity for learning disabled students as it is for the non-disabled.

Buchanan, T., St. Charles, M., Rigler, M., & Hart, C. (2010). Why are older faculty members more accepting of students with Attention-deficit Hyperactivity Disorder? A life-course interpretation. *International Journal of Disability, Development and Education, 57*(4), 351-369.

The presence of university students in the United States with disabilities is not a new phenomenon. However, little is known about the attitudes of university faculty concerning less visible disabilities such as attention-deficit hyperactivity disorder (ADHD). Using a sample of faculty at a university in the United States (n = 136), the impact of age on faculty's acceptance of ADHD was examined. Results indicated a higher percentage of older faculty members, compared with middle-aged and younger faculty, selected ADHD as a condition worthy of special instructional accommodations. Irrespective of age of the respondents, ADHD had the lowest acceptance as a condition deserving special accommodations. Finally, fewer middle-aged and older faculty attributed difficulties experienced by a student with ADHD symptoms to "bad" character, a lack of discipline or a lack of motivation. These findings suggest more emphasis should be placed on disability-related education and training for faculty members during early stages of their careers.

Cameron, H., & Nunkoosing, K. (2012). Lecturer perspectives on dyslexia and dyslexic students within one faculty at one university in England. *Teaching in Higher Education, 17*(3), 341-352.

The aim of this study was to explore lecturers' experiences with and perspectives on dyslexia and dyslexic students to inform the wider debate about the issues of dyslexia support in higher education. Data were collected and analysed using an abbreviated constructivist grounded theory method. Participants were categorised as 'positive', 'neutral' or 'negative' in attitude towards dyslexia and dyslexic students; and 'active', 'passive' or 'resistant' in approach to support for dyslexic students. Attitude was found to inform approach to support, and vice versa. Personal and meaningful

experience with people who have the dyslexia label was identified as the catalyst for genuine interest in the challenges dyslexic students face at university, and as the stimulus for an active approach to support.

Capps, S. C., Henslee, A. M., & Gere, D. R. (2002). Learning disabilities within postsecondary education. *Journal of Social Work in Disability & Rehabilitation, 1*(3), 15-24.

Learning disabilities (LD) are a significant issue in the U.S. educational system and the fastest growing disability group in need of services at the postsecondary educational level. This growth has led to an increase in colleges and universities offering support services to the adult LD population. However, many students are still having difficulty remaining in college and completing degree programs. This difficulty may arise, in part, from confusion and misunderstanding among postsecondary professionals, including disability support coordinators and professors. The purpose of this article is to address some of the issues postsecondary educational staff and faculty members come across when dealing with the adult learning disabled population.

Chew, B. L., Jensen, S.A., & Rosen, L. A. (2009). College students' attitudes toward their ADHD peers. *Journal of Attention Disorders, 13*(3), 271-276.

Objective: The attitudes of college students with and without ADHD toward peers with ADHD were examined. Method: A total of 196 college students (30 diagnosed with ADHD) anonymously completed four attitude measures. General analyses of attitudes toward peers with ADHD as well as comparisons between those with and without ADHD are made.

Results: For all participants, but especially for those with ADHD, more frequent contact with peers with ADHD was associated with more positive attitudes toward individuals with ADHD. Only half of individuals with ADHD report receiving adequate accommodations, and only half of those report actually using the available accommodations. Overall, more negative than positive adjectives were endorsed as describing individuals with ADHD, and this was especially true for individuals with ADHD in comparison to those without ADHD.

Conclusion: Contact with other individuals with ADHD may be especially important for college students with ADHD.

Christensen, L. M. (2007). Law students who learn differently: A narrative case study of three law students with Attention Deficit Disorder (ADD). *Journal of Law & Health, 21*, 1-28. Retrieved from: http://www.law.csuohio.edu/currentstudents/student org/jlh/documents/21-1-gChristensen_FINAL.pdf.

More law students than ever before begin law school having been diagnosed with a learning disability. As legal educators, do we have an obligation to expand our teaching methodologies beyond the typical law student? What teaching methodologies work most effectively for law students with learning disabilities? The purpose of this study was to examine the perceptions of law students with Attention Deficit Disorder (ADD) about their law school experiences. The case study yielded four themes relating to the social, learning and achievement domains of the students. First, law students with ADD experienced feelings of isolation in law school. Second, the more successful law students with ADD understood their personal learning styles whereas the less successful student students did not. Third, the Socratic Method, as the predominant teaching methodology, inhibited students' learning in the classroom. Fourth, the students expressed feelings of uncertainly about their future careers as practicing lawyers with ADD. It is time for legal educators to welcome nontraditional learners into their classrooms. By seeking to create an environment of inclusion versus exclusion, by

expanding our teaching methodologies and by recognizing the multitude of talents and skills our students possess, we can humanize the law school experience for everyone.

Collinson, C., Dunne, L., & Woolhouse, C. (in press). Re-visioning disability and dyslexia down the camera lens: Interpretations of representations on UK university websites and in a UK government guidance paper. *Studies in Higher Education.*

The focus of this article is to consider visual portrayals and representations of disability. The images selected for analysis came from online university prospectuses as well as a governmental guidance framework on the tuition of dyslexic students. Greater understanding, human rights and cultural change have been characteristic of much UK governmental policy regarding disability, and legislation has potentially strengthened the quest for equality of opportunity. However, publicly available institutional promotional visual material appears to contradict policy messages. To interrogate this contradiction, this article presents a tripartite critique whereby three researchers provide a self-inventory of their backgrounds and theoretical and ontological positioning, before presenting their differing interpretations of visual representations of disability. Following an agreed methodological and analytical framework, they addressed the question: what do visual representations of dyslexia and disability look like and what messages do they convey?

Collinson, C. & Penketh, C. (2010). 'Sit in the corner and don't eat the crayons': Postgraduates with dyslexia and the dominant 'lexic' discourse. *Disability & Society, 25*(1), 7-19.

The lack of cultural diversity in higher education is recognised by policy objectives and a current focus on the development of widening participation for a range of students, including those with disabilities. Amongst this group are those with dyslexia who might previously have been disenfranchised from formal education and under-represented within it. This paper explores the personal narratives and learner histories of six postgraduates and academics with dyslexia from their earliest memories of learning to their present experiences. It examines how literacy, as a dominant form of discourse, has defined concepts of academic ability resulting in the early exclusion of these learners from formal education. It is argued that this dominant discourse can be challenged by non-authorised, informal learning resulting in stories of resistance.

Connor, D. J. (in press). Actively navigating the transition into college: Narratives of students with learning disabilities. *International Journal of Qualitative Studies in Education.*

Students with learning disabilities (LD) are particularly vulnerable in making the school-to-college transition where they negotiate a complex constellation of challenges that include academic demands, social expectations, and emotional/personal growth. Although a substantial body of knowledge exists about college students with LD, it is largely predicated upon both extrinsic supports available to ensure a successful transition into college and ways to maintain that success. In contrast, intrinsic knowledge as the basis of agency exerted by individuals with LD to strategize for their own success has received comparatively little attention. This study uses narrative methodology guided by a theoretical framework of disability studies, to render three nuanced portraits of college students with LD. Participants demonstrate ways in which they manage to navigate the academic, social, and emotional/personal realms when transitioning into college. In doing so, they reveal instances of self-knowledge that are often hidden or overlooked, revealing numerous instances of agency.

Connor, D. J. (2009). Creating cartoons as representation: Visual narratives of college students with learning disabilities. *Educational Media International, 46*(3), 185-205.

Students with learning disabilities (LD) are the largest sub-group of all students with disabilities attending college in the United States. However, due to the multiple difficulties involved in transitioning from school to college, many do not succeed during their first year. This article chronicles ways in which three students with LD negotiate academic, social, and personal demands of college. The author-artist utilizes cartoons drawn to represent meaningful episodes within student experiences. By combining cartoons with personal narratives, participant testimonies reveal powerful ways in which students with LD strategize and self-advocate in order to survive their transition onto college. After highlighting the strengths and limitations of this approach, a case is made for the potential value of using cartoons for education research.

Cook, B. G., Gerber, M. M., & Murphy, J. (2000). Backlash against the inclusion of students with learning disabilities in higher education: Implications for transition from post-secondary environments to work. *Work, 14*(1), 31-40.

Individuals with learning disabilities (LD), the largest group of people with disabilities in the United States, are attending college in greater numbers than ever before. Post-secondary training is critical for individuals with LD to make successful transitions into a changing and ever more demanding world of work. Research indicating that college faculty are willing to provide requested accommodations to students with LD suggests that they are increasingly likely to experience successful post-secondary outcomes, and therefore improve their vocational prospects. However, college students with LD and the accommodations they receive have recently garnered some highly critical press. These portrayals may portend problems in higher education for students with LD, who must self-identify and make specific accommodation requests to faculty in order to receive the instruction and testing environments that they require to succeed. Efforts to ensure that the LD label is not ubiquitously applied and that college faculty attempt to separate the idea of merit from achievement and implement instructional practices to better meet the educational needs of students with and without LD are recommended.

Cox, D. H., & Klas, L. D. (1996). Students with learning disabilities in Canadian colleges and universities: A primer for service provision. *Journal of Learning Disabilities, 29*(1), 93-97.

The authors, both of whom are involved in providing support services to university students with learning disabilities, describe some of the current issues and challenges faced by students, staff, and faculty. Programs and initiatives in some Canadian institutions that have proven to be successful are described, such as a sequential five-step procedure model that directed the delivery of services at the university. Resource and reference lists are also provided.

Davidovitch, N., Schacham, S., & Margalit, D. D. (2012). Coping with learning disabilities in academic institutions: Experience from Israel. *International Journal on Disability and Human Development, 11*(1), 45-49.

Background: The evolving awareness of learning disabilities (LDs) has been accompanied by a change in legislation, resulting in greater access to higher education by individuals with LDs, a group previously excluded from such educational options. The present study explored the accommodations granted in 2010 to students identified as having LDs at the Ariel University Center, based on a proposed typology of LD accommodations. We explored possible connections between claims for LD

accommodations and demographic data such as accommodation type, country of birth, gender, faculty, and academic status.

Methods: The study population included 9021 students at the Ariel University Center of Samaria in 2010. The sample population comprises two groups: students diagnosed with LDs (n=941, 10.4%) and undiagnosed students (n=8080, 89.6%).

Results: Findings indicated a statistically significant correlation between faculty and LD accommodations. Of all accommodations, a time extension on exams was the most common.

Conclusions: We conclude that differences in the prevalence of LD accommodations may be traced to differences in students' needs for such support. Based on the current ease with which accommodations are awarded, the potential implications of such accommodations for the entire student body, and the potential discrimination against non-diagnosed students, institutions should tighten institutional criteria for awarding accommodations to students diagnosed with LDs and should make the award of passive accommodations conditional upon student participation in active accommodations. Finally, a follow-up study is proposed to explore the associations between the type of accommodations granted to students and students' academic achievements.

Davis, J. M., Takahashi, T., Shinoda, H., & Gregg, N. (2012). Cross-cultural comparison of ADHD symptoms among Japanese and US university students*. International Journal of Psychology, 47*(3), 203-210.

Problems related to attention, hyperactivity, and impulsiveness are known to impact social, academic, and vocational success. When the problems begin in childhood and lead to impaired functioning, the syndrome is identified as attention-deficit/hyperactivity disorder (ADHD). Symptoms of the syndrome persist into adolescence and adulthood for many individuals, but less is known about characteristics of adults compared to children, especially adults attending university. Furthermore, there is little cross-national and cross-cultural research. This study compared DSM-IV-TR ADHD symptoms of US university students (N = 271) to Japanese peers (N = 712). Comparison of group means on a DSM-IV-TR-based checklist indicated that Japanese students reported more problems with inattention (and overall ADHD symptoms) but not hyperactive–impulsive symptoms. Although differences were statistically significant, effect sizes were small, indicating that for practical purposes, the students reported similar levels of symptoms. Japanese students reported higher rates of meeting or exceeding symptom counts that comprise diagnostic criteria for ADHD, but differences were quite small. Using DSM-IV-TR thresholds, 5.70% of US students and 6.27% of Japanese students reported enough symptoms to meet the cut-off for inattentive, hyperactive/impulsive, or combined type during childhood. With regard to recent problems, 2.66% of US students and 4.52% of Japanese students reported enough symptoms to meet the cut-off for one of the three subtypes. Comparisons using other methods of calculating rates are also provided. This research adds to the limited knowledge of ADHD symptoms in university students across countries and it supports the view that ADHD is not merely a cultural construct. This study is among the first to identify potential attention problems in Japanese university students.

Denhart, H. (2008). Deconstructing barriers: Perceptions of students labeled with learning disabilities in higher education. *Journal of Learning Disabilities, 41*(6), 483-497.

This phenomenological study investigated barriers to higher education faced by 11 college students labeled with learning disabilities (LD) using their voice as the primary data. Data were analyzed and interpreted through a disability theory perspective revealing barriers stemmed largely from external social causes rather than individual pathology. Barriers included being misunderstood by faculty, being reluctant to request accommodations for fear of invoking stigma, and having to work considerably longer hours than nonlabeled peers. Findings indicated barriers could be overcome

through raising faculty awareness about LD issues, engaging the assistance of the college LD specialist, and participation in a LD democratic empowerment community on campus.

Dipeolu, A. O. (2011, October). College students with ADHD: Prescriptive concepts for best practices in career development. *Journal of Career Development, 38*(5), 408-427.

Attention deficit hyperactivity disorder (ADHD) is the second most endorsed disability among college populations today, totaling approximately 11%. ADHD causes significant problems in education and social and occupational functioning of college students as well as in their postcollege work environment. Although the literature is replete with information guiding service providers working with students in other areas, very few studies exist to help career counselors who work with college students with ADHD. This article attempts to fill the gap by highlighting (a) college and postcollege work implications of ADHD characteristics and (b) effective interventions that counselors can implement to buttress the career planning process and postcollege occupational success for students with ADHD.

Dipeolu, A., Reardon, R., Sampson, J., & Burkhead, J. (2002). The relationship between dysfunctional career thoughts and adjustment to disability in college students with learning disabilities. *Journal of Career Assessment, 10*(4), 413-427.

This study examined the relationship between dysfunctional career thoughts and adjustment to disability among college students with learning disabilities. Data were obtained from 153 college students with learning disabilities at a large southern university and 595 general college students from the normative sample of the Career Thoughts Inventory (CTI). Results indicated that college students with learning disabilities had fewer dysfunctional career thoughts in general, less career decision-making confusion, and less commitment anxiety than the normative sample. However, students with learning disabilities had more dysfunctional career thoughts related to external conflict than the normative sample. A relationship was found among the CTI scores and the scores on the adapted Adjustment scale of the Reaction to Impairment and Disability Inventory. Findings indicated that as the prevalence of dysfunctional career thoughts decreased, the positive adjustment to learning disability increased.

Elliot, H. W., Arnold, E. M., Brenes, G. A., Silvia, L., & Rosenquist, P. B. (2007, July/August). Attention Deficit Hyperactivity Disorder accommodations for psychiatry residents. *Academic Psychiatry, 31*(4), 290–296. Retrieved from: http://ap.psychiatryonline.org/cgi/reprint/31/4/290.pdf.

Objective: With the increase in diagnosis and treatment of attention deficit hyperactivity disorder (ADHD) in adults, it is expected that more resident physicians will require accommodations so that their academic performance and clinical competency can be measured adequately. The authors provide an overview of the requirements and issues regarding the provision of ADHD accommodations for psychiatry resident physicians as well as recommendations regarding policy development in this area.

Method: The authors review the symptoms of ADHD, proper documentation of ADHD, and the rationale and legal basis for providing accommodations to resident physicians with ADHD.

Results: Executive functioning, attention, and affect regulation are three domains that could negatively affect the functioning of a resident physician with ADHD. Possible accommodations specific to each general competency are described.

Conclusions: In order to comply with existing guidelines, training programs should be proactive and have a procedure in place that 1) requires adequate documentation; 2) ensures confidentiality; 3) grants accommodations which measure core knowledge and not the limits of the disability; and 4) does not alter the core curriculum of the program.

Ferri, B. A., Gregg, N., & Heggoy, S. J. (1997, September/October). Profiles of college students demonstrating learning disabilities with and without giftedness. *Journal of Learning Disabilities, 30*(5), 552-559.

The purpose of this study was to analyze the assessment profiles of two groups of adults with learning disabilities. The first group comprised 48 adults (34 men and 14 women) demonstrating giftedness and a learning disability profile (G/LD). The second group of 46 adults (31 men and 15 women) demonstrated a learning disabled profile without giftedness (NG/LD). Both groups of participants were either attending or planning to attend college and sought testing at a university-affiliated learning disabilities center. Participants' mean age was 20 years, and all were White and from middle to upper-middle class backgrounds. Findings indicate that, as a group, the adults demonstrating a G/LD profile tended to be identified later and have more discrepancy among cognitive assessment profile scores than the NG/LD group. Cognitive subtest scores showed significant differences between the groups, but also several areas of weakness evident in both groups regardless of the presence of giftedness. These findings emphasize the importance of identifying the presence of learning disabilities among gifted populations.

Field, S., Sarver, M. D., & Shaw, S. F. (2003). Self-determination: A key to success in postsecondary education for students with learning disabilities. *Remedial and Special Education, 24*(6), 339-349.

Self-determination should be a central organizing concept in postsecondary programs for all students with disabilities, including those with learning disabilities. The importance of self-determination is supported by numerous studies, including one by Sarver (2000), who found a significant relationship between the grade point averages of students with learning disabilities and their levels of self-determination. Interviews with students about postsecondary environments demonstrate that specific environmental factors and personality markers are important to postsecondary success. Characteristics of environments that support self-determination are discussed within the context of postsecondary education settings. These characteristics include self-determined role models, self-determination skill instruction, opportunities for choice, positive communication patterns and relationships, and availability of supports. Universal Design for Instruction, a new paradigm for college students with learning disabilities, fosters self-determination by offering students productive opportunities for learning.

Foley, N. E. (2006, September). Preparing for college: Improving the odds for students with learning disabilities. *College Student Journal, 40*(3), 641-655.

Increasing numbers of students with learning disabilities are enrolling in colleges. Although, they may have met academic prerequisites, they still may find that they are unprepared. In addition to the many adjustments that all students must make, students with disabilities are faced with a major shift in the advocacy role. As K-12 students in special education, teachers, parents, counselors may have monitored their academic progress. Upon graduation from high school, however, the student must assume responsibility for getting their academic needs met. They must demonstrate an array of nonintellectual skills and attributes in the process of self-identifying as having a disability, describing the nature of their disability and its impact on their learning, and suggesting effective accommodations.

Frazier, T. W., Youngstrom, E. A., Glutting, J. J., & Watkins, M. W. (2007). ADHD and achievement: Meta-analysis of the child, adolescent, and adult literatures and a concomitant study with college students. *Journal of Learning Disabilities, 40*(1), 49-65.

This article presents results from two interrelated studies. The first study conducted a meta-analysis of the published literature since 1990 to determine the magnitude of achievement problems associated with attention-deficit/hyperactivity disorder (ADHD). Effect sizes were significantly different between participants with and without ADHD (sample weighted r = .32, sample weighted d = . 71; p = .001). Effects were also examined according to the moderators of age, gender, achievement domain (reading, math, spelling), measurement method (standardized tests vs. grades, parent/teacher ratings, etc.), sample type (clinical vs. nonclinical), and system used to identify ADHD (DSM-III-R vs. DSM-IV). Significant differences emerged from the moderator comparisons. The second study, using averaged effect sizes from the first study as a baseline for comparison, investigated achievement levels for an understudied age group with ADHD, namely, college students. Unlike previous studies at the college level, the sample incorporated both student and parent ratings (N = 380 dyads). The results were comparable to outcomes from the meta-analysis for college students and adults. Analyses demonstrated modest (R = .21) but meaningful predictive validity across 1 year to end-of-first-year grades. However, unlike earlier studies with children and adolescents, student ratings were as predictive as parent ratings. Findings are discussed in terms of the impact of moderator variables on ADHD and achievement.

French, J., & Herrington, M. (2008). Theorising dyslexic student discussion/action groups in UK higher education: Research in practice. *Educational Action Research, 16*(4), 517-530.

This research in practice analyses the experience of operating discussion/action groups with dyslexic students in higher education in three British universities which reflects a shift from the practice of developing 'support groups' to a more developmental, proactive stance. It does so in the current UK legislative context which required higher education institutions to involve disabled students in creating practices which promote equality. The students in these particular groups learned more about their own dyslexia and about dyslexia in general. They also learned about processes of institutional change and devised actual changes in systems and practices. They provided new descriptions about dyslexia in higher education which could be used within staff development processes. The significance of these developments can be recognized with the help of current theories about learning as a situated social activity, about academic literacies as social practice and about social models of disability.

Getzel, E. E., McManus, S., & Briel, L. W. (2004). An effective model for college students with learning disabilities and Attention Deficit Hyperactivity disorders. *Research to Practice Brief, 3*(1). Minneapolis: The National Center on Secondary Education and Transition (NCSET). Retrieved from: http://www.ncset.org/publications/ researchtopractice/NCSETResearchBrief_3.1.pdf.

College students with learning disabilities and attention deficit hyperactivity disorders who participate in the Virginia Commonwealth University Supported Education Model tend to stay in school and progress in their educational programs, according to a study conducted by the Virginia Commonwealth University Rehabilitation Research and Training Center on Workplace Supports. This brief describes the VCU Supported Education Model and results of the study.

Granger, D. (2010). A tribute to my dyslexic body, as I travel in the form of a ghost. In D. J. Connor & B. A. Ferri (Eds.), Learning Disabilities [Special Issue]. *Disability Studies Quarterly, 30*(2). Retrieved from http://dsq-sds.org/article/view/1236.

> In schooling structures concerned with a mind/body divide, various intelligences and voices are pathologized. There is a plethora of knowledge that tells a powerful fiction about how we are unable to learn. Unfortunately, this fairy-tale is not experienced as fiction but as truth. Sometimes I slip between the two, where ghostly forms thrive, where we can begin work to recognize the potential in dyslexic ways of knowing (Gordon 1997, p. 38). It is only after we begin to recognize these hauntings that we can begin to imagine how the category of learning disability is a political one. Ultimately, I hope to make visible the narrowness in the ideal academic body, and open up new potentials for sensual (sense-making) embodied academic labor.

Hadley, W. M. (2006, Winter). L.D. students' access to higher education: Self-advocacy and support. *Journal of Developmental Education, 30*(2), 10-15.

> Increasing numbers of students with learning disabilities are entering post-secondary education. While in high school, students with a learning disability are assured services under the Individuals with Disabilities Education Act (IDEA). This legislation, however, does not apply to colleges and universities. This qualitative study applied psychosocial theorist Arthur Chickering's (1969) vectors of student development theory to examine how traditional-age, 1st-year college students with learning disabilities adjusted to academic expectations as they moved from a sheltered secondary environment to a less monitored collegiate environment. The importance of students with learning disabilities self-advocating with their professors and the importance of their professors' support of their academic needs were major findings of this study.

Harris, R., & Robertson, J. (2001). Successful strategies for college-bound students with learning disabilities. *Preventing School Failure, 45*(3), 125-131.

> Harris and Robertson address teachers and parents who prepare students who are learning disabled, or have attention deficit disorder or attention deficit hyperactive disorder, for postsecondary training or education. By having a better understanding of typical practice in postsecondary settings, parents and K-12 personnel can use this information as a "template" to prepare students for academic work beyond high school.

Harrison, A. G. (Ed.). (2012, March). Assessment and Accommodation of Students with Learning Disabilities at the Postsecondary Level in Canada: A Special Issue for Psychologists in Education [Special Issue]. *Canadian Journal of School Psychology*, *27*(1).

> "This special issue of the *Canadian Journal of School Psychology* is devoted to examining current diagnostic practices in Canada and also the practices related to accommodating students with learning disabilities (LD) at the postsecondary level. Furthermore, we gathered expert opinions regarding the duty to accommodate students with LD and when such accommodations may not be required. Our aim was to gather current information and research regarding practices in Canada in order to assist psychological practitioners who conduct LD assessments and to provide empirically based information to inform best practice in this area of clinical activity" (pp. 3-4). Articles in this special issue include:

- Easier Said Than Done: Operationalizing the Diagnosis of Learning Disability for Use at the Postsecondary Level in Canada
- A Model to Guide the Conceptualization, Assessment, and Diagnosis of Nonverbal Learning Disorder
- Why We Need Reliable, Valid, and Appropriate Learning Disability Assessments: The Perspective of a Postsecondary Disability Service Provider
- Beyond Psychometric Evaluation of the Student—Task Determinants of Accommodation: Why Students With Learning Disabilities May Not Need to Be Accommodated
- Assistive Technology Use by Students With LD in Postsecondary Education: A Case of Application Before Investigation?
- The Importance of Symptom Validity Testing in Adolescents and Young Adults Undergoing Assessments for Learning or Attention Difficulties

Hartman-Hall, H. M., & Haaga, D. A. F. (2002). College students' willingness to seek help for their learning disabilities. *Learning Disability Quarterly, 25*(4), 263-274.

Eighty-six university students with learning disabilities (LDs) completed measures of self-esteem and of perceptions of their LDs. In addition, they rated their willingness to seek help from academic services in response to two experimental manipulations: (a) they read vignettes about a student requesting help from professors or peers and receiving positive or negative reactions; and (b) they listened to audiotaped radio advertisements for academic services on a college campus, emphasizing either learning or performance goals. Participants reported the most willingness to seek help after reading about a positive reaction from a professor and the least willingness to seek help after reading about a negative reaction from a professor. In a nonsignificant trend, participants were more willing to seek help after hearing the ad emphasizing performance goals, such as improved grades. Students who viewed their LDs as more stigmatizing, nonmodifiable, and global were less likely to report a willingness to seek help in response to negative situations and had lower overall self-esteem. These results suggest that learning services departments could bolster use of academic support by (a) intervening with faculty to try to prevent negative reactions to requests for accommodations and (b) attempting to destigmatize LDs among students themselves.

Hatzes, N. M., Reiff, H. B., & Bramel, M. H. (2002). The documentation dilemma: Access and accommodations for postsecondary students with learning disabilities. *Assessment for Effective Intervention, 27*(3), 37-52.

Seventy-three disability service providers representing colleges and universities across the United States completed an informal, online survey focusing on institutional guidelines for documentation of learning disabilities. Most institutions reported having documentation guidelines that were adapted from those published by the Association on Higher Education and Disability (AHEAD). However, respondents indicated that documentation is most often rejected because it is not current and does not meet other institutional guidelines. When making accommodation decisions, respondents reported using a combination of sources including recommendations in the documentation, professional judgment, and discussion with students. Such information should help secondary school personnel, disability service providers, and consumers understand the critical role that documentation plays in the process used by colleges and universities to make eligibility and accommodation decisions.

Heiman, T., & Kariv, D. (2004, Winter). Manifestations of learning disabilities in university students: Implications for coping and adjustment. *Education, 125*(2), 313-324.

The purpose of this article is to provide a better understanding of students' perception of their difficulties and adjustments during university studies as compared with their past perceptions, to

examine their coping and expectations, and draw some implications from the research to help students with LD in institutions of higher education. Studies of adult students mainly describe their difficulties in three domains: academic, behavioral and emotional. Following in-depth interviews with 30 students, We attempted to elicit the experience of disability from their perspective. Students described their difficulties, the ways they cope, how they view their future and their adjustments while studying in the university. Results indicated significantly fewer dependence on private lessons, improved their learning strategies, more use of special accommodations and more positive emotional functioning and reduced negative self-perception in adult students. The contribution of this study is in showing the different perception of past and present difficulties and modes of coping, suggesting that although the academic obstacles do not change over time, the students learn to adjust to academic demands by adopting effective coping strategies, developing emotional resiliency, and through self-encouragement regarding an optimist future.

Hersey, A., Hughes, M., & Timmerman, L. (2012, April 13). *Optimizing the collegiate experience of learning disabled students* [Paper 195]. Paper presented at 11th Annual Celebration for Undergraduate Research and Creative Performance, Hope College, Holland, MI. Retrieved from: http://digitalcommons.hope.edu/curcp_11/195.

In the U.S., only 3.6% of Learning Disabled (LD) college students graduate, while 62.1% of nondisabled students graduate. The Universal Design for Learning (UDL) can help increase the number of LD students graduating from a college or university. Universal Design for Learning is a call to institutions to support students in a variety of ways as they to strive to achieve their unique goals. When it comes to LD students, this means helping students set their goals and develop strategies for meeting them; insuring that professors acknowledge LD students and provide clarification or additional resources when necessary; increasing campus-wide awareness about learning disabilities; and providing appropriate accommodations (extended test-times, note-taking services, tutoring and other forms of academic support, etc.).

Holmes, A., & Silvestri, R. (2012, March). Assistive technology use by students with LD in postsecondary education: A case of application before investigation? *Canadian Journal of School Psychology, 27*(1), 81-97.

An increasing number of students with Learning Disabilities (LD) are enrolling in postsecondary education (PSE). Assistive technology (AT) is often provided to these students to circumvent academic deficits. This article will focus on research at the PSE level and students with LD to (a) identify AT service delivery practices, (b) describe the most frequently used ATs, (c) review research on the efficacy of AT to circumvent academic deficits, and (d) provide suggestions for future research on AT efficacy and for formulation of recommendations within psychoeducational reports. The use of AT by PSE students with LD appears to have moved ahead of research, proving or even testing the effectiveness of ATs in supporting the learning needs of this population.

Houck, C. K., Asselin, S. B., Troutman, G. C., & Arrington, J. M. (1992). Students with learning disabilities in the university environment: A study of faculty and student perceptions. *Journal of Learning Disabilities, 25*(10), 678-684.

This study examines faculty and student perceptions regarding university students with learning disabilities, sensitivity to such students' special needs, accommodations, and the perceived impact of a learning disability. Results reveal a general sensitivity to the special needs of students with learning disabilities; however, group differences suggest several areas warranting further attention.

Humphrey, M. J. B. (2010). *The relationship of self-determination skills, use of accommodations, and use of services to academic success in undergraduate juniors and seniors with learning disabilities.* Unpublished doctoral dissertation, Department of Counseling and Personnel Services, University of Maryland. Retrieved from: http://hdl.handle.net/1903/11297.

Students with disabilities are entering colleges and universities across the nation in ever-increasing numbers, with the greatest percentage being students with learning disabilities (LD). Yet, students with disabilities often do not graduate from college at the same rate as students without disabilities. Self-determination is an important skill for students to possess as they navigate a more complex academic environment in which they are required to make decisions independently. Having effective services for students with LD is crucial to their academic success. Students with LD were recruited through College and University contacts maintained by the student disability offices. Seventy students from eight institutions (all 4-year institutions, which included four independent colleges and four state universities), responded to an online survey, completing measures about their grade point average (GPA), use of accommodations, use of related services, and their skills as measured by the Self-Determination Student Scale. Results indicated that there was a significant, positive relationship between self-determination and GPA, such that self-determination reliably predicted GPA in this sample. However, no relationship was found between use of accommodations and GPA or between use of services and GPA, as many students reported selectively utilizing accommodations and services, which was interpreted to indicate developing self-determination. Recommendations for how campus disability offices might assist students in the development of self-determination skills are discussed and implications for future research academic success are presented.

Ihori, D. K. (2012, May). *Postsecondary faculty attitudes, beliefs, practices, and knowledge regarding students with ADHD: A comparative analysis of two-year and four-year institutions.* Unpublished Doctoral Dissertation, USC Rossier School of Education, University of Southern California, Los Angeles, CA. Retrieved from http://gradworks.umi.com/3513782.pdf.

Understanding the attitudes, beliefs, and practices of postsecondary faculty regarding students with Attention Deficit Hyperactivity Disorder (ADHD) and the laws that protect such students is critical for both student success and compliance with federal laws. The purpose of the present quantitative study was to identify differences between two-year community college and four-year university faculty in regard to their attitudes and beliefs about students with ADHD, their willingness to accommodate such students, and their knowledge of the legal protections for students with disabilities. In order to gain this information, electronic surveys were distributed to faculty members at two two-year community colleges, two four-year public universities, and two four-year private universities. The data was analyzed to determine whether significant differences in faculty responses exist between two-year colleges and four-year universities. Further analysis was conducted in order to determine whether differences exist between faculty responses at private four-year universities and public four-year universities. The results of the analyses indicate that no significant differences exist between types of universities in regard to faculty attitudes and beliefs about students with ADHD, their willingness to accommodate such students, and their knowledge of the legal protections for students with disabilities. However, additional analyses of the survey results beyond the scope of the research questions indicate that further professional development may be needed across postsecondary institutions regarding Section 504 of the Rehabilitation Act of 1973, appropriate accommodations for students with ADHD, and referral processes for students with ADHD to obtain educational accommodations.

Ingram, A., Pianu, E., & Welsh, R. (2007). Supporting dyslexic Scottish university hospitality students: Positive actions for the future? *International Journal of Contemporary Hospitality Management, 19*(7), 606-611.

Purpose – The purpose of the paper is to explore the issues of dyslexia and the management of learning support within two Scottish suppliers of premier HE hospitality education: Napier and QMU universities of Edinburgh.

Design/methodology/approach – This exploratory, qualitative fieldwork outlines course managers', teachers' and disabilities support staff perceptions of dyslexia support. Students' views are noted, not interviewed. The paper describes the views of 12 of a sample of (eight female and four male) staff interviewees. Napier University and Queen Margaret University are post-1990 "new" universities; Napier has a larger student/staff population than QMU.

Findings – The emergent findings in this paper highlight the fact that managers, teachers and support staff operate an under-resourced and largely ad hoc system of dyslexic support, although Napier, with greater central funding, shows signs of more strategic insight with the appointment of a full-time dyslexia coordinator with strategic potential. The findings pinpoint the strengths (personal attention) of decentralised support with ambiguity problems and the need for a generic centrally coordinated support system capable of codifying tacit experience into customised support packages for hospitality students.

Research limitations/implications – The paper is a small exploratory study of the views and perceptions of dyslexia of course managers', hospitality teachers' and support staff from two of Edinburgh's new universities. Both have decades of internationally respected work in hospitality education and elsewhere in higher education.

Practical implications – The fieldwork draws attention to this situation and suggests ways to make concepts of dyslexia and disability more relevant to academic hospitality managers teaching in higher education and to those practising in the field.

Originality/value – The paper examines the proposition that, while dyslexia is a condition open to support and improvement, it is for many practitioners a vague concept. What emerges from the interviews is that disability and what to do about it seems to be an attitude of mind, a question of perceptions, frames of references, intangible properties: that the essence of enhanced dyslexic support is how to do things better. Napier and QMU give valuable ad hoc examples here on which to design future practice. What is needed is a systematic approach to design, implementation and sustainability, and an understanding of the tacitly held knowledge that underpins experience-generated systems of knowledge. Bringing out such tacit and explicit notions of the complexity of perceptions of knowledge lies in future studies.

Janiga, S. J., & Costenbader, V. (2002, September/October). The transition from high school to postsecondary education for students with learning disabilities: A survey of college service coordinators. *Journal of Learning Disabilities, 35*(5), 463-470.

Federal legislation requires that students with disabilities receive services to assist them in the transition from high school to postsecondary life. Transition services must address students' understanding of their disability, learning strengths and weaknesses, career decision—making skills, and preparation for the increased demands of postsecondary education. This study surveyed coordinators of special services for students with disabilities at 74 colleges and universities in New York State. Respondents provided their perceptions of how well the students they served had been prepared by the transition services they had received in high school. Overall, little satisfaction with transition services was expressed. Respondents were most satisfied with high schools' provision of

updated evaluations for students prior to enrollment in college, and they rated students' preparation for self-advocacy as the greatest weakness of current transition services.

Janusis, G. M., & Weyandt, L. L. (2010, November). An exploratory study of substance use and misuse among college students with and without ADHD and other disabilities. *Journal of Attention Disorders*, *14*(3), 205-215.

Objective: The present study investigated potential differences between college students with and without disabilities (including ADHD, Asperger's syndrome, executive functioning disorder, and learning, mental health, vision, hearing, and physical/chronic disabilities) regarding self-reported substance use and misuse, perceived stress, and sensation seeking.

Method: Students responded to a Stimulant Survey Questionnaire (SSQ), Perceived Stress Scale (PSS), Sensation-Seeking Scale (SSS), and items from the National College Health Assessment (NCHA). *Results:* The hypotheses were part supported as MANOVA results revealed that students with disabilities provided significantly lower ratings on the SSS and also reported lower alcohol and marijuana use. Students with ADHD were more likely to use or misuse prescription stimulant medication but were less likely to use alcohol than did students without ADHD.

Conclusion: Students with disabilities compared to those without disabilities differed on levels of sensation seeking and alcohol and marijuana use.

Johnson, G., Zascavage, V., & Gerber, S. (2003). Junior college experience and students with learning disabilities: Implications for success at the four year university. *College Student Journal, 42*(4), 1162-1168.

There are an increasing number of students with learning disabilities attending college. Several factors and programs have been suggested as helpful to the success of students with learning disabilities in the college setting. One of the factors which has been suggested to be helpful is attendance at a two year or junior college. Little research has been done however to support the claims that attendance at a two-year college increases the success of students with learning disabilities. This study looked at the success of 84 students at a four-year college, 50 who had previously attended junior college and 34 who had not. Although there was no significant difference in GPAs earned, students who had previously attended a two-year college were more likely to graduate than students who had not attended a two-year college.

Kane, S. T., Walker, J., & Schmidt, G. (2011, November/December). Assessing college-level learning difficulties and "at riskness" for learning disabilities and ADHD: Development and validation of the learning difficulties assessment. *Journal of Learning Disabilities, 44*(6), 533-542.

This article describes the development and validation of the Learning Difficulties Assessment (LDA), a normed and web-based survey that assesses perceived difficulties with reading, writing, spelling, mathematics, listening, concentration, memory, organizational skills, sense of control, and anxiety in college students. The LDA is designed to (a) map individual learning strengths and weaknesses, (b) provide users with a comparative sense of their academic skills, (c) integrate research in user-interface design to assist those with reading and learning challenges, and (d) identify individuals who may be at risk for learning disabilities and attention-deficit/hyperactivity disorder (ADHD) and who should thus be further assessed. Data from a large-scale 5-year study describing the instrument's validity as a screening tool for learning disabilities and ADHD are presented. This article also describes unique characteristics of the LDA including its user-interface design, normative

characteristics, and use as a no-cost screening tool for identifying college students at risk for learning disorders and ADHD.

Kellner, L. A. & Freden, L. (2006). "If they could see me now!": College students reflect on their experiences as special education students in the K-12 system. *Review of Disability Studies: An International Journal, 2*(1), 58-76.

The current study examined the experiences of six students with learning disabilities in a four-year public, liberal arts college and discusses the meaning they attributed to their previous identification as special education students while in the K-12 system. Data was gathered through a semi-structured interview, questionnaire, and a sentence stem structure. A qualitative approach was used and results were analyzed using principles of content analysis. Themes emerging as noteworthy were: (a) the effect on relationships with peers, (b) lack of developmental knowledge by school support staff, (c) family support, and (d) the challenges of upholding expectations.

Kirby, J. R., Silvestri, R., Allingham, B. H., Parrila, R., & La Fave, C. B. (2008). Learning strategies and study approaches of postsecondary students with dyslexia. *Journal of Learning Disabilities, 41*(1), 85-96.

The present study describes the self-reported learning strategies and study approaches of college and university students with and without dyslexia and examines the relationship of those characteristics with reading ability. Students with (n = 36) and without (n = 66) dyslexia completed tests measuring reading rate, reading comprehension, reading history, learning strategies, and learning approaches. The results indicated that students without dyslexia obtained significantly higher scores than students with dyslexia in their reported use of selecting main ideas and test taking strategies. Students with dyslexia reported significantly greater use of study aids and time management strategies in comparison to students without dyslexia. Moreover, university students with dyslexia were significantly more likely to report a deep approach to learning in comparison to university students without dyslexia. Reading ability correlated positively with selecting main ideas and test taking strategies and negatively with use of study aids. The authors interpret the learning strategy results as consequences of and compensations for the difficulties that students with dyslexia have in word reading.

Klassen, R. M., Krawchuk, L. L., Lynch, S. L., & Rajani, S. (2008, August). Procrastination and motivation of undergraduates with learning disabilities: A mixed-methods inquiry. *Learning Disabilities Research Practice, 23*(3), 137-147.

The purpose of this mixed-methods article was to report two studies exploring the relationships between academic procrastination and motivation in 208 undergraduates with (n= 101) and without (n= 107) learning disabilities (LD). In Study 1, the results from self-report surveys found that individuals with LD reported significantly higher levels of procrastination, coupled with lower levels of metacognitive self-regulation and self-efficacy for self-regulation than those without LD. Procrastination was most strongly (inversely) related to self-efficacy for self-regulation for both groups, and the set of motivation variables reliably predicted group membership with regard to LD status. In Study 2, individual interviews with 12 students with LD resulted in five themes: LD-related problems, self-beliefs and procrastination, outcomes of procrastination, antecedents of procrastination, and support systems. The article concludes with an integration of quantitative and qualitative results, with attention paid to implications for service providers working with undergraduates with LD.

Konald, T. R., & Glutting, J. J. (2008, September/October). ADHD and method variance: A latent variable approach applied to a nationally representative sample of college freshmen. *Journal of Learning Disabilities, 41*(5), 405-416.

This study employed a correlated trait—correlated method application of confirmatory factor analysis to disentangle trait and method variance from measures of attention-deficit/hyperactivity disorder obtained at the college level. The two trait factors were *Diagnostic and Statistical Manual of Mental Disorders—Fourth Edition* (*DSM—IV*) Inattention and *DSM—IV* Hyperactivity-Impulsivity. The two source factors were self-reports and parent-reports. Data were collected for an epidemiological sample (*N* = 1,079) of college freshmen stratified for race/ethnicity, gender, and ability level according to national targets for the U.S. college population. Results revealed (a) parents' ratings were better measures of internalizing behavioral dimensions and that students' ratings were better measures of externalizing dimensions of behavior, (b) informants have a greater impact on behavior ratings than the behavioral construct that is presumed to be the primary cause of the behavior as measured by the CARE, (c) relationships among the method factors revealed a substantial amount of unique variance among informants, and (d) relationships among trait factors were largely within expectation.

Lee, D. H., Oakland, T., Jackson, G., & Glutting, J. (2008). Estimated prevalence of Attention-Deficit/ Hyperactivity Disorder symptoms among college freshmen: Gender, race, and rater effects. *Journal of Learning Disabilities, 41*(4), 371-384.

Group differences and prevalence rates for attention-deficit/hyperactivity disorder (ADHD) symptoms in a matched sample of college freshmen (*n* = 956) and their parents (*n* = 956) were investigated for gender and race (African American and Caucasian) effects using current self-report and retrospective parent-report ratings. On self-report, compared to female students, male students displayed higher mean scores on subscales and lower rates for reporting symptom totals beyond *DSM—IV* thresholds for the three subtypes of ADHD. Mean differences in ADHD symptoms were not apparent for race. However, African American students displayed higher rates for reporting symptom totals beyond *DSM—IV* thresholds for all subtypes. On retrospective parent report, male students and Caucasian students displayed higher mean scores on all scales and higher rates for reporting symptom totals beyond *DSM—IV* thresholds for all subtypes. Prevalence rates varied by gender and race on self-report and parent report. Prevalence was examined based on combined data of self-report and parent report and using age-adjusted cutoff criteria. Findings and implications are discussed.

Lerner, C. S. (2004, April). "Accommodations" for the learning disabled: A level playing field or affirmative action for elites? *Vanderbilt Law Review, 57*(3), 1043-1124. Retrieved from: http://law.vanderbilt.edu/publications/vanderbilt-law-review/archive/volume-57-number-3-april-2004/download.aspx?id=2991.

"This article evaluates the legal and political efforts to accommodate the learning disabled in American higher education generally, and in particular on the mental aptitude exams, such as the SATs, which are used by universities to select students. `Accommodations' are said to level the playing field among test takers, allowing bright students to demonstrate their true academic potential" (p. 1045).

Li, H., & Hamel, C. M. (2003) Writing issues in college students with learning disabilities: A synthesis of the literature from 1990 to 2000. *Learning Disability Quarterly*, 26(1), 29-46.

This article provides a synthesis of the literature published from 1990 to 2000 on college students with learning disabilities and writing difficulties (LD/WD). Thirty-eight articles met the criteria for describing writing difficulties in this cohort of students. Upon reviewing the articles, four major topics emerged: (a) assistive technology for college students with LD/WD; (b) effectiveness of assistive technology for college students with LD/WD; (c) characteristics and error patterns in the writings of college students with LD/WD; and (d) instructional support and methods. The review of the literature shows that there is an urgent need for empirical studies, especially on instructional methods and strategies. Recommendations for future research are presented.

Lindstrom, J. H. (2007). Determining appropriate accommodations for postsecondary students with reading and written expression disorders. *Learning Disabilities Research & Practice, 22*(4), 229-236.

One of the most significant barriers facing postsecondary students with reading and written expression disorders who are eligible to receive specific accommodations is the lack of professional knowledge pertaining to issues surrounding accommodations. Though guided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the process by which accommodation decisions are made varies considerably across institutions of higher education. Given the recent rise in litigation surrounding the practice of how accommodations are determined as well as the increasing number of postsecondary students with reading and writing disabilities who are requesting accommodations, it is imperative that accommodation decisions be defensible and supported by empirical research. The purpose of this article is to provide an overview of current research on the effectiveness of accommodations for postsecondary students with language-based learning disabilities, discuss important considerations in the accommodation selection process, and offer recommendations for future research.

Loe, M., & Cuttino, L. (2008). Grappling with the medicated self: The case of ADHD college students. *Symbolic Interaction, 31*(3), 303-323.

Drawing on interview data, this article is a case study of the "medicated self." Specifically, we analyze how ADHD-diagnosed college students construct how they are shaped by the behavioral effects of medicine. Students may perceive that pharmaceutical enhancement is necessary in the context of a competitive academic ethic. In this context something akin to Lareau's concept of concerted cultivation thrives as students practice what we call concerted medicalization in an attempt to literally embody the academic ideal. However, while medicine may enable students to manage academic performance and take control of "disordered bodies," many remain uneasy about the extent to which they feel controlled by a drug. In the context of medical ambivalence, ADHD students engage in reflexive identity management and strategic pharmaceutical use to achieve some semblance of self-control and self-preservation during their college years. As their college education comes to a close, many prepare to return to what they construct as their "authentic," nonmedicated selves as they enter the work world.

Lovett, B. J., & Sparks, R. L. (2010, January). Exploring the diagnosis of "Gifted/LD": Characterizing postsecondary students with learning disability diagnoses at different IQ levels. *Journal of Psychoeducational Assessment, 28*(2), 91-101.

Increasing numbers of students are being diagnosed as simultaneously gifted and having a learning disability, although the identification procedures and characteristics of these students are matters of continuing debate. In the present study, postsecondary students with learning disability diagnoses (N = 357) were grouped according to their IQ scores, and the groups' cognitive and achievement characteristics were explored, with special attention to the proportions of each group that would meet various objective criteria for learning disability diagnosis. Many students in each group failed to

meet any of the criteria, although higher IQ students were more likely to meet most of the criteria. In addition, the higher IQ group exhibited higher achievement scores than did the lower IQ group, although the achievement gaps were much smaller than the IQ differences. Implications for the validity of the gifted/LD category as well as future research directions are discussed.

Luna, C. (2003). (Re)writing the discourses of schooling and of "learning disabilities": The development of critical literacy in a student action group. In D. Landis & E. B. Moje (Eds.), (Re)reading Students' Difficulties with Reading and Writing [Special Issue]. *Reading & Writing Quarterly, 19*(3), 253-380.

This article offers an empirical example of the development of critical literacy and suggests ways to redefine reading/literacy curricula to foster this type of literacy. Drawn from a study of the experiences of learning disabled-labeled undergraduates at an Ivy League university, this piece clarifies the concept of critical literacy and its development through an examination of the evolving language practices of a student action group called HEAL (Helping to Educate about Alternative Learning). HEAL group members used their experiences as a basis for collectively critiquing the dominant discourses of schooling and of the learning disabilities field and for creating a more positive alternative discourse about learning diversity. The author traces the development of critical literacy in this group and suggests conditions to support the development of critical literacy in K-16 classrooms.

Luna, C. (2009). 'But how can those students make it here?': Examining the institutional discourse about what it means to be 'LD' at an Ivy League university. *International Journal of Inclusive Education, 13*(2), 157-178.

In this paper, I examine and critique the construction of 'learning disabilities' at an Ivy League university in the USA. Drawn from a study of the experiences of learning disabled labelled Ivy undergraduates, this paper focuses on the language practices, assumptions, and power relationships that characterize the University discourse within and against which these diverse learners shape their educational lives and identities. Using discourse analysis techniques, I analyse University policies and practices to illuminate the complex, disempowering discourse about what it means to be 'LD' at the University. I conclude with possibilities for constructing an alternative discourse about learning diversity.

Madaus, J. W. (2005, January/February). Navigating the college transition maze: A guide for students with learning disabilities. *Teaching Exceptional Children, 37*(3), 32-38.

Madaus describes the multiple challenges that go beyond those faced in high school when a student with learning disability goes to a postsecondary setting. The differences between high school and postsecondary settings are described along with several common misconceptions. Details of the discussion are presented.

Madaus, J. W. (2008). Employment self-disclosure rates and rationales of university graduates with learning disabilities. *Journal of Learning Disabilities, 41*(4), 291-299.

Five hundred graduates with learning disabilities (LD) from three universities in the United States completed a survey related to their postschool employment outcomes and experiences. The present study presents data related to their decisions regarding LD disclosure in employment settings. Although 73% of the respondents reported that the LD affected their job in some way, only 55% reported self-disclosing, and only 12% reported requesting accommodations. Specific reasons for each of these decisions are presented, as are areas in which LD affect work, strategies for dealing with

LD in the workplace, and perceptions of the Americans with Disabilities Act. Implications for secondary and postsecondary programs are discussed.

Madaus, J. W., Banerjee, M., & Hamblet, E. C. (2010, August). Learning disability documentation decision making at the postsecondary level. *Career Development for Exceptional Individuals, 33*(2), 68-79.

Students with learning disabilities (LD) transitioning from secondary school to postsecondary education must submit documentation verifying the existence of a disability and that describes a current and substantial limitation to learning. Preparing acceptable documentation can be a challenge for secondary personnel because of differing laws at the secondary and postsecondary levels and because of variation in the type of data required by each school. This study presents the results of a survey of 183 postsecondary disability service providers related to frequently required components of LD documentation. Although a clear diagnosis of LD was required by most respondents, there was variation in regard to other key components. Implications and suggestions for secondary transition practice are presented.

Madaus, J. W., Foley, T. E., McGuire, J. M., & Ruban, L. M. (2002). Employment self-disclosure of postsecondary graduates with learning disabilities: Rates and rationales. *Journal of Learning Disabilities, 35*(4), 364-369.

One hundred thirty-two graduates with learning disabilities (LD) of a large, public, competitive postsecondary institution were surveyed to determine if they had self-disclosed their LD to their current employer and to provide the reasons for choosing to self-disclose or not to self-disclose. Based on a response rate of 67.4% (*n* = 89), the results indicated that 86.5% of the respondents were employed full time. Although nearly 90% of the respondents stated that their LD affected their work in some way, only 30.3% self-disclosed to their employer. Of those who had not self-disclosed, the majority reported that there was no reason or need to self-disclose. However, 46.1% reported not self-disclosing due to fear of a potentially negative impact in the workplace or due to a concern for job security. Specific rationales for disclosure and information related to the use of self-reported accommodations and strategies are presented.

Madaus, J. W., Zhao, J., & Ruban, L. (2008). Employment satisfaction of university graduates with learning disabilities. *Remedial and Special Education, 29*(6), 323-332.

Because of its significant impact on overall life satisfaction, employment satisfaction is one marker for determining successful adult outcomes. The present investigation reports the perceptions of employment satisfaction for 500 graduates with learning disabilities from three postsecondary institutions. The graduates reported high levels of employment satisfaction as well as high levels of employment self-efficacy. Factors that contribute to these judgments of employment satisfaction were examined. Perceptions of employment self-efficacy were found to be a more important predictor of employment satisfaction than variables such as salary and length of time on the job. Implications are discussed in regard to transition planning for students with learning disabilities at the secondary and postsecondary levels.

McCleary-Jones, V. (2007). Learning disabilities in the community college and the role of disability services departments. *Journal of Cultural Diversity, 14*(1), 43-47.

The community college offers educational opportunities to a diverse population of students. Many of the students attending the community college are considered non-traditional, and have numerous factors not faced by traditional-age students that can affect retention in this population. Learning

disabled (LD) students attend the community college at a higher rate than other higher education institutions (Barnett, 1996; Bigaj, 1995; & Henderson, 1992). The American Association of Community Colleges (AACC) reported that LDs now constitute the largest single category of disability served by disability service offices in the community colleges (Barnett, 1992). Accommodations are set up by the Disability Support Services Departments, and it is the Disability Services offered by the college that can be the deciding factor for the student regarding the choice of institution (Cocchi, 1997). A trend for the future involves many students who attend the community college self-identifying as being learning disabled and requesting accommodation. Faculty, staff, and administrators in the community college will need to be very familiar with legislation that impacts the rights and availability of services for LD students.

McGahee, D. W. (2012, November). Post-secondary transition of students with learning disabilities…A policy brief. *Journal of Education Policy, Planning and Administration, 2*(1), 64-75. Retrieved from http://www.jeppa.org/wp-content/uploads/2011/11/November2012.pdf#page=64.

Students with learning disabilities are the fastest growing population in higher education. Several federal laws contain provisions that have stimulated the increase in attendance of students with learning disabilities in higher learning. Still, post-secondary outcomes including attendance and graduation rates of these students lag far behind their non-disabled peers. Due to the increase in this population, there is a critical need to provide them with the necessary support services to aid in their transition from high school to college and ensure their academic success. Multiple federal laws that are meant to support the transition of these students from high school to college have not merged and/or converged. The impact of these laws is examined. Limitations, future implications, and recommendations are addressed.

Mooney, J., & Cole, D. (2000). *Learning outside the lines: Two Ivy League students with learning disabilities and ADHD give you the tools for academic success and educational revolution.* New York: Simon and Schuster.

Their target audience is college students, but the authors' stories illustrate how college's conceptions of "intelligence," "learning," and "services" may be experienced by students with learning disabilities and ADHD. The authors offer advice and a unique perspective, built on their own academic struggles and eventual success in graduating from Brown University.

Mortimore, T., & Crozier, W. R. (2006). Dyslexia and difficulties with study skills in higher education. *Studies in Higher Education, 31*(2), 235-251.

This article presents findings from a questionnaire survey of 136 male students, 62 with dyslexia and 74 without dyslexia, from 17 British higher education institutions. The students with dyslexia reported difficulties with a wide range of skills and academic tasks, notably note taking, organization of essays and expressing ideas in writing. They reported that their difficulties were long-standing and had been experienced in primary and secondary school, although the pattern of these difficulties changed over time. They reported making use of resources available to them, including additional time for examinations, access to dyslexia tutors and support with information technology. However, there are indications of unmet needs in several areas, notably support for specific subjects and with organizing coursework, learning in lectures, and academic writing skills. The implications of these findings for provision for students with dyslexia are discussed.

Muller, L. (2006, November/December). Research collaboration with learning-disabled students: Strategies for successful student-faculty partnerships. *Journal of College Science Teaching, 36*(3), 26-29.

> The process of a successful undergraduate student-faculty research collaboration involving a student with documented learning disabilities is detailed. As the student developed research skills, she also learned how to develop her own learning strategies. At the same time, the faculty member learned strategies adaptable to all student-faculty research collaborations.

Murray, C., Wren, C. T., & Keys, C. (2008). University faculty perceptions of students with learning disabilities: Correlates and group differences. *Learning Disability Quarterly, 31*(3), 95-113.

> This investigation examined faculty attitudes, beliefs, and practices with regard to students with learning disabilities (LD). An instrument was designed to measure attitudes and administered to all faculty in a large urban, private university. Responses from 192 faculty members were subjected to an exploratory factor analysis; results indicated that the instrument contained 12 reliable factors. Further, correlational analyses provided preliminary support for the instrument's construct validity by showing that major constructs were associated with each other in expected directions. Descriptive analyses indicated that faculty generally had positive perceptions about students with LD and were willing to spend time supporting students with LD. Consistent with prior research, faculty expressed greater willingness to provide minor, rather than major, accommodations. Group comparisons by faculty gender, academic unit, and rank are reported. The implications of these findings for future research and training efforts are discussed.

National Joint Committee on Learning Disabilities. (2007, Fall). The documentation disconnect for students with learning disabilities: Improving access to postsecondary disability services. *Learning Disability Quarterly, 30*(4), 265-274.

> This report by the National Joint Committee on Learning Disabilities (NJCLD) outlines important concerns about documentation issues related to students with disabilities as they transition from high school to postsecondary settings. These issues center on the "disconnect" between the nature and extent of disability documentation generated during a student's public school career and the documentation required to access services at the postsecondary education level. There is no easy answer to this problem given the legal, practical, and philosophical differences between these two educational settings, and it is clear that new ways of thinking about the documentation for accessing services in postsecondary education for students with learning disabilities (LD) need to occur. One of the main tenets of this paper is that all persons involved in the successful and equitable transition of individuals with LD to postsecondary institutions need to understand each other's constraints and perspectives. This understanding will be greatly enhanced when there is a shared goal of helping all students receive services to which they are entitled and when educators from each level commit to communicating with each other. The purpose of this report is to outline the issues affecting documentation for postsecondary disability services and to suggest ways to bridge the gap between secondary and postsecondary settings.

Nielsen, J. A. (2001). Successful university students with learning disabilities. *Journal of College Student Psychotherapy, 15*(4), 37-48.

> A pronounced difference between seeming ability and actual accomplishment suggests a learning disability (LD), which can have extensive academic and nonacademic negative effects, but the concept of LDs is rife with controversy. This study investigated eight university students' perceptions

of how their learning disabilities have affected them. They emphasized the desirability of early diagnosis and of having general education teachers being alerted to potential LDs.

Norton, S. M. (1992). Postsecondary learning disabled students: Do their study habits differ from those of their non-learning disabled peers? *Community Junior College Research Quarterly of Research and Practice*, *16*(1), 105-115.

The purpose of this study was to determine if differences exist between postsecondary students with learning disabilities and their non-learning disabled counterparts. Data were collected through two survey forms: one gathered specific data about the learning disabled group; the second provided data about study habits of the learning disabled group and two other groups of non-learning disabled students at San Diego Mesa College. Results showed that although most study habits did not significantly differ, students with learning disabilities required substantially more assistance in math, spelling, writing, and reading comprehension. As a result, implications for instruction are suggested. A short review of literature about postsecondary learning disability programs precedes the study discussion.

Norvilitis, J. M., Sun, L., & Zhang, J. (2010, January/February). ADHD symptomatology and adjustment to college in China and the United States. *Journal of Learning Disabilities, 43*(1) 86–94.

This study examined ADHD symptomatology and college adjustment in 420 participants--147 from the United States and 273 from China. It was hypothesized that higher levels of ADHD symptoms in general and the inattentive symptom group in particular would be related to decreased academic and social adjustment, career decision-making self-efficacy, and poorer study skills in both countries. Results generally supported the hypotheses, indicating that the difficulties associated with inattention are cross-cultural and not specific to the United States.

Ofiesh, N. S., Hughes, C., & Scott, S. S. (2004). Extended test time and postsecondary students with learning disabilities: A model for decision making. *Learning Disabilities Research & Practice, 19*(1), 57-70.

The most frequently requested accommodation among students with learning disabilities (LD) in postsecondary settings is extended test time. The frequency with which this accommodation is requested and granted compels disability service providers to become knowledgeable about the factors that influence the need for, and appropriateness of, the accommodation. Moreover, the synthesis of these factors becomes the basis for determining if the accommodation is reasonable under federal law. The purpose of this article is to present a step-by-step model to be used as a decision-making process when considering the accommodation of extended test time for postsecondary students with LD. The model is designed to assist disability service providers in the analysis and synthesis of information collected from (1) the student's diagnostic evaluation, (2) the course or classroom test to be accommodated, and (3) student interviews. A list of diagnostic tests from the four most frequently administered test batteries used with adults is provided, along with a concise explanation of how characteristics of LD impact reading, writing, and math, and relate to the need for extended time. This information can be used to determine if extended test time is a reasonable accommodation and to estimate how much additional time to provide.

Ofiesh, N., Mather, N., & Russell, A. (2005, March). Using speeded cognitive, reading, and academic measures to determine the need for extended test time among university students with learning disabilities. *Journal of Psychoeducational Assessment, 23*(1), 35-52.

This study examined the relationship between scores on "speeded" cognitive and academic tests and the need for the accommodation of extended test time for normally achieving students (NA) and students with learning disabilities (LD). Often, in postsecondary settings the decision to provide the accommodation of extended test time is based largely on the diagnostic test scores in the student's LD documentation. Therefore, the primary purpose of this study was to evaluate the relationship between specific diagnostic tests and the need for the accommodation of extended test time. A secondary purpose was to investigate the relationships and predictive ability of five speeded cognitive tests, three speeded cluster scores, and two measures of timed reading. Correlations and logistic regression analyses were used to assess gain in score performance and predict the need for extended test time. Participants included 41 NA university students and 43 university students with LD. The findings indicated significant group differences on all speeded cognitive, reading, and academic tests, with the exception of Digit Symbol on the Wechsler Adult Intelligence Scale-III and Retrieval Fluency and Decision Speed tests on the Woodcock-Johnson III Tests of Cognitive Abilities. The Reading Fluency test and the Academic Fluency cluster of the Woodcock-Johnson Tests of Achievement III were the best predictors of students with LD who needed extended time on the multiple-choice reading comprehension test.

Parker, D. R., & Banerjee, M. (2007). Leveling the digital playing field: Assessing the learning technology needs of college-bound students with LD and/or ADHD. *Assessment for Effective Intervention, 33*(1), 5-14.

As increasing numbers of students with learning disabilities (LD) or attention- deficit/hyperactivity disorder (ADHD) transition to postsecondary education, they encounter a heightened need for proficiency with a wide range of learning technologies. Whereas the Individuals With Disabilities Education Improvement Act of 2004 (IDEIA) requires consideration of a student's assistive technology training needs in high school, the Americans With Disabilities Act does not require any evaluation or training services for postsecondary students with disabilities. In an era of measurable outcomes, it is critical for secondary school personnel to consider effective assessments and relevant interventions when college-bound students with cognitive disabilities lack proficiency with these technologies. Survey research at a highly competitive public university found significant differences between the technology needs, preferences, and fluency of undergraduates with and without disabilities. This article presents findings from that study as well as implications for teachers and evaluators who assist students with LD and ADHD in their transition planning for postsecondary education.

Payne, N. A. (2010). *Adults who have learning disabilities: Transition from GED to postsecondary activities.* Unpublished doctoral dissertation, Cappella University, Minneapolis, MN. Retrieved from: http://gradworks.umi.com/34/23/ 3423844.html.

Approximately one third of special education students with learning disabilities leave high school before graduation. A high percentage of these students enroll in adult secondary completion classes in an attempt to obtain a high school equivalency certificate. Under the Individuals with Disabilities Education Improvement Act (IDEA) of 2003 transition planning is mandated for all students with disabilities enrolled in secondary education programs. This mandate does not apply to adult secondary completion classes and researchers clearly purport that the lack of transition planning may leave adult students with disabilities unexposed to needed services. While there is adequate substantiation within the secondary education system that transition planning leads to positive post-high school completion outcomes for students with learning disabilities, there is no evidence or validation of such within adult secondary completion programs. Given this void, the intent of this research was to discover and inform the education field as to the value of transition planning and supports by investigating their existence and understanding how they contributed to post-GED completion activities, from the perspective of the adult who has learning disabilities. The

participants' stories are powerful and inspiring and provide a starting point from which to learn. As a result of this study ten themes emerged, substantiating the need for and the value of transition planning activities for students with learning disabilities who are engaged in adult secondary education completion programs. The emerging themes were: navigational bridges, goal-oriented behaviors, independence, determination, self-awareness, self-defeating behaviors, support network, co-investigation, academic supports, and career planning. There is much wisdom to learn from these participants' stories.

Peters, J. (2011). *Transition skills of first-year college students with learning disabilities.* Unpublished doctoral dissertation, Riley School of Education, Walden University, Minneapolis, MN. Retrieved from: http://gradworks.umi.com/34/89/3489342.html.

The lifelong challenges for the individual with learning disabilities are unique, dynamic, and evident as the number of these students enrolling in postsecondary education increases. The increase underscores the importance of the transition process, which can present challenges and reinforces the need for secondary and postsecondary educators to understand the significance of supporting students to develop and use transition skills. This study was an investigation of the transition skills that first-year college students with learning disabilities at considered important and used as they moved from secondary to postsecondary education. The theoretical framework for this study was based on Schlossberg's transition theory. Research questions focused on: (a) the academic and social skills that students with learning disabilities use as they transition from high school to college, (b) the academic and social skills students with learning disabilities consider to be the most important as they transition from high school to college, and (c) the ways in which academic and social transition skills helped students with learning disabilities adjust to college. The instruments used for this study included interviews, a transition skills checklist, and transition knowledge and skills statements. The interviews were analyzed using manual coding, and the other 2 instruments were analyzed using descriptive statistics. Time management, self-advocacy, and cognitive skills were ranked the most important transitions skills. The Transition to College Program was developed to provide direct instruction in the named transition skills. This study will contribute to social change by increasing the numbers of students with learning disabilities who persist to graduation.

Pollak, D. (2005). *Dyslexia, the self and higher education.* Staffordshire, UK: Trentham Books.

Increasing numbers of students identified as dyslexic are entering universities, and the academy is obliged to offer them an accessible curriculum. But many of these students struggle to deal with the label "dyslexic."

This book examines the relationship between dyslexia and identity through qualitative research with students at four universities. It offers unique insights into the views of the students themselves about their experience of dyslexia and education. In the candid interviews, by turns moving, blunt and amusing, the students reveal the socio-emotional effects of dyslexia and its effects on their learning. The students display a wide range of ideas on the nature of dyslexia, absorbed from many different sources. But their learning histories show that the self-concepts of all of them were strongly affected by being labelled dyslexic.

The students' views and experiences indicate what the academy should be doing for these students. The recommendations draw on social construction and alternative views of academic literacy, and are pertinent to the debate about the existence of dyslexia.

This is an important book for the higher education sector. It connects with the agenda of inclusivity and widening participation in university and has new things to say to managers and tutors.

Pope, D. J. (2010, August). The impact of inattention, hyperactivity and impulsivity on academic achievement in UK university students. *Journal of Further and Higher Education, 34*(3), 335-345.

Increasing numbers of students in UK universities are presenting with a diagnosis of attention deficit hyperactivity disorder (ADHD). However, the impact of ADHD symptomatology on academic achievement in university students in the UK has not previously been explored. This study investigates the prevalence of self-reported ADHD symptoms (inattention, hyperactivity and impulsivity) in 464 undergraduate psychology students across two year cohorts. Findings suggest that there is a high incidence of undiagnosed students in the *at risk* categories for ADHD. Students who score higher on the inattention subscale are more likely to achieve a lower final average percentage mark (APM) and are significantly less likely to complete their degree within three years. The study suggests a need to focus on the identification and provision of support for students with elevated ADHD symptomatology, particularly inattention characteristics, irrespective of a previous diagnosis of ADHD.

Prevatt, F., Lampropoulos, G. K., Bowles, V., & Garrett, L. (2011, January). The use of between session assignments in ADHD coaching with college students. *Journal of Attention Disorders, 15*(1), 18-27.

Objective: To provide an analysis of the use of between session assignments (BSA) in ADHD coaching with college students. The article provides a description of the structure and process of using BSA in an academic setting.

Method: A brief survey of ADHD coaches is used to evaluate 13 coaching clients engaged in an 8-week structured program. A case study illustrates the process of using BSA with college students.

Results: Overall progress in the ADHD coaching sessions was significantly correlated with coach's rating of the client's quality of BSA during treatment, the client's positive attitude to BSA, and the usefulness of BSA. Treatment gain scores were significantly related to the client's being motivated by a desire to please their parents.

Conclusions: BSAs can be useful in the context of ADHD coaching with college students.

Proctor, B. E., & Prevatt, F. (2009). Confirming the factor structure of Attention-Deficit/Hyperactivity Disorder symptoms in college students using student and parent data. *Journal of Learning Disabilities, 42*(3), 250-259.

This study used confirmatory factor analysis to compare one-, two-, and three-factor models of attention-deficit/hyperactivity disorder (ADHD) symptoms to determine which model is the best fit for the data. Participants were 190 clinic-referred college students who had been evaluated for ADHD, 155 of whom had received a diagnosis. Data consisted of both self- and other (e.g., parent) ratings of both current and childhood symptoms. Symptoms came directly from the "DSM-IV" criteria for ADHD. A three-factor model, consistent with the "DSM-III," was superior for current and childhood symptoms, regardless of rater (i.e., self or parent). The primary implication for these findings is that there may be a viable Impulsive subtype of ADHD within the adult population. Further research might include a closer examination of the unique functional limitations associated with impulsivity, as well as the development of diagnostic items that maximize model fit.

Raskind, M. H., & Higgins, E. L. (1998, January/February). Assistive technology for postsecondary students with learning disabilities: An overview. In B. R. Bryant (Ed.), Assistive Technology [Special Issue]. *Journal of Learning Disabilities, 31*(1), 27-40.

The number of postsecondary students with learning disabilities has increased dramatically over the last several years. This increase, coupled with federal legislation mandating "academic adjustments" for students with disabilities, has prompted the development of postsecondary learning disability support service programs. One support service that has begun to attract considerable attention is assistive technology. The purpose of this article is to provide an overview of assistive technology as it relates to postsecondary students with learning disabilities by (a) briefly tracing the development of assistive technology service for postsecondary students with learning disabilities; (b) identifying basic models of assistive technology service delivery and specific services; (c) providing a description of specific assistive technologies; (d) reviewing research on the effectiveness of assistive technology with postsecondary students with learning disabilities, with a focus on the authors' 3-year federally funded study; and (e) concluding with a summary and recommendations.

Rath, K. A., & Royer, J. M. (2002). The nature and effectiveness of learning disability services for college students. *Educational Psychology Review, 14*(4), 353-381.

This article summarizes the research literature that describes the nature and effectiveness of services that are provided to college students with learning disabilities. Six categories of services are described: assistive technologies and programs, program modifications, therapy and counseling, strategy training, direct academic assistance, and interventions designed to strengthen weak academic skills. Nearly all of the literature that was examined fell within the first 5 categories, with only 3 studies describing efforts to directly improve the academic performance that identified a student's learning disability. In addition, there is almost a total lack of evidence showing that any of the first 5 categories of services resulted in improved academic performance. There was, however, evidence that attempts at improving academic skills resulted in improved academic performance. The article concludes with a discussion of the role that learning disability services should play in a college environment.

Reed, M. J., Kennett, D. J., Lewis, T., Lund-Lucas, E., Stallberg, C., & Newbold, I. L. (2009, August). The relative effects of university success courses and individualized interventions for students with learning disabilities. *Higher Education Research & Development, 28*(4), 385-400.

Little is known about the relative effects of post-secondary learning services for students with learning disabilities. We compared outcomes for students with learning disabilities who selected to: (1) take an academic learning success course (course-intervention), (2) have regular individual interventions (high-intervention) or (3) use services only as needed (low-intervention). Pre- and post-test comparisons revealed improvements in academic self-efficacy and academic resourcefulness for students in the course- and high-intervention groups. The course-intervention group also showed decreases in their failure attributions to bad luck and increases in their general repertoire of learned resourcefulness skills in comparison to the high-intervention group and had significantly higher year-end GPAs in comparison to the low-intervention group. Here we find positive outcomes for students with learning disabilities taking a course that teaches post-secondary learning and academic skills.

Reis, S. M., McGuire, J. M., & Neu, T. W. (2000, April). Compensation strategies used by high-ability students with learning disabilities who succeed in college. *Gifted Child Quarterly, 44*, 123-134.

To investigate how high-ability students with learning disabilities succeed in postsecondary academic environments, 12 young adults with disabilities who were successful at the university level were studied. Extensive interviews with these young adults provided examples of the problems faced by high-ability students with learning disabilities, as well as the specific compensation strategies the used to address and overcome these problems. Four of the participants had been identified as having a learning disability in elementary school; six were identified in junior or senior high school; and two were not diagnosed until college. The participants believed that having a learning disability was considered by elementary or secondary school personnel as synonymous with below-average ability. They reported that content remediation, rather than instruction in compensatory strategies, was usually provided in elementary and secondary school learning disability programs. In this article, the compensation strategies used by academically gifted students who succeeded in college are discussed. These include: study strategies, cognitive/learning strategies, compensatory supports, environmental accommodations, opportunities for counseling, self-advocacy, and the development of an individual plan incorporating a focus on metacognition and executive functions.

Roer-Strier, D. (2002). University students with learning disabilities advocating for change. *Disability and Rehabilitation, 24*(17), 914-924.

Purpose: In recent decades Western psychology has conceptualized learning disabilities (LD) in terms of deficits and such related `social emotional issues' as insecurity, low self-esteem and social isolation that can be rehabilitated through combined remedial teaching and psychological intervention. With increasing advocacy and legislation on behalf of people with disabilities in the US, UK and Australia, more resources are being made available to students with LD in institutions of higher education. Due to this increase in the quantity of services, written programmes and accommodations made to their needs, increased numbers of students with LD have been graduating successfully from institutions of higher education. This paper describes an option for treating students with LD that is based on a theoretical perspective that understands these students as an excluded population and emphasizes the importance of their empowerment.

Method: A project involving social work students with LD at Hebrew University in Jerusalem is presented as a case study. Case-study investigation, one of the common methods of qualitative research, explores social and human problems in their natural context. A 6-year evaluation of this project was conducted based on questionnaires, focus groups, documentation of all activities related to the project, in-depth interviews and outcome measures.

Results: The results suggest that the project developed in three stages: raising awareness, building partnerships, and lobbying for rights and services. Outcome measures indicate that the project was successful in lowering dropout rates and improving students' academic achievement. Analysis of interviews with students suggests that the project positively affected the students' perceptions by helping them reframe the social and emotional connotations of their learning disability. Students reported marked social and emotional change, including reduced stress and anxiety levels and increased self-esteem.

Conclusions: Empowerment practices that are based on partnership, participation, advocacy and social change provide an alternative to rehabilitation via individual therapy.

Rooney, M., Chronis-Tuscano, A., & Yoon, Y. (2012, April). Substance use in college students with ADHD. *Journal of Attention Disorders, 16*(3), 221-234.

Objective: The college years represent a developmental transition during which the initiation and escalation of heavy drinking set the stage for lifelong difficulties with alcohol and other drugs. Evidence from studies of adolescents and young adults with ADHD suggests that college students

with the disorder may be uniquely vulnerable to alcohol- and drug-related problems. However, no studies have examined substance use in college students with ADHD.

Method: Tobacco, alcohol, illicit drug use, and associated impairment were examined in 91 college students with (n = 53) and without (n = 38) ADHD.

Results: ADHD was associated with increased frequency of tobacco use, higher rates of dangerous or hazardous patterns of alcohol use, and higher levels of impairment related to marijuana and nonmarijuana illicit drug use, independent of conduct disorder history.

Conclusion: These findings suggest that college students with ADHD may be at elevated risk for problematic patterns of substance use.

Runyan, M. K., & Smith, J. F., Jr. (1991, September-December). Identifying and accommodating learning disabled law school students. *Journal of Legal Education, 41*(3-4), 317-349.

This article explains the nature of learning disabilities and suggests accommodations (e.g., test modifications, course modifications, academic support services) that law schools can make in the light of federal law and litigation protecting the rights of disabled students. Interviews with two learning-disabled attorneys, a glossary, and student questionnaires are included.

Ryan, A. G., Nolan, B. F., Keim, J., & Madsen, W. (1999, May). Psychosocial adjustment factors of postsecondary students with learning disabilities. *Journal of College Student Psychotherapy, 13*(3), 3-18.

The purpose of this study was to examine selected issues addressing the psychosocial adjustment of postsecondary students with learning disabilities (LD) in comparison to their peers without learning disabilities (NLD). Students from two mid-size colleges in the Midwest responded to survey questions and the Personal Orientation Inventory (Shostrom, 1964). The study explored psychosocial issues such as self-concept, self-awareness, and other areas related to independence, academics, and goal setting. The sample consisted of 110 students: 51 students with learning disabilities, and 59 students without disabilities who were not significantly different in gender or age. The data indicate, in general, lower levels of awareness, acceptance, and expression of affective characteristics among students with LD. Background findings are further reported in terms of students' residential status, employment status, goal setting, and self-perceptions of academic confidence.

Schwiebert, V. L., Sealander, K. A., & Dennison, J. L. (2002, Winter). Strategies for counselors working with high school students with Attention-Deficit/Hyperactivity Disorder. *Journal of Counseling & Development, 80*(1), 3-10.

Researchers agree early intervention is crucial to prevent academic underachievement and negative effects on the lives of children, adolescents, and adults affected by attention-deficit/hyperactivity disorder (ADHD). If counselors, particularly high school counselors, address the needs of students with ADHD, these students may attain their potential and enter into the workplace or postsecondary education. The authors provide counselors with strategies to identify interpersonal, academic, vocational, and life issues that may affect students with ADHD and to help teachers and parents prepare students with ADHD for the transition from high school to postsecondary education or the work environment.

Scott, S. S. (1997). Accommodating college students with learning disabilities: How much is enough? *Innovative Higher Education, 22*(2), 85-99.

Individuals with learning disabilities are attending institutions of higher education in greater numbers than ever before. In attempts to accommodate these students in the classroom, faculty often face the ethical concern of balancing the rights of students with learning disabilities with the academic integrity of the course, program of study, and institution. In order to dispel misinformation, a brief description of learning disabilities and federal law is provided. The ethical concern of "how much is enough?" is examined, and recommendations are provided for the informed and active participation of faculty in accommodating college students with learning disabilities.

Scott, S. S., & Gregg, N. (2000). Meeting the evolving education needs of faculty in providing access for college students with LD. *Journal of Learning Disabilities, 33*(2), 158-167.

Faculty play an essential role in providing access for college students with LD. Though many recommendations exist in the literature for educating faculty about their roles regarding students with LD, it is unclear whether these strategies are actually addressing faculty needs. To examine this issue, the evolving role of faculty is discussed. Current practices in faculty education pertaining to college students with LD are reviewed. Discrepancies between the evolving faculty role and current faculty education practices are examined. Guiding questions are proposed for expanding faculty education efforts and models to keep pace with the evolving faculty role in providing access for college students with LD.

Semrud-Clikeman, M., & Harder, L. (2011, April). Neuropsychological correlates of written expression in college students with ADHD. *Journal of Attention Disorders*, *15*(3), 215-223.

Objective: To examine written expression and the executive function skills (working memory, verbal fluency, and planning and organization) involved in written expression in college-aged students with ADHD.

Method: Two groups of undergraduate students, aged 19 to 28 years, (ADHD, *n* = 31; control, *n* = 27) are evaluated on selected measures of executive function and a measure of written expression.

Results: No statistically significant differences are found between groups on measures of executive function and written expression. A standard multiple regression model is significant for predicting writing mechanics, with a measure of behavioral inhibition making a statistically significant contribution.

Conclusion: Findings from the study provide important information about the link between specific executive function abilities and written expression, particularly for fundamentals in writing in college students.

Shany, M., Wiener, J., & Assido, M. (in press). Friendship predictors of global self-worth and domain-specific self-concepts in university students with and without learning disability. *Journal of Learning Disabilities.*

This study investigated the association among friendship, global self-worth, and domain-specific self-concepts in 102 university students with and without learning disabilities (LD). Students with LD reported lower global self-worth and academic self-concept than students without LD, and this difference was greater for women. Students with LD also reported that they had more stable

friendships than students without LD. Students with LD were more likely to have higher global self-worth and self-perceptions of social acceptance if they had stable friendships and had relationships where they communicated spontaneously and frankly. None of the friendship variables predicted academic self-concept. Thus, having stable and intimate friendships is a protective factor in relation to global self-worth and social self-concept in university students with LD.

Sharoni, V., & Vogel, G. (2007). Entrance test accommodations, admission and enrollment of students with learning disabilities in teacher training colleges in Israel. *Assessment & Evaluation in Higher Education, 32*(3), 255-270.

The 'Saf' (threshold) exam is the entry exam taken by approximately 40% of the students enrolled in teacher training colleges in Israel. Students with learning disabilities may apply and be granted testing accommodations on this exam. This study examines the percentage of students with testing accommodations among the testees and those who began their studies in 2003. Their test and subtest scores were compared to those of students without accommodations as were grades on high school matriculation exams. Characteristics such as gender, age, difficulties as reported in assessments and assessment history were examined. Enrollment patterns in the various colleges departments were noted. Satisfaction with the testing accommodations process was looked at as well. Ramifications and recommendations are discussed vis a vis future research needed and policies regarding the admission of students with learning disabilities to institutions of higher learning.

Shifrin, J. G., Proctor, B. E., & Prevatt, F. F. (2010, March). Work performance differences between college students with and without ADHD. *Journal of Attention Disorders, 13*(5), 489-496.

Objective: This study examines the difference between college students with and without Attention Deficit/ Hyperactivity Disorder (ADHD) in regard to their work performance.

Method: A series of ANOVAs analyzed group differences in symptoms experienced at work. The independent variable was group (i.e., ADHD, Controls). The dependent variables include items from Barkley's "Work Performance Rating Scale" (Barkley & Murphy, 1998), which assesses the degree to which symptoms of inattention, hyperactivity and impulsivity are evident on the job. For the group with ADHD, the relationship between symptom severity and indicators of work performance (e.g., number of times fired, overall rating of work performance) was also examined, using correlational analyses. Descriptive analyses were also used to examine which items were most frequently endorsed by the group with ADHD, as well as which areas of work were most affected by ADHD symptoms.

Results: Results reveal that ADHD has a detrimental impact on the work performance of college students in multiple areas. Severity of symptoms was unrelated to number of times fired from a job and the overall indicator of work performance.

Conclusion: College students with ADHD do exhibit more on-the-job difficulties than their non-ADHD peers, and thus may require extra support with their work-related endeavors.

Simoncelli, A. & Hinson, J. (2010). Designing online instruction for postsecondary students with learning disabilities. *Journal of Educational Multimedia and Hypermedia, 19*(2), 211-220. Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/33205.

This research details the methodologies that could be used to better deliver online course content to students with learning disabilities. Research has shown how the design of the course affects the students' attitudes and performance. This article details the methodology and pedagogical side of the

delivery including instructional methods that research has shown to be beneficial to students with learning disabilities. Some of these include digitally delivered instructional audio, various textual interactions between the students, and other assistive methodologies. This research is a case study of a 21-year-old college student with dyslexia during an online history course which used several different content delivery methods in order to teach the students in the class. This research provides an insight into the impact that these online instructional methods have on the students' attitudes and learning strategies. The results help explain the behavior of the participants of this study and how they reacted to the online environment in which they were placed.

Skinner, M. E. (2007). Faculty willingness to provide accommodations and course alternatives to postsecondary students with learning disabilities. *International Journal of Special Education, 22*(2), 32-45.

> The number of students with documented learning disabilities (LD) enrolled in postsecondary settings has increased steadily over the past 20 years. Providing reasonable accommodations significantly increases the probability of success for these students. The present study investigated the willingness of postsecondary instructors to provide accommodations and alternative courses. Results indicated that instructor willingness to provide accommodations and their support of course alternatives varied as a function of school affiliation (e.g., education, mathematics and science, etc.), rank, and specific accommodation requested. Based on the results of this study and previous literature, programmatic suggestions are provided for facilitating the provision of academic adjustments to student with LD in postsecondary settings.

Snyder, L. E., & Downey, D. E. (Eds.). (2001, February). Accommodations for College Students with Learning Disabilities [Feature Issue]. *Topics in Language Disorders, 21*(2).

> "In the past decade, the number of students with language learning disabilities entering colleges and universities around the country has nearly tripled. Reports indicate that between 3 and 10% of all freshmen enrolled in colleges and universities in the United States have learning disabilities (LD) (Willdorf, 2000). Many of these students experience a successful course of studies and graduate without additional help. Others, however, continue to need some form of accommodation to help them succeed. We edited this issue of *Topics in Language Disorders* (21:2) to draw attention to the observation that language learning disabilities (LLD) don't "go away" once a student enrolls in college. Specifically, we wanted to focus on the problems that students with LLD encounter with the undergraduate curriculum, the role speech-language pathologists and special educators can play at the college" (p. v).

Sparks, R. L., & Javorsky, J. (2000). Section 504 and the Americans with Disabilities Act: Accommodating the learning-disabled student in the foreign language curriculum. *Foreign Language Annals, 33*(6), 645-654.

> Examines special issues surrounding foreign language (FL) requirements for students classified as learning disabled (LD). Focuses on why students experience FL learning problems, the problems with the definition of and diagnosis of LD, whether research supports traditional assumptions about LD and FL learning, whether students classified as LD should be permitted to substitute courses for or waive the college FL requirement, and implications of research.

Sparks, R. L., & Lovett, B. J. (2009, November/December). College students with learning disability diagnoses: Who are they and how do they perform? *Journal of Learning Disabilities, 42*(6), 494-510.

The purpose of this study is to provide an up-to-date review of the literature on postsecondary students classified as having learning disabilities (LD). The review focused on the criteria by which students were classified as LD and the cognitive and achievement characteristics of the participants. From almost 400 studies, only 30% were empirical (data-based) investigations reporting original data. Findings showed that a wide range of criteria was used to classify students as LD, although various discrepancy criteria and registration with university offices of disability services were most often cited. Participants' mean scores on standardized intelligence and achievement tests were in the average range but somewhat lower than those of other college students. Generally, the findings show a lack of consensus among diagnosticians and researchers about how LD should be diagnosed and also show that college students classified as LD tend to have average achievement, despite scoring below their classmates.

Sparks, R. L., & Lovett, B. J. (2009). Objective criteria for classification of postsecondary students as learning disabled effects on prevalence rates and group characteristics. *Journal of Learning Disabilities, 42*(3), 230-239.

This study examined the consequences of classifying postsecondary students as learning disabled (LD) using five objective sets of criteria: IQ-achievement discrepancies (1.0 to 1.49 SD, 1.5 to 1.99 SD, and ≥ 2.0 SD), DSM-IV criteria, and chronic educational impairment beginning in childhood. The participants were 378 postsecondary students from two universities who had been previously classified as LD and were receiving instructional and/or testing accommodations. The agreement between diagnostic models was often low, both in terms of the proportion of students identified as well as which students were identified by the models. The discrepancy models identified the largest proportions of students as LD (10% to 42%),whereas fewer than 10% of participants met either of the other sets of criteria, and 55% of the participants were not classified as LD by any of the models. Implications for further research and practices in postsecondary settings are discussed.

Taylor, G. & Palfreman-Kay, J. M. (2000). Helping each other: Relations between disabled and non-disabled students on Access programmes. *Journal of Further and Higher Education, 24*(1), 39-53.

This article highlights issues concerned with the nature of relationships between disabled students and their non-disabled peers in further education. An investigation of the relationships between disabled and non-disabled students is undertaken within a critical ethnographic framework. The interaction between students is located within a wider societal context, with a particular emphasis upon identifying the impact of oppressive social forces. Deaf students, and students with dyslexia are the particular focus of this article as a case study within a wider disability debate. The findings point to a lack of contact between disabled and non-disabled children in primary and secondary education as being an important factor in relationships between these two groups in tertiary education. A variation in experience is highlighted between the different colleges and also different Access programmes within the same institution, which raises questions about notions of fairness and equality within the Access system. Recommendations are made for the recruitment and induction of disabled and non-disabled students leading to a more integrated approach.

Trainin, G., & Swanson, H. L. (2005, Fall). Cognition, metacognition, and achievement of college students with learning disabilities. *Learning Disability Quarterly, 28*(4), 261-272.

This study examined the way successful college students with LD compensated for their deficits in phonological processing. *Successful* was defined as average or above-average grades in college coursework. The study compared the cognitive and metacognitive performance of students with and without LD (*N*=40). Although achievement levels for both groups were comparable, students with LD

scored significantly lower than students without LD in word reading, processing speed, semantic processing, and short-term memory. Differences were also found between groups in self-regulation and number of hours of studying. Results showed that students with LD compensated for their processing deficits by relying on verbal abilities, learning strategies, and help seeking.

Troiano, P. F. (2003, May/June). College students and learning disability: Elements of self-style. *Journal of College Student Development, 44*(3), 404-419.

Students with learning disabilities are attending college at an increasing rate. Still, little is known about the phenomenon of experiencing a learning disability in postsecondary education. Through grounded theory methodology, this study explored the experiences of 9 college students with learning disabilities. The emergent theory points to elements of "self-style" as a means to operationally define learning disability.

Troiano, P. F., Liefeld, J. A., & Trachtenberg, J. V. (2010, Spring). Academic support and college success for postsecondary students with learning disabilities. *Journal of College Reading and Learning, 40*(2), 35-44.

The relationship between degree of academic support center use and college success was examined in a population of 262 college students with learning disabilities. Five years of attendance data and graduation rates were examined and submitted to discriminant function analysis to evaluate the predictive influence of academic support center use on college student outcomes. Results indicated that students who had higher levels of attendance in an academic support center had higher overall grade point averages and higher rates of graduation. That is to say, students with learning disabilities who attended learning support centers regularly were more likely to have higher grades and graduate college than those who did not.

Trott, C. (2010). Dyscalculia in further and higher education. In D. Green (Ed.), *CETL-MSOR Conference 2010- Conference Proceedings, 6-7 September 2010, University of Birmingham* (pp. 70-75). Birmingham, UK: Maths, Stats & OR Network. Retrieved from: http://hdl.handle.net/2134/8903.

Dyscalculia is one of the newer challenges that face practitioners and researchers, particularly in the post 16 sectors. The focus of this paper is therefore be Further and Higher Education. Dyscalculia is a specific learning difference, which affects the ability to acquire arithmetical skills and an intuitive grasp of numbers. Consideration is given to this and other current definitions, together with a theoretical perspective. The paper also considers the prevalence of dyscalculia, as well as the difficulties dyscalculic students' experience, both in academic life and more generally. The paper highlights DysCalculiUM, a new first-line screening tool for dyscalculia focusing on the understanding of mathematics. The system provides an on-line delivery of the screening tool to identify students at risk with minimal staff input. A Profiler identifies students requiring further investigation. This may take the form of an in-depth interview and referral for further testing. The final section of the paper considers subsequent one-to-one support for students. A case study of a dyscalculic student in Higher Education working with tables of information, percentages and graphs, serves to illustrate some of the ways in which dyscalculic students can be supported on a one-to-one basis.

Tsagris, D. (2010). *Exploring the use of an internal student homepage for students with learning disabilities in a postsecondary web community.* Unpublished doctoral dissertation, University of Calgary, Calgary, Alberta, Canada.

This case study explored the use of student homepages. Students in a technical college developed an individual website and used it as a self-advocacy tool in a web based community. The homepages were used as an integrated method of instruction during a summer transition program (STP) for students with Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD). After the program, students used homepages as an online method for communicating with professors about their disability. The use of 'The Student Homepages' was found to promote self-determined knowledge, skills, and attitude and to promote a social context of autonomy. The case study included four participant groups, the teachers who delivered the STP, the students who participated in the intervention, the college professors with whom the information was shared, and the staff of the Centre for Students with Disabilities. Ten student participants were interviewed during the STP and after the first term of college. All 10 students recommended other colleges and universities use the homepages during their transition programs. It was found that the activities associated with creating their homepages were motivating and engaging. Six members of the teaching team observed and reported the high level of student engagement and motivation during the transition program. The homepages were found to promote self-determined components of self-awareness, disability awareness, and self-advocacy. Twenty college professors completed surveys about the homepage and their interaction with the students. Three college professors were interviewed. The college professors' feedback indicated that they were impressed with the efforts the students made in producing their homepages; they valued having access to additional information not ordinarily readily available. Disability staff were surveyed and confirmed the student and professor feedback as to the value of the homepages as a disability related method of communication. This case study offers disability service providers a model to integrate technology and a self-determination curriculum into a transition program and to enhance accommodation procedures by the use of student homepages.

Vogel, G., Fresko, B., & Wertheim, C. (2007). Peer tutoring for college students with learning disabilities: Perceptions of tutors and tutees. *Journal of Learning Disabilities, 40*(6), 485-493.

Peer tutoring is a commonly provided support service for students with learning disabilities (LD) in institutions of higher education. A large-scale survey was conducted to evaluate the PERACH peer tutoring project for students with LD at 25 universities, regional colleges, and teacher training colleges in Israel. The purpose of the study was to understand the tutoring process from the point of view of both tutees and tutors with respect to 5 main areas: tutees' needs, focus of tutoring activities, difficulties surrounding the tutoring endeavor, importance of similar study experiences, and satisfaction with the project. It is our supposition that major discrepancies in perceptions are likely to undermine the effectiveness of the tutoring. Similarities and differences in perceptions were identified, and implications that can be useful in guiding service providers are discussed.

Vogel, S. A., Leyser, Y., Wyland, S., & Brulle, A. (1999, June). Students with learning disabilities in higher education: Faculty attitude and practices. *Learning Disabilities Research & Practice, 14*(3), 173-186.

Prior research indicated that academic success for students with learning disabilities (LD) is enhanced when faculty members are willing to make accommodations. This investigation explored faculty attitude and practices toward providing teaching and examination accommodations for students with LD in higher education. All full-time and part-time faculty teaching in a large midwestern, public, doctoral-granting university were asked to respond to a survey regarding their background knowledge about learning disabilities and the relevant legislation, their firsthand experience teaching such students, their willingness to provide accommodations, and their judgment of the fairness of providing accommodations vis-a-vis students without disabilities. Faculty (N = 420) indicated slightly greater willingness to provide teaching accommodations as compared to examination accommodations (EA). The highest level of willingness was reported for allowing students to tape-record lectures. Faculty members were least willing to provide supplementary

materials such as an outline of their lecture or to provide assignments in an alternative format. Faculty members were most willing to allow extended time for exams and to allow exams to be proctored in the office of support services for students with disabilities. Faculty were least willing to alter the format of examinations. Factors that may have influenced faculty attitude include age, academic discipline, experience teaching students with LD, years of teaching experience, and professional rank.

Warmington, M., Stothard, S. E., & Snowling, M. J. (in press). Assessing dyslexia in higher education: The York adult assessment battery-revised. *Journal of Research in Special Educational Needs.*

Although there are a number of standardised measures to assess dyslexia in children, there are comparatively fewer instruments suitable for the assessment of dyslexia in adults. Given the growing number of students entering UK higher education institutions, there is a need to develop reliable tools for assessing the additional needs of those with dyslexia and related difficulties. This study reports data from a revised version of the York Adult Assessment: An Assessment Battery for Dyslexia Screening in Higher Education. The current York Adult Assessment-Revised (YAA-R) is an assessment battery consisting of tests of reading, spelling, writing and phonological skills. Data from a normative sample of 106 adults without dyslexia and a validation sample of 20 adults with dyslexia illustrate significant group differences on the tests comprising the YAA-R. Additionally, the YAA-R has good discriminatory power yielding 80% sensitivity and 97% specificity. Taken together, the YAA-R is a suitable test battery for the assessment and identification of dyslexia in university students.

Weis, R., Sykes, L., & Unadkat, D. (in press). Qualitative differences in learning disabilities across postsecondary institutions. *Journal of Learning Disabilities.*

Many college students receiving accommodations for specific learning disability (SLD) do not meet objective criteria for the disorder. Furthermore, whether students meet criteria depends on the diagnostic decision model used by their clinician. The authors examined whether the relationship between diagnostic model and likelihood of meeting objective criteria is moderated by students' postsecondary institution. They administered a comprehensive psychoeducational battery to 98 undergraduates receiving accommodations for SLD at 2-year public colleges, 4-year public universities, and 4-year private colleges. Most 4-year public university students failed to meet objective criteria for SLD. In contrast, most 4-year private college students met objective criteria based on significant ability–achievement discrepancies, and most 2-year public college students met objective criteria based on normative deficits in achievement and cognitive processing. Students who met objective criteria also differed significantly in degree of academic impairment. The authors' findings indicate qualitative differences in SLD across postsecondary settings and have implications for the identification and mitigation of SLD in college students.

Weiss, S. (2004, Spring). Contemplating greatness: Learning disabilities and the practice of law. *The Scholar: St. Mary's Law Review on Minority Issues, 6*, 219-259.

"This article provides an expanded review of what constitutes a "disability" under the ADA and what its introduction has meant for law schools, state bar examiners, and legal employers. Part II examines the evolution of the ADA, its application, and specific learning disabilities under the statute. Part III analyzes the ADA in conjunction with the study of law and accommodations given to those with a learning disability. Part IV discusses how learning disabilities are interpreted by bar examiners and what accommodations and deemed reasonable when providing for them. Finally, Part V harmonizes what learning disabilities have meant to the modern-day practice of law, the ethical implications associated with the advent of the ADA, and the hazards involved in disclosing a learning disability" (p. 220).

Weyandt, L. L., & DuPaul, G. J. (2012, April). College Students with ADHD Revisited [Special Section]. *Journal of Attention Disorders, 16*(3).

"Increasing empirical attention has been focused on college students with ADHD in recent years. In this special series, five studies are included that address psychosocial issues, comorbidity, and treatment of college students with ADHD. The nature and results of each study are briefly described. This special series of articles significantly advances our knowledge of critical issues with respect to psychosocial functioning, alcohol/substance use, comorbidity, and treatment of ADHD in college students" (p. 199). Articles in this special section include:

- Double-Blind, Placebo-Controlled, Crossover Study of the Efficacy and Safety of Lisdexamfetamine Dimesylate in College Students With ADHD
- Substance Use in College Students With ADHD
- The Positive Illusory Bias: Does It Explain Self-Evaluations in College Students With ADHD?
- Depression and Anxiety Among Transitioning Adolescents and College Students With ADHD, Dyslexia, or Comorbid ADHD/Dyslexia
- Drug and Alcohol Use in College Students With and Without ADHD

Wilczenski, F. L. (1993). Coming to terms with an identity of "learning disabled" in college. *Journal of College Student Psychotherapy*, 7(1), 49-61.

Ten college students discussed their experience of a "learning disabled" identity during twelve group counseling sessions. Group members progressed through three stages (denial, exploration, and acceptance) in clarifying the personal meaning of learning disabilities and in examining the social stigma of that identity. Students' perceptions of learning disabilities as specific vs. global deficiencies, modifiable vs. permanently handicapping conditions, and stigmatizing vs. nonstigmatizing identities, were the focus of group meetings. This paper describes the counseling processes involved in coming to terms with an identity of learning disabled in college.

Williams, M., & Upadhyay, W. S. (2003). To be or not to be disabled. *Women & Therapy, 26*(1), 145-154.

This narrative consists of two sections that describe the experience of a graduate student with a learning disability. The first section documents the first author's process of coming to understand and accept the positive and negative impacts of her learning disability. This author explains how others (e.g., parents, teachers, therapists, coaches) have exhibited a natural tendency to underestimate the pervasiveness of the disability. The second section reflects the experience of the first author's coach in working with the first author around her learning disability. Potential implications for therapists working with learning-disabled clients are also discussed throughout the article.

Wilmshurst, L., Peele, M., & Wilmshurst, L. (2011, January). Resilience and well-being in college students with and without a diagnosis of ADHD. *Journal of Attention Disorders, 15*(1), 11-17.

Objective: The study examines psychological well-being and self-concept in college students diagnosed with ADHD.

Method: We surveyed 17 undergraduate college students with ADHD and 19 undergraduate controls concerning academic and emotional support received from family and friends. All students

completed the Connor's Continuous Performance Test (CPT-II), Connor's Adult Rating Scale (CAARS), Tennessee Self-Concept Scale (TSCS:2) and Psychological Well-Being Scale (PWB).

Results: Between group differences were significant for the CAARS and CPT-II, but not total self-concept (TSC) or global PWB. The strongest predictors for TSC were e*nvironmental mastery* (PWB) for the ADHD group and *positive relations with others* (PWB) for the controls. Students with ADHD reported significantly higher paternal support than controls who reported significantly greater support from friends.

Conclusion: College students with a diagnosis of ADHD may represent an especially resilient group. Future studies should investigate competencies of students with ADHD who have achieved success against the odds.

Young Kong, S. (2012). The emotional impact of being recently diagnosed with dyslexia from the perspective of chiropractic students. *Journal of Further and Higher Education, 36*(1), 127-146.

Increased awareness and improved tests have contributed to the identification of rising numbers of dyslexic students entering higher education in the United Kingdom. Nearly half of these students are not diagnosed until they start their HE courses. Studies of experiences of dyslexic students diagnosed as children exist; however, there is little comparable information on dyslexic students diagnosed as adults.

This qualitative study explores the experiences of six students diagnosed with dyslexia after starting their Masters degrees. Their personal accounts were analysed using thematic analysis. The major themes identified were:

- Distress
- Self-doubt
- Embarrassment
- Frustration
- Relief
- Confidence
- Motivation

The findings revealed that being diagnosed with dyslexia as an adult can be cathartic or devastating depending on the individual's current emotional status and personality. However, as they develop a deeper understanding of what dyslexia means and how it affects them as individuals, the diagnosis becomes a liberating revelation. Once the label is accepted, the individual can embrace the change in lifestyle that the diagnosis necessitates. This study provides a deeper understanding of the consequences of a late diagnosis and highlights the need for management approaches to be individually tailored to specific needs.

Zuriff, G. E. (1996, December). Learning disabilities in the academy: A professor's guide. *Academic Questions, 10*(1), 53-65.

"Increasingly, professors have been receiving memos of this sort from administrators. Currently more than 45,000 students with learning disabilities (LD) enter college each year, up from 19,000 in 1988, with the number of LD students graduating high school growing by more than 5 percent a year. Professors have reacted to these developments with confusion. Most have no idea what LD is and have only a vague awareness that the law is somehow relevant. Consequently they have quietly acquiesced to all requests, believing they have no legal recourse. Professors who otherwise staunchly

resist any intrusions into their teaching now passively abdicate their academic freedom, allowing an administrator to decide how they shall conduct their courses. To remedy this problem, I shall describe LD, explain the legal issues, and provide a framework for thinking about the topic" (p. 53).

LEGAL EDUCATION AND STUDENTS WITH DISABILITIES

This section includes articles concerning the inclusion of students with disabilities in legal education. A majority of these resources are law reviews and are specific to learning disabilities, the ADA, clinical settings, and accommodations, and was compiled by Professor Arlene Kanter and Kelly Bunch of the Syracuse University College of Law Disability Law and Policy Program.

Adams, S. J. (1996, June). Because they're otherwise qualified: Accommodating learning disabled student writers. *Journal of Legal Education, 46*(2) 189-215.

> Discussion of learning disabled (LD) law students looks at what constitutes a learning disability and explains circumstances leading to increasing numbers of LD students in law schools. Manifestations of learning disabilities in writing are examined, problems with this in the law school setting are noted, and early identification and interventions are explored. Focus is on law schools' responsibility.

Adams, S. J. (1998, June). Leveling the floor: Classroom accommodations for law students with disabilities. *Journal of Legal Education, 48*(2), 273-296.

> Examines the provision of disability accommodation in the law school classroom, including the crucial threshold task of establishing a durable and flexible accommodations policy; educating the school's administration, faculty, and student body; maintaining confidentiality; accommodating learning disabilities; law review accommodations; and support groups.

Anderson, A., & Wylie, N. (2008). *Beyond the ADA: How clinics can assist law students with "non-visible" disabilities to bridge the accommodations gap between classroom and practice* [Boston College Law School Faculty Papers]. Boston: Boston College Law School. Retrieved from http://lsr.nellco.org/cgi/viewcontent.cgi?article=1222&context=bc_lsfp.

> "At the very time that the importance of experiential learning is being trumpeted as critical to the preparation of all law students for practice, all too little has been written about the role of clinical education in helping students with non-visible disabilities succeed in their chosen careers. In her groundbreaking 1999 article, Sande Buhai alerted the academy to the unique role that clinics can play in the legal education of students with disabilities. Buhai demonstrated persuasively that law school clinics offered such students an opportunity to identify and experiment with accommodations which would assist them in practice. To achieve that goal, she proposed that clinicians and students base those accommodations on the employment provisions of the ADA.

This article seeks to build upon these important insights. It presumes the applicability of the ADA to law school clinics and focuses instead on what clinics can offer students with mental health impairments, neurological disorders, and learning disabilities, whether or not they technically qualify for ADA protections, to prepare them most effectively for practice. Given the harsh demands of practice, particularly for lawyers with disabilities, it is incumbent on the academy to maximize the teaching opportunities available in clinics before graduation.

Part I opens with a brief summary of the current law on accommodating lawyers with disabilities in practice. Part II provides an overview of how other professional disciplines (e.g. medicine, education, and social work) are adapting clinical pedagogy to meet the needs of students with disabilities. While educators in other professions attempted to address these questions earlier and more comprehensively than did the law academy, ultimately their contributions leave unanswered many questions about how best to assist students with non-visible disabilities in clinical settings.

Then, in Part III, we offer two case studies, built on our own clinical teaching experiences, of law students with mental health and learning impairments. We then use those histories to discuss one law school's efforts to accommodate the needs of students with learning disabilities and mental illness. In particular, we look to the role of law school administrators (including student services and career placement) in counseling students with disabilities. Then we investigate how clinics can help these students seek assistance and develop tools and strategies for dealing with their disabilities, while preserving ethical and academic standards. We close in Part IV by offering proposals for best practices for maximizing the effectiveness of clinical education in the legal training of lawyers with mental health and learning disabilities" (pp. 3-4).

Bensen Lipskar, L. (2001, Spring). Learning disabilities and the ADA: A guide for successful learning disabled students considering a career in the law. *University of Pennsylvania Journal of Labor & Employment Law, 6*, 647-669.

"This article focuses on the issues facing an individual of above average intelligence with a learning disability when deciding to apply to law school and enter the legal profession, in light of the Americans with Disabilities Act ("ADA")" (p. 647).

Bernstein, A. (Ed). (2008, Spring). Lawyers with Disabilities: L'Handicape C'est Nous [Special Issue]. *University of Pittsburgh Law Review, 69*(3). Available: http://lawreview.law.pitt.edu/ojs/index.php/lawreview/article/view/101.

This special issue of features papers presented at the Symposium, Lawyers with Disabilities, held as a live conference over two days at Emory University School of Law in the fall of 2007. Many of these articles include a focus on not just lawyers with disabilities but law students with disabilities. Articles from this Symposium published in this issue include:

- Introduction
- Extra Time as an Accommodation
- Inclusive Instruction: Blurring Diversity and Disability in Law School Classrooms Through Universal Design
- No Disability Standpoint Here!: Law School Faculties and the Invisibility Problem
- How Potential Employers Approach Disability: A Survey of Law Students in Georgia
- Law Students and Lawyers with Mental Health and Substance Abuse Problems: Protecting the Public and the Individual
- Professionalism and Protection: Disabled Lawyers and Ethical Practice
- "Baby, Look Inside Your Mirror": The Legal Profession's Willful and Sanist Blindness To Lawyers With Mental Disabilities

- Disability-Related Misconduct and the Legal Profession: The Role of the Americans With Disabilities Act
- The Disability Dilemma: A Skeptical Bench & Bar
- The Americans with Disabilities Act: Equal Opportunity for Individuals With Disabilities, in Some Large Businesses, in Some Major Cities, Sometimes...

Boyle, R. A. (2006). Law students with attention deficit disorder: How to reach them, how to teach them. *The John Marshall Law Review, 39*(2), 349-383.

Most law school classes are likely to include students with Attention Deficit Disorder (ADD) or its related disorder - Attention Deficit Hyperactivity Disorder. It is imperative for teachers to be equipped for teaching law students with ADD. To be effective in reaching those students, law professors should understand the common learning-style traits of ADD students. This article describes what researchers know about ADD and how it can impact learning. It summarizes empirical research and describes the Dunn and Dunn Learning Styles Model. It also discusses federal statutes and court cases mandating individualized approaches to teaching students with learning disabilities. Finally, it recommends ways in which law professors can diversify their teaching methods to assist ADD students and their classmates.

Buhai, S. L. (1999). Practice makes perfect: Reasonable accommodations of law students with disabilities in clinical placements. *San Diego Law Review, 36*, 137, 185-186.

"This article discusses the reasonable accommodation of law students with disabilities in a clinical law environment. Although law review articles and bar journals, case law, and administrative regulations have discussed reasonable accommodations for students with disabilities in the law school setting, none have focused on the unique problems and issues that arise in clinical law placements" (p. 137).

Christensen, L. M. (2007). Law students who learn differently: A narrative case study of three law students with Attention Deficit Disorder (ADD). *Journal of Law & Health, 21*, 1-28. Retrieved from: http://www.law.csuohio.edu/currentstudents/ studentorg/jlh/documents/21-1-gChristensen_FINAL.pdf,

More law students than ever before begin law school having been diagnosed with a learning disability. As legal educators, do we have an obligation to expand our teaching methodologies beyond the typical law student? What teaching methodologies work most effectively for law students with learning disabilities? The purpose of this study was to examine the perceptions of law students with Attention Deficit Disorder (ADD) about their law school experiences. The case study yielded four themes relating to the social, learning and achievement domains of the students. First, law students with ADD experienced feelings of isolation in law school. Second, the more successful law students with ADD understood their personal learning styles whereas the less successful student students did not. Third, the Socratic Method, as the predominant teaching methodology, inhibited students' learning in the classroom. Fourth, the students expressed feelings of uncertainly about their future careers as practicing lawyers with ADD. It is time for legal educators to welcome nontraditional learners into their classrooms. By seeking to create an environment of inclusion versus exclusion, by expanding our teaching methodologies and by recognizing the multitude of talents and skills our students possess, we can humanize the law school experience for everyone.

Coleman, P. G., Jarvis, R. M., & Shellow, R. A. (1997, July). Law students and the disorder of written expression. *Journal of Law and Education, 26*(3), 1-9.

Persons with the Disorder of Written Expression (DWE) regularly commit errors in spelling, punctuation, grammar, syntax, and paragraph organization. If, with reasonable modifications, a student can produce an acceptable written product, law schools must provide such accommodations. Administrators must create appropriate accommodations for students with DWE which do not alter their school's basic program of instruction.

Colker, R. (2008, Spring). Extra time as an accommodation. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69*, 413-474. Retrieved from: http://lawreview.law.pitt.edu/issues/69/69.3/02Colker.pdf.

Although the provision of extra time has become the standard method of accommodating students with various disabilities when they take the Law School Admissions Test (LSAT) or in-class timed exams, this Article suggests that we consider other means of attaining fairness on exams. Through a survey of the psychometric literature, as well as a modest empirical study, this Article argues that the rank order of students is likely to be significantly affected by the type of examination instrument used. This Article places the psychometric literature on examination results in the context of testing of prelaw students as well as law students and suggests that we place less emphasis on timed instruments in ranking students. While questioning the validity of the LSAT for all students, this Article also argues that the LSAT scores of students who take the exam under conditions of extra time are likely to be as valid as the scores of students who take the exam under regular conditions. The Article urges the Law School Admission Council (LSAC) to conduct a proper validity study so that students who receive extra time are not disadvantaged during the admissions process. Finally, this Article suggests that law faculties examine their testing practices to see if they offer a sufficient variety of testing methods to compare students fairly. The current overemphasis on in-class timed exercises is likely to inappropriately disadvantage certain students and not give them an opportunity to demonstrate their mastery of the material.

Diamond, A. S. (1994, Fall). L.D. law: The learning disabled law student as a part of a diverse law school environment. *Southern University Law Review, 22*, 69-97.

This Article explores the educational experiences and the life challenges of the learning disabled law student. Part I of this Article introduces personal, historical, and statutory perspectives on the experiences and educational rights of the learning disabled law student. Part II constructs a theory of why the presence of the learning disabled law student presents an issue of inclusion and diversity. Part III discusses how the law school's academic support system may help realize the promise of diversity offered by the learning disabled law student's presence in the law school environment.

Eichhorn, L. A. (1997). Reasonable accommodations and awkward compromises: Issues concerning learning disabled students and professional schools in the law school context. *Journal of Law & Education, 26*(1), 31-63.

Under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, colleges and universities are prohibited from discriminating against qualified students with learning disabilities and must reasonably accommodate such disabilities so that students have a genuine opportunity to complete academic programs successfully. Not surprisingly, just like their non-disabled peers, a number of learning disabled college graduates are choosing to enter professions such as law and medicine. Their entry into professional schools has raised a number of legal issues concerning their qualification to matriculate, their need for accommodations, and their eventual ability to practice successfully. This article discusses each of these issues in the specific context of legal education after providing general explanations of learning disabilities and of the federal statutes governing the rights of learning disabled students.

Francis, L. P., & Silvers, A. (2008, Spring). No disability standpoint here! Law school faculties and the invisibility problem. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69*(3), 413-474.

"In this Article, we consider whether there is reason to urge an increase in the number of individuals with disabilities, especially visible or otherwise evident disabilities, in the ranks of law school faculties" (pp. 413-414).

George, M., & Newby, W. (2008, Spring). Inclusive instruction: Blurring diversity and disability in law school classrooms through universal design. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69,* 475-498. Retrieved from: http://lawreview.law.pitt.edu/issues/69/69.3/03Newby-George.pdf.

"This Article addresses the difficult issues faced by law schools in determining the use of accommodations for students with disabilities in the context of the Americans with Disabilities Act of 19901 (ADA) and, in particular, for those with "invisible disabilities," such as learning disabilities, emotional disabilities, and attention disorders. Because the manner in which accommodations are delivered is specific for each university and fact intensive for each student, there often is confusion about the role played by accommodations in supporting an educational process while providing equal access in academic environments as mandated by the ADA. We suggest an alternative to the exclusive use of accommodations as the vehicle through which access is attained. We argue that law schools should adopt Universal Design for Instruction (UDI) principles as the foundation of pedagogical practice in law school classrooms and for assessment of learning outcomes. Changes based on these principles have the potential to provide access for students with disabilities without altering the essential nature of the curriculum and program objectives" (p. 475).

Grossman, C., & Jaffe, D. (2007). Proceedings of Assisting Law Students with Disabilities in the 21st Century: Brass Tacks. *American University Journal of Gender, Social Policy & the Law, 15.*

This entire issue includes the proceedings of this conference that was originally podcast. The conference featured how cutting-edge technology, court decisions, resource allocations, and individual perceptions each have the ability to affect the education of a law student with a disability. For student, career, and disability support professionals, for university counsels, faculty, and students themselves, knowledge of rights and responsibilities can be critical to academic achievement. Federal and state laws may help frame the issues, but they do not always assist with the day-to-day application and support we provide our students. This conference sought to address the major disability issues in the academic arena and identify the best practices for assisting law students with disabilities.

Jolly-Ryan, J. (2005). Disabilities to exceptional abilities: Law students with disabilities, nontraditional learners, and the law teacher as a learner. *Nevada Law Journal, 6*, 116-155.

"Law schools and the legal profession have teaching and hiring disabilities. Legal educators often suffer from disabling intellectual paralysis and lack of vision when it comes to teaching students with disabilities and nontraditional learners. They fail to accommodate the variety of learners and learning styles presented in the classroom. The legal profession also suffers from disabling stereotypes and prejudices regarding lawyers with disabilities, and particularly those with learning disabilities. Students with disabilities, lawyers with disabilities, and nontraditional learners face

many barriers in law school and the legal profession. Among the most significant barriers are the disabling intellectual paralysis, lack of vision, stereotypes, and prejudices that prevent legal educators from teaching to a variety of learners and law firms from hiring lawyers with disabilities. Many of these individuals would greatly benefit the profession.

Legal educators and the legal profession must overcome their own teaching and hiring disabilities and allow students with disabilities and nontraditional learners to benefit our classrooms, our teaching, and the legal profession, with their diverse learning styles and unique potential." (p. 116).

Katz, B. E. (2002, April). Disabled, not disqualified. *Student Lawyer, 30*(8). Retrieved from: http://www.abanet.org/lsd/stulawyer/apr02/disabled.html.

With proper accommodations, law students with disabilities can succeed in law school and their careers.

Lane, J., & Kelly, R. (2012) *Autism and Asperger's syndrome in the law student: Making accommodations in academic assessments.* Paper presented at 47th Annual Conference (Re)assessing Legal Education, 1st April - 3rd April 2012, Lady Margaret Hall, Oxford, UK. Retrieved from: http://eprints.hud.ac.uk/13546/.

"Students with ASD and Asperger's Syndrome will form an ever-increasing sector of the student cohort, both in Further and Higher Education, and it is important that we, as academics, take a proactive stance and fully embrace our legal and moral duties towards fully supporting these students. There are a number of adjustments that can be made, and most of them will result in improvements to the learning experience of the entire student cohort." (p. 14).

MacCurdy, A. H. (1995, Winter). Disability ideology and the law school curriculum. *Boston University Public Interest Law Journal, 4*, 443-457.

"The role of disability ideology in the legal system has been less studied, though people with disabilities have experienced the brutal edge of law in nearly every legal category. As advocates, we deal every day with the ways in which legal power is used against individuals with disabilities, so the idea that disability bias is embedded in the structure of law is built into how we do our jobs. We see how rigid conceptions of competency are manipulated to deny people with disabilities control over their property, their living arrangements, and their bodies. We have learned that core values of individual autonomy, equality, and due process are left behind by "treatment" models and paternalism. We no longer question, though we each might express the point differently, that the law proceeds as if there were an identifiable standard of "ableness" that describes most of us, and justifies different treatment of everyone else, and that such a standard is myth.

In questioning how law comes to perpetuate hierarchies that devalue people with disabilities, we at the Pike Institute were led to examine what aspiring lawyers are taught about disability. We had been contacted regarding the possibility of developing teaching materials that would expose law students to disability issues in the core courses taken by all aspiring lawyers, rather than through disability law courses with limited enrollments. The timing was fortuitous as I had just begun reading critiques of the law school curriculum for class, sex and race bias in an attempt to develop methods to evaluate the curriculum in terms of disability. The proposed project seemed the ideal vehicle for a broader critique of disability ideology in the curriculum, providing both the empirical evidence to support the critique and concrete proposals for change in the form of classroom materials. With that in mind, and armed with a three year grant, we formulated ambitious project goals which reflected the perspective of those earlier studies. Our first goal was to develop a methodology for examining and critiquing various curricula and texts. Next we would examine and critique such

materials for: (1) discriminatory language, ideas, and doctrine; (2) omission of issues of importance to individuals with disabilities; (3) failure to consider the perspective of individuals with disabilities; and (4) signs of "disability consciousness," that is, an ideology of subordination of individuals with disabilities. From that examination, we would then develop supplementary materials to remedy such defects and omissions. The ultimate product, we hoped, would be teaching materials that served the purpose of integration while remaining relevant to their respective subject areas" (pp. 443-445).

McGuigan, S. (2009). Documenting learning disabilities: Law schools' responsibility to set clear guidelines. *Journal of College and University Law, 36*(1).

In his freshman year of college, Tommy was diagnosed with a learning disability. A school psychologist, using two primary test instruments for adults, determined that, while Tommy's aptitude was strong, he displayed significant weaknesses in several areas and suffered from a Mathematics Disorder, DSM-IV-TR, 315.1 & a Disorder of Written Expression, DSM-IV-TR 315.2. The college's office of disability services granted Tommy accommodations, including lengthy assignments broken down into smaller components, extended time for written tests, and a peer notetaker. Tommy blossomed, successfully graduating from college with honors. After six months in the workforce, Tommy decided to apply to law school.

Roach, C. A. (1994, Fall). A river runs through it: Tapping into the informational stream to move students from isolation to autonomy. *Arizona Law Review, 36,* 667-699.

"Section I of this article explores the problem of isolation in law school, particularly as it affects minority and other non-traditional students. It challenges the assumption by most law schools that once a student is admitted into law school she competes on a level playing field. Ostensibly, the playing field is level because as a result of the standardized first-year Case Method instruction, presumably all students have roughly equal access to the same type and amount of information upon which ultimately they are all tested. Consequently, it is assumed, students with superior knowledge of the material and greater ability will perform better and receive higher grades. Section I suggests, however, that those assumptions are no longer valid.

Section II moves from the research on isolation and academic performance and explores the voluminous new research on learning theory and "methods" instruction. Section II suggests that unfortunately, much of the disparate research on psychological and academic isolation, as well as the new research on learning theory and methods instruction has been conducted in a vacuum, without sufficiently acknowledging the interrelationship of each separate branch"(p. 668).

Ranseen, J. (2000, August). Reviewing ADHD accommodation requests: An update. *The Bar Examiner, 69*(3), 6-19. Retrieved from: http://www.ncbex.org/uploads/user_doc repos/690300_Ranseen.pdf.

"With the implementation of the Americans with Disabilities Act in 1992, requests for accommodations on the bar examination have grown steadily. While bar examiners may be better equipped than other testing organizations to understand the legal ramifications of this legislation, they have still been caught up in the general confusion about definitions and procedures that so often envelops introduction of a new law. No amount of legal sophistication could prepare them to grapple with the tide of requests based on psychiatric diagnoses, especially attention deficit hyperactivity disorder (ADHD) and learning disabilities. It was within this context that i was hired as a consultant to various state bar examining authorities to explain diagnostic evaluation issues related to adult ADHD, to make recommendations regarding accommodations requests submitted by examinees, and to assist in development of review procedures for submission of these requests. My experience as a consultant has challenged me to bridge the divide between psychiatry and the law in ways that I did

not anticipate. It has forced me to look more closely at issues critical to clinical practice. For instance, what are the essential features of ADHD among post-secondary students and how should clinicians verify these features? How should clinicians determine that ADHD symptoms are associated with "impairment" sufficient for "disability"? Does current ADHD research truly help us understand the functional impact of symptoms and how this impact can best be ameliorated, particularly within the academic environment? Does medication treatment alone ameliorate ADHD symptoms that affect test-taking skill?" (p. 6)

Rothstein, L. (2008, Spring). Law students and lawyers with mental health and substance abuse problems: Protecting the public and the individual. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69*(3), 531-566. Retrieved from: http://lawreview.law.pitt.edu/issues/69/69.3/ 06Rothstein.pdf.

"This Article evaluates whether mental illness and substance abuse policies, practices, and procedures appropriately balance the concerns of the individual lawyer with the interests of the public. This Article concludes by offering recommendations to improve the handling of these issues and suggestions about areas where additional study is needed" (p. 533).

Runyan, M. K., & Smith, J. F., Jr. (1991, September-December). Identifying and accommodating learning disabled law school students. *Journal of Legal Education, 41*(3-4), 317-349.

This article explains the nature of learning disabilities and suggests accommodations (e.g., test modifications, course modifications, academic support services) that law schools can make in the light of federal law and litigation protecting the rights of disabled students. Interviews with two learning-disabled attorneys, a glossary, and student questionnaires are included.

Smith, K. H. (1999). Disabilities, law schools, and law students: A proactive and holistic approach. *Akron Law Review, 32*, 1-106.

As previously noted, this article examines and discusses the spectrum of issues raised by the presence of disabled students in law school student bodies. In order to accomplish this task, the article is divided into five substantive parts. Part I provides information concerning the nature and effects of the disabilities which are likely to be present in law school student bodies. This information is required in order to assess the presence of disabilities, the accommodations which are reasonable in light of a given disability's effects, and why a holistic approach to disabilities is required. Part I describes three categories of disabilities: 1) physical and medical disabilities; 2) learning disabilities, Attention Deficit Disorder, and Attention-Deficit Hyperactive Disorder; and 3) emotional and mental disabilities. Part II summarizes the federal legal framework which governs disabled students in law schools, thus setting the stage for Part III and Part IV. Part III examines the definition of "disability" under the relevant federal statutes and regulations. Part IV briefly explores the concept of accommodations under the federal legal framework, outlines the principal accommodations currently provided by law schools, and discusses the factors which should be considered when determining whether an accommodation is reasonable. Finally, Part V ties together this article by considering principles which should guide a law school's treatment of disabled students and by setting forth the outline of a model program for disabled law students" (p. 5).

Stone, D. H. (1996, May). The impact of the Americans with Disabilities Act on legal education and academic modifications for disabled law students: An empirical study. *Kansas Law Review, 44*, 567-600.

"Law schools face the challenge of providing disabled students with reasonable accommodations in their academic setting in a fair and equitable manner. Disabled law students continue to demand academic modifications in course examinations by claiming to be persons with mental or physical disabilities. Law schools are also beginning to see requests for extension of time for degree completion, priority in course registration, and authorization to tape record classes, all by virtue of an entitlement under the mandates of the Americans with Disabilities Act (ADA).

Persons with a wide range of disabilities are seeking academic modifications from their law schools. What disabilities are most often represented? Are persons with learning disabilities inclined to seek additional time in completing their final exams? Are students with a mental illness more or less inclined to self-identify and seek similar reasonable accommodations? For those disabled students who are provided with additional time to complete their course examinations, how much additional time is fair and equitable? Should law schools provide readers for blind students and sign language interpreters for deaf students, or modify classroom equipment for physically disabled students? When law schools consider providing reasonable accommodations in academic programs to their disabled students, what is the role of the law school professor in approving the requested modification? How does anonymous grading affect a disabled student's request for an academic modification? Do most students who seek an accommodation have the request honored? Is there an administrative appeal process within the law school community? For those disabled law students who desire an academic modification, what, if any, medical, psychological, or educational documentation is required? Do law schools have written policies and procedures for addressing requests by disabled students?

A fundamental issue underlying the provision of reasonable accommodations within a law school setting is the future impact such an accommodation may have when the disabled lawyer subsequently represents a client in a legal proceeding. Do law schools provide a disservice by offering an "advantage" to a disabled law student when as a lawyer, no such "benefit" is provided? Do law schools, under the mandate of the ADA, recognize that providing academic modifications to disabled students has a significant impact beyond legal education, affecting the bar admission process, bar examination, attorney grievance and disbarment procedures, and employment of lawyers in the work place in general?

The empirical data contained in this Article is submitted to serve as a backdrop for purposes of elaboration and comparison of these and other questions. Eighty law schools from across the country were surveyed to obtain data and elicit their opinions on such questions relating to academic modifications. The significant number of disabled students seeking an academic modification in their law school education warrants such inquiry. Law schools continue to grapple with disabled students' claims for fair and equitable treatment, as well as the desire to avoid a backlash from the nondisabled students who want to avoid providing disabled students with an unfair advantage in the law school setting.

This Article discusses and analyzes court decisions in the area of reasonable accommodations in the academic arena in order to understand the impact of the ADA and the direction courts are heading as they tackle this difficult and important area of law. Finally, this Article offers recommendations regarding fair and equitable reasonable accommodations for disabled law students in the academic setting" (pp. 567-568).

Stone, D. H. (2000, Winter). What law schools are doing to accommodate students with learning disabilities. *South Texas Law Review, 42*, 19-57.

"This article discusses and analyzes court decisions addressing reasonable accommodations in the academic arena of law school examinations. The text illustrates the impact of the ADA and the direction courts are heading as they tackle this difficult and important area of law. In a prior study, eighty law schools from across the country were surveyed to obtain data and elicit their opinions on

questions relating to academic modifications. The empirical data is intended to serve as a backdrop for elaboration and comparison of these and other questions. The significant number of disabled students seeking academic modifications in their law school education warrants such an inquiry. Law schools continue to grapple with claims from disabled students for fair and equitable treatment. An additional concern is the desire to avoid a backlash from the non-disabled students who want to prevent providing disabled students an unfair advantage in the law school setting." (p. 24)

Transcripts: Assisting Law Students with Disabilities in the 21st Century [Special Section]. (2010). *Journal of Gender, Social Policy & the Law, 19*(4).

This featured section of the *Journal of Gender, Social Policy & the Law* provides transcripts from the fourth annual conference on assisting law students with disabilities. Papers presented include:

- Kicking Down the Door to Employment I: Of Mentors and Schedule A
- Kicking Down the Door to Employment II: Resources and How to Access Them
- The International Law Student: Culture, Access, and When We'll Stop Scrambling
- Technology: Are You (And Your Vendors) Ahead Of, Or On the Curve?
- Research Project Bar Examination Accommodations for ADHD Graduates
- Selected Bibliography Relating to Law Students and Lawyers with Disabilities

Tucker, B. P. (1996, Summer). Application of the Americans with Disabilities Act (ADA) and Section 504 to colleges and universities: An overview and discussion of special issues relating to students. *Journal of College and University Law, 23*(1), 1-41.

Gives an overview of the obligations of postsecondary institutions toward students with disabilities under Titles II and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Asserts that, although these statutes assist students with disabilities in becoming integral members of society, the attitudinal barriers they face remain formidable.

Weiss, S. (2004, Spring). Contemplating greatness: Learning disabilities and the practice of law. *The Scholar: St. Mary's Law Review on Minority Issues, 6*, 219-259.

"This article provides an expanded review of what constitutes a "disability" under the ADA and what its introduction has meant for law schools, state bar examiners, and legal employers. Part II examines the evolution of the ADA, its application, and specific learning disabilities under the statute. Part III analyzes the ADA in conjunction with the study of law and accommodations given to those with a learning disability. Part IV discusses how learning disabilities are interpreted by bar examiners and what accommodations and deemed reasonable when providing for them. Finally, Part V harmonizes what learning disabilities have meant to the modern-day practice of law, the ethical implications associated with the advent of the ADA, and the hazards involved in disclosing a learning disability" (p. 220).

Wilhelm, S. (2003, April). Accommodating mental disabilities in higher education: A practical guide to ADA requirements. *Journal of Law & Education, 32*, 217-237.

"This article does not challenge the philosophical underpinnings of the ADA in its application to mentally handicapped individuals in higher education. An enlightened society must make educational opportunities available to all of its citizens. The aim here is more practical. Offered instead is an examination of the law and cases involving mentally disabled students so as to assist institutions of higher education in developing guidelines and policies for accommodating students" (p. 219).

OUTCOMES AND EMPLOYMENT

This section deals with what many students with disabilities have to face after graduating from postsecondary education: what are the outcomes post-graduation, most specifically related to employment. There are also resources related to outcomes after graduation from high school as it related to postsecondary education.

Alverson, C. Y., Naranjo, J. N., Yamamoto, S., & Unruh, D. K. (2010, December). Methods for collecting postschool outcomes data on young adults with disabilities: A literature synthesis. *Career Development and Transition for Exceptional Individuals,* 33(3), *155-164.*

> The current U.S. federal mandate for educational accountability requires state departments of education to collect data on the postschool employment and postsecondary school and/or training enrollment of young adults with disabilities. To examine how these data have been collected, we conducted a literature synthesis of follow-up and follow-along studies to answer four critical questions: (a) What data collection methods were used? (b) What were the sample characteristics? (c) What variables were examined? (d) What postschool outcomes were identified? We report the answers to these questions, discuss the limitations of our synthesis, outline implications for stakeholders, and make recommendations for state researchers collecting postschool outcomes data and for education professionals using these data to improve secondary transition programs for students with disabilities.

Bjornson, K., Kobayashi, A., Zhou, C., & Walker, W. (2011, Summer). Relationship of therapy to postsecondary education and employment in young adults with physical disabilities. *Pediatric Physical Therapy, 23*(2), 179-186.

> *Purpose:* The relationship of therapy services to postsecondary education and paid employment in young adults with physical disabilities was examined.

> *Methods:* A sample of 1510 youth from the National Longitudinal Transition Study 2 categorized with orthopedic impairment including cerebral palsy and spina bifida was analyzed using weighted sampling multivariate regression.

> *Results:* At follow-up, 48% participated in postsecondary education and 24% had paid employment. Receiving physical and/or occupational therapy at ages 13 to 16 years was significantly associated with higher levels of enrollment in postsecondary education at ages 19 to 21 years. Social interactions and expressive language skills but not therapy services were associated with paid employment.

> *Conclusions:* Results suggest that therapy services that focus on improvement of upper extremity function, self-care skills, and social skills are associated with participation in postsecondary education. Longer follow-up is needed to effectively examine paid employment.

Boutin, D. L., & Wilson, K. (2009). An analysis of vocational rehabilitation services for consumers with hearing impairments who received college or university training. *Rehabilitation Counseling Bulletin, 52*(3), 156-166.

The purpose of this study was to determine the predictive ability of vocational rehabilitation services for deaf and hard of hearing consumers who received college and university training. The RSA-911 database for fiscal year 2004 was analyzed to evaluate the effectiveness of 21 services in leading to competitive employment. A model predicting competitive employment included job search assistance, job placement, maintenance, rehabilitation technology, transportation, information and referral services, and other services. Results from the logistic regression analysis are discussed in relation to the implications to practitioners and educators.

Boutin, D. L., & Wilson, K. B. (2012, April). Who is going to college? Predicting education training from pre-VR consumer characteristics. *Rehabilitation Counseling Bulletin, 55*(3), 166-175.

The relationship of receiving college and university training within the state vocational rehabilitation (VR) program to pre-VR consumer characteristics was investigated with a multiple direct logistic regression technique. A model containing 11 pre-VR characteristics predict the reception of college and university training for a multidisability set of consumers who received VR services (R 2 = .11). Characteristics represent both intrinsic and extrinsic properties of consumers associated with the outcome variable. A second analysis on the relationship between college and university training and competitive employment was conducted with a simple logistic regression technique. Consumers were less likely to secure employment following the reception of college and university training (R 2 = .00). Results are discussed in the context of plausible explanations and implications for career counseling.

Carroll, C., & Dockrell, J. (in press). Enablers and challenges of post-16 education and employment outcomes: The perspectives of young adults with a history of SLI. *International Journal of Language & Communication Disorders.*

Background: Research studies have begun to investigate the post-16 outcomes for young adults with a specific language impairment (SLI). As yet only tentative conclusions can be drawn with respect to academic and employment outcomes and the factors that are associated with more positive outcomes. Evidence for these findings has relied predominantly on associations between various language, academic and psychosocial assessments. Little attention has been paid to the perspective of the young person.

Aims: To investigate from the perspective of a group of young people with a history of SLI the factors they believed have enabled and presented a challenge to their post-16 education and employment outcomes and experiences.

Methods & Procedures: Nineteen (four female, 15 male) young people aged from 19 to 23 years (average age 21 years), who had all attended the same residential special school for pupils with SLI, were interviewed face to face to explore their views as to what had enabled and limited their transition experiences to date. The data were analysed using thematic analysis.

Outcomes & Results: The majority of the young people saw themselves as key agents of change and very active participants in steering their own transition since leaving school. They acknowledged the important role played by their parents and families and how factors such as SLI had affected their transition experiences.

Conclusions & Implications: The study supports evidence from research with different groups of young people with special educational needs (SEN) and disabilities of the importance of school and post-16 curriculums which develop agency on behalf of the young person.

Collins, K., Hedrick, B., & Stumbo, N. (2007). *Using comprehensive postsecondary transitional support services to enhance the health, independence, and employment success of persons with severe physical and/or psychiatric disabilities: The University of Illinois approach.* Urbana-Champaign, IL: Division of Disability Resources and Educational Services (DRES), College of Applied Health Sciences, University of Illinois at Urbana-Champaign. Retrieved from http://www.disability.uiuc.edu/files/best_practices_files/textonly/index.html.

"The Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act and the Americans with Disabilities Act (ADA) have unquestionably served to improve the accessibility of higher education for students with disabilities. However, inadequate postsecondary transitional preparation and discontinuities in the statutory bases of disability accommodation policies and practices of secondary and postsecondary educational institutions continue to impede the enrollment and success of students with severe disabilities in higher education. Concomitantly, ineffectual self-advocacy and disability management skills and the aforementioned discontinuities in accommodation policies and practices exacerbate the likelihood that students with such disabilities who enter college will not graduate.

To address these concerns, the University of Illinois at Urbana-Champaign has provided comprehensive transitional and educational support services for students with disabilities for nearly six decades. The intent of these supports has always been to optimize the postsecondary educational participation, rate of graduation, and employment of persons with severe disabilities. The program, which currently serves approximately 1,000 students annually, provides individualized training to help students improve their ability to independently manage their disability-related needs. This report will: (1) describe the philosophical underpinning organizational structure and history of the Illinois Model from a general perspective, as well as the population specific perspective of students with severe physical disabilities and students with psychiatric disabilities; (2) describe the educational components of the Illinois program and the importance of these educational components in ameliorating the negative impact of severe disabilities upon their pursuit of a college education and access to gainful employment; and (3) describe the graduation and employment outcomes of students who have used these programs and services."

Cook, B. G., Gerber, M. M., & Murphy, J. (2000). Backlash against the inclusion of students with learning disabilities in higher education: Implications for transition from post-secondary environments to work. *Work, 14*(1), 31-40.

Individuals with learning disabilities (LD), the largest group of people with disabilities in the United States, are attending college in greater numbers than ever before. Post-secondary training is critical for individuals with LD to make successful transitions into a changing and ever more demanding world of work. Research indicating that college faculty are willing to provide requested accommodations to students with LD suggests that they are increasingly likely to experience successful post-secondary outcomes, and therefore improve their vocational prospects. However, college students with LD and the accommodations they receive have recently garnered some highly critical press. These portrayals may portend problems in higher education for students with LD, who must self-identify and make specific accommodation requests to faculty in order to receive the instruction and testing environments that they require to succeed. Efforts to ensure that the LD label is not ubiquitously applied and that college faculty attempt to separate the idea of merit from achievement and implement instructional practices to better meet the educational needs of students with and without LD are recommended.

Dipeolu, A. O. (2011, October). College students with ADHD: Prescriptive concepts for best practices in career development. *Journal of Career Development, 38*(5), 408-427.

Attention deficit hyperactivity disorder (ADHD) is the second most endorsed disability among college populations today, totaling approximately 11%. ADHD causes significant problems in education and social and occupational functioning of college students as well as in their postcollege work environment. Although the literature is replete with information guiding service providers working with students in other areas, very few studies exist to help career counselors who work with college students with ADHD. This article attempts to fill the gap by highlighting (a) college and postcollege work implications of ADHD characteristics and (b) effective interventions that counselors can implement to buttress the career planning process and postcollege occupational success for students with ADHD.

Dipeolu, A., Reardon, R., Sampson, J., & Burkhead, J. (2002). The relationship between dysfunctional career thoughts and adjustment to disability in college students with learning disabilities. *Journal of Career Assessment, 10*(4), 413-427.

This study examined the relationship between dysfunctional career thoughts and adjustment to disability among college students with learning disabilities. Data were obtained from 153 college students with learning disabilities at a large southern university and 595 general college students from the normative sample of the Career Thoughts Inventory (CTI). Results indicated that college students with learning disabilities had fewer dysfunctional career thoughts in general, less career decision-making confusion, and less commitment anxiety than the normative sample. However, students with learning disabilities had more dysfunctional career thoughts related to external conflict than the normative sample. A relationship was found among the CTI scores and the scores on the adapted Adjustment scale of the Reaction to Impairment and Disability Inventory. Findings indicated that as the prevalence of dysfunctional career thoughts decreased, the positive adjustment to learning disability increased.

Fichten, C. S., Jorgensen, S., Havel, A., Barile, M., Ferraro, V., Landry, M., Fiset, D., Juhel, J., Chwojka, C., Nguygen, M. N., Amsel, R., & Asuncion, J. (2012). What happens after graduation? Outcomes, employment, and recommendations of recent junior/community college graduates with and without disabilities. *Disability and Rehabilitation, 34*(11), 917-924.

Purpose: The objective was to compare employment status of junior/community college graduates with and without disabilities.

Methods: We compared post-graduation outcomes of 182 graduates with and 1304 without disabilities from career/technical and pre-university programs from three junior/community colleges. Findings for graduates who had registered for disability related services from their school and those who had not were examined separately. Reported academic obstacles and facilitators were also compared.

Results: Few employment differences between graduates with and without disabilities were found. Two-thirds of career/technical graduates from both groups were employed, approximately 30% were studying, and less than 3% were either looking for work or "unavailable for work." Over 80% of pre-university graduates in both groups were continuing their studies; here, too, numbers of employed graduates (14% with and 13% without disabilities) were similar and very few in both groups (<2%) were either looking for work or "unavailable for work." Full versus part-time employment of these two groups was very similar and the same proportion of graduates with and without disabilities were working in jobs related to their studies. Only in "closely related" work did graduates without disabilities have the advantage.

Conclusions: Employment prospects for junior/community college graduates with disabilities seem to be quite positive.

Fleming, A. R., & Fairweather, J. S. (2012, January). The role of postsecondary education in the path from high school to work for youth with disabilities. *Rehabilitation Counseling Bulletin,* 55(2), *71-81*.

Youth with disabilities lag behind their peers in participating in postsecondary education, which adversely affects employment options and career earnings. Yet little is known about factors affecting participation. Particularly problematic is the relative importance of disability-related factors'—the primary focus of special education and services—and traditional predictors of college going, such as parental education, economic resources, and academic achievement in high school. This study found that for youth with disabilities, the traditional predictors of college going are more important than disability-related factors for enrolling in universities; disability-related factors are slightly more important for enrolling in postsecondary vocational education. A discussion of implications for service planning and implementation is presented.

Flexer, R. W., Daviso, A. W., Baer, R. M. McMahan Queen, R., & Meindl, R. S. (2011, August). An epidemiological model of transition and postschool outcomes. *Career Development for Exceptional Individuals, 34*(2), 83-94.

This longitudinal transition study was conducted in collaboration with teachers who interviewed students who graduated from 177 school districts in a Great Lakes state. Special education students were interviewed at exit and 1 year following graduation using a survey based on the National Longitudinal Transition Study. The data were analyzed using logistic regression models that controlled for gender, minority status, and level of disability. The authors developed and tested three regression models: two to predict full-time employment and one to predict college enrollment. Students who graduated from career and technical education and work study programs were more likely to enter full-time employment after graduation, but this relationship was influenced by gender, minority status, and disability. Students who participated in mainstream academics were much more likely to be enrolled in full-time college after graduation, but this relationship was influenced by level of disability.

Foreman, P., Dempsey, I., Robinson, G., & Manning, E. (2001). Characteristics, academic and post-university outcomes of students with a disability at the University of Newcastle. *Higher Education Research & Development, 20*(3), 313-325.

A cohort of 108 students with a disability, and a matched sample of students without a disability, were surveyed over a three-year period at the University of Newcastle. The purpose of the study was to examine the characteristics and academic outcomes for students with a disability because this group of students is significantly under-represented at Australian universities. Significant differences were found between some personal characteristics, academic performance, and outcomes following discontinuance or completion of study. The results are discussed within the context of disability legislation and policy in Australia.

Gillies, J. L. (2007). Staying grounded while being uprooted: A visual and poetic representation of the transition from university to community for graduates with disabilities. *Leisure Sciences, 29*(2), 175-179.

Visual and poetic representations are used to illustrate how recent university graduates with disabilities experienced the transition from university to the community. As part of a qualitative

research project, I interviewed ten recent graduates, analyzed their stories and created a theoretical model/metaphor of a tree within an ecosystem as a form of creative analytic practice. Two poems were also created using transcripts of two graduates who had polarized transitional experiences. The visual and poetic representations work together to illustrate how imperative it is for university alumni with disabilities to be included in, and connected to, various communities upon graduation to facilitate a smooth transition.

Gillies, J. (2012). University graduates with a disability: The transition to the workforce. In D. Lero, C. Pletsch, & M. Hilbrecht (Eds.), Work and Disability: Toward Re-conceptualizing the 'Burden' of Disability [Special Topic]. *Disability Studies Quarterly, 32*(3). Retrieved from: http://dsq-sds.org/article/view/3281/0.

Critical disability theory asserts that persons with disabilities ought to have equal access to all aspects of social life and key sites of power, including education and employment. Although provincial and federal laws have resulted in increased numbers of persons with disabilities attending university, many of these students will not obtain the jobs they desire upon graduation, nor feel truly accepted and included within the workforce. This exclusion limits their ability to fully participate in society and adds to the perceived 'burden' of disability. This study, which involves interviews with 10 university graduates with disabilities as they made the transition from university to employment, examines: (a) their search for meaningful employment, (b) their experience of discrimination, (c) their concerns about disclosing a disability, and (d) how the transition influenced the construction of their identity. Findings suggest that the state of the employment market does not meet the tenets of the critical disability movement.

Glover-Graf, N. M., & Janikowski, T. P. (2001, Summer). Career selection and use of accommodations by students with disabilities in rehabilitation education programs. *Rehabilitation Counseling Bulletin, 44*(4), 222-228.

The Rehabilitation Counselor Disability (RCD) Survey was administered to 186 rehabilitation students throughout the United States. Data were gathered related to disability, program awareness of disability, influence of disability upon career choice, levels of functional limitation, and use of accommodations. Most indicated moderate functional limitations, and about half required accommodations.

Grigal, M., Hart, D., & Migliore, A. (2011, May). Comparing the transition planning, postsecondary education, and employment outcomes of students with intellectual and other disabilities. *Career Development for Exceptional Individuals, 34*(1), 4-17.

This article describes a secondary analysis of variables from the National Longitudinal Transition Survey 2 (NLTS-2) database. Specifically, students with intellectual disability (ID) were compared to students with other disabilities regarding post-school transition goals listed on their IEPs/Transition Plans, contacts/referrals made to outside agencies during transition planning, participation of other agencies/organizations in transition planning (e.g., vocational rehabilitation and higher education representatives), and students' postsecondary education and employment outcomes. Students with ID were less likely to have postsecondary education or competitive employment goals and outcomes and more likely to have sheltered and supported employment goals and outcomes compared to students with other disabilities. Contacts with and participation of external professionals in IEP/Transition Plan meetings also differed between the two groups of students.

Harvey, M. W. (2002). Comparison of postsecondary transitional outcomes between students with and without disabilities by secondary vocational education participation: Findings from the national education longitudinal study. *Career Development for Exceptional Individuals, 25*(2), 99-122.

This study used data from the National Education Longitudinal Study of 1988-1994 (NELS:88-94) to compare postsecondary outcomes between students with and without disabilities and participation in secondary vocational education. Differences in postsecondary outcomes are reported for four groups of students: (a) students with a disability who participated in vocational education in high school, (b) students with a disability who did not participate in vocational education in high school, (c) students without a disability who participated in vocational education in high school, and (d) students without a disability who did not participate in vocational education in high school. Students without a disability who did not participate in vocational education in high school are treated as the comparison group (reference category). Findings concerning predictor variables are reported and recommendations for practice and research in the area of transition are discussed in light of public policy and the new economy.

Harvey, M. W., Cotton, S. E., & Koch, K. R. (2007, Winter). Indiana secondary CTE instructors' perceptions of program expectations, modifications, accommodations, and postsecondary outcomes for students with disabilities. *The Journal for Vocational Special Needs Education, 2*(2), 16-32. Retrieved from: http://specialpopulations.org/Vol%2029-2%20Chapters/JVSNEVol29-2_Harvey.pdf.

This study explored potential influences that students' educational label, behavior, and learning characteristics have on program expectations, modifications, accommodations, and postsecondary outcomes as perceived by Indiana secondary career and technical education (CTE) instructors. This is a replication study of research conducted with Pennsylvania CTE instructors (see Harvey & Pellock,2003). Participants were asked to rate program elements using a 5 point Likert-type scale after reviewing two specified student vignettes; one describing a non-disabled student and the second describing a student with a specified disability. Ten sample selected CTE centers in Indiana (n=147) participated in the study. Results point to significant differences in Indiana CTE instructors' perceptions of program expectations, modifications, accommodations and postsecondary youth out comes by disability classification. Recommendations concerning future research and training are discussed.

Hong, B. S. S., James T. Herbert, J. T., & Robert A. Petrin, R. A. (2011). A ten-year analysis of the post-secondary outcomes of students with disabilities at The Pennsylvania State University. *Journal of Education for Teaching: International Research and Pedagogy, 37*(2), 237-238.

This brief article describes a research study underway at the Pennsylvania State University. "This exploratory study is needed to understand systemic, programmatic and individual barriers that students with disabilities encounter as they transition to and throughout college. Key outcomes from this study will provide a framework for future research to determine the efficacy of existing infrastructure, service practices and institutional policies for college students with disabilities. Without this information, there is no evidenced-based knowledge to target areas for improving outcomes of college students with disabilities" (p. 238)

Horn, L., Berktold, J., & Bobbitt, L. (1999, June). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes* [NCES 1999–187]. Washington, DC: National Center for Education Statistics, Office of Educational Research and Improvement. Retrieved from: http://nces.ed.gov/pubs99/1999187.pdf.

This report provides a comprehensive profile of students with disabilities enrolled in postsecondary education. It is based on an analysis of four different surveys conducted by the National Center for Education Statistics, which were used to address the following four issues: 1) representation of students with disabilities enrolled in postsecondary education; 2) who among high school students with disabilities gains access to postsecondary education; 3) among those who enroll in postsecondary education, how well do they persist to degree attainment; and 4) among college graduates, what are the likely early labor market outcomes and graduate school enrollment rates of students with disabilities.

Jorgensen, S., Fichten, C. S., Havel, A., Lamb, D., James, C., & Barile, M. (2003, Winter/Spring)**.** Students with and without disabilities at Dawson College graduate at the same rate. *The Journal for Vocational Special Needs Education, 25*(2/3), 44-46*.* Retrieved January 15, 2009 from http://specialpopulations.org/Vol%2025%20-%20Chapters/09Jorgensen.pdf.

In an archival study, the academic outcomes of 653 Dawson College students with and 41,357 without disabilities were compared over a 12 year period starting in 1990 and ending in 2002. Results indicate that students with both physical and learning disabilities had graduation rates that were virtually identical to those of nondisabled students, although students with disabilities took approximately one semester longer to graduate. When average grades and course pass rates were examined, students with disabilities generally did at least as well, and in some cases significantly better than their nondisabled peers. The overall trend for grades and course pass rates was for students with learning disabilities/ attention deficit disorder (ADD) to have similar or slightly poorer outcomes than the nondisabled sample, and for students with all other disabilities to have slightly superior outcomes. Males had poorer results than females with respect to all indicators. This was true for students both with and without disabilities.

Kim, M. M., & Williams, B. C. (2012, October). Lived employment experiences of college students and graduates with physical disabilities in the United States. *Disability & Society, 27*(6), 837-852.

This phenomenological study aims at understanding lived experiences of college seniors and recent college graduates with physical disabilities seeking employment opportunities after graduation in the USA The extensive interviews revealed that participants' attitudes about and experiences with disability are diverse (pain to pride, denied accommodation to support); their major areas of concern are their own marketable skills and credentials as well as accessibility and accommodation in workplaces; continued education beyond the baccalaureate is a priority for many participants rather than an immediate transition to work; and the Office of Disability and professors were considered important advising agencies. Even among participants with similar physical disabilities, the symptoms, needs, and experiences varied.

Madaus, J. W. (2008). Employment self-disclosure rates and rationales of university graduates with learning disabilities. *Journal of Learning Disabilities, 41*(4), 291-299.

Five hundred graduates with learning disabilities (LD) from three universities in the United States completed a survey related to their postschool employment outcomes and experiences. The present study presents data related to their decisions regarding LD disclosure in employment settings. Although 73% of the respondents reported that the LD affected their job in some way, only 55% reported self-disclosing, and only 12% reported requesting accommodations. Specific reasons for each of these decisions are presented, as are areas in which LD affect work, strategies for dealing with LD in the workplace, and perceptions of the Americans with Disabilities Act. Implications for secondary and postsecondary programs are discussed.

Madaus, J. W., Foley, T. E., McGuire, J. M., & Ruban, L. M. (2002). Employment self-disclosure of postsecondary graduates with learning disabilities: Rates and rationales. *Journal of Learning Disabilities, 35*(4), 364-369.

One hundred thirty-two graduates with learning disabilities (LD) of a large, public, competitive postsecondary institution were surveyed to determine if they had self-disclosed their LD to their current employer and to provide the reasons for choosing to self-disclose or not to self-disclose. Based on a response rate of 67.4% (n = 89), the results indicated that 86.5% of the respondents were employed full time. Although nearly 90% of the respondents stated that their LD affected their work in some way, only 30.3% self-disclosed to their employer. Of those who had not self-disclosed, the majority reported that there was no reason or need to self-disclose. However, 46.1% reported not self-disclosing due to fear of a potentially negative impact in the workplace or due to a concern for job security. Specific rationales for disclosure and information related to the use of self-reported accommodations and strategies are presented.

Madaus, J. W., Zhao, J., & Ruban, L. (2008). Employment satisfaction of university graduates with learning disabilities. *Remedial and Special Education, 29*(6), 323-332.

Because of its significant impact on overall life satisfaction, employment satisfaction is one marker for determining successful adult outcomes. The present investigation reports the perceptions of employment satisfaction for 500 graduates with learning disabilities from three postsecondary institutions. The graduates reported high levels of employment satisfaction as well as high levels of employment self-efficacy. Factors that contribute to these judgments of employment satisfaction were examined. Perceptions of employment self-efficacy were found to be a more important predictor of employment satisfaction than variables such as salary and length of time on the job. Implications are discussed in regard to transition planning for students with learning disabilities at the secondary and postsecondary levels.

Martz, E. (2003). Invisibility of disability and work experience as predictors of employment among community college students with disabilities. *Journal of Vocational Rehabilitation, 18*(3), 153-161.

A random sample of 200 out 597 individuals with disabilities attending a community college were surveyed by mail. The Reactions to Impairment and Disability Inventory [20], the Internal-External Locus of Control [32], and a demographics page were administered, which included items on current employment and visibility of disability. A backward logistic regression was run to explore whether the psychological variables of locus of control, acknowledgment and adjustment to disability, and the demographic variables of perceived visibility of disability, age, education, marital status, age at onset of disability, and work experience predicted individuals' employment status in this sample. The results indicated that invisibility of disability and work experience were the most-likely contributors in predicting individuals' current work-status. Though the variable of work experience was retained in the last step of the logistic regression, it had an insignificant Wald statistic. Several indicators suggested that the variable of work experience was acting as a suppressor variable. The findings that

individuals with invisible disabilities were sixteen times more likely to be employed than individuals with visible disabilities were discussed in terms of stigma and visibility of disability. Implications of these findings for rehabilitation counselors were briefly suggested.

Nietupski, J., McQuillen, T., Duncan Berg, D., Weyant, J., Daugherty, V., Bildstein, S., O'Connor, A., Warth, J., & Hamre-Nietupski, S. (2004). Iowa's High School High Tech Goes to College Program: Preparing students with mild disabilities for careers in technology. *Journal of Developmental and Physical Disabilities, 16*(2), 179-192,

This paper describes an innovative approach to preparing high school students with mild disabilities for challenging careers in high tech industries, called High School High Tech (HSHT). Iowa's HSHT Goes to College program has three central elements, each of which is discussed in this paper: *High School Preparation*—assisting students in identifying a suitable high tech career goal; *Higher Education Preparation and Supports*—assisting students in selecting college/training programs that match their career goal, and in successfully completing their postsecondary programs; *Workforce Entry Assistance*—linking students with employers and launching their high tech careers. The paper concludes with a presentation of outcomes to date and recommendations for program enhancements. The information presented here is intended to assist education and rehabilitation professionals interested in establishing similar efforts across the nation.

Ohler, D. L., Levinson, E. M. & Damiani, V. B. (1998). Gender, disability and career maturity among college students. *Special Services in the Schools, 13*(1), 149-160.

This study investigated the relationship between gender, disability and career maturity among 180 college students enrolled in a university in northwestern Pennsylvania. A multivariate analysis of variance yielded a significant main effect for gender, no significant effect for disability, and no significant interaction effect. As compared with males, females demonstrated higher overall levels of career maturity, as well as higher levels of career development knowledge, including knowledge about decision making and the world of work.

Punch, R., Hyde, M., & Power, D. (2007). Career and workplace experiences of Australian university graduates who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education, 12*(4), 504-517.

This article reports on the experiences of a group of deaf and hard-of-hearing alumni of Griffith University in south-east Queensland, Australia. Participants completed a survey answering questions about their communication patterns and preferences, working lives, career barriers or difficulties anticipated and encountered, and workplace accommodations used or sought. Results revealed a range of career barriers and workplace difficulties encountered by these participants, as well as solutions found and strategies used by them. Differences in employment sector, job-search activities, difficult workplace situations, and use of accommodations were noted between 2 groups: those who communicated primarily in Australian Sign Language and considered themselves to have a Deaf or bicultural identity and those who communicated primarily in spoken English and considered themselves to have a hearing identity. Implications for university services supporting deaf and hard-of-hearing students are outlined, and suggestions for further research are made.

Reed, M. J., Kennett, D. J., Lewis, T., Lund-Lucas, E. Stallberg, C., & Newbold, I. L. (2009, August). The relative effects of university success courses and individualized interventions for students with learning disabilities. *Higher Education Research & Development, 28*(4), 385-400.

Little is known about the relative effects of post-secondary learning services for students with learning disabilities. We compared outcomes for students with learning disabilities who selected to: (1) take an academic learning success course (course-intervention), (2) have regular individual interventions (high-intervention) or (3) use services only as needed (low-intervention). Pre- and post-test comparisons revealed improvements in academic self-efficacy and academic resourcefulness for students in the course- and high-intervention groups. The course-intervention group also showed decreases in their failure attributions to bad luck and increases in their general repertoire of learned resourcefulness skills in comparison to the high-intervention group and had significantly higher year-end GPAs in comparison to the low-intervention group. Here we find positive outcomes for students with learning disabilities taking a course that teaches post-secondary learning and academic skills.

Roessler, R. T., Hennessey, M. L., & Rumrill, P. D. (2007). Strategies for improving career services for postsecondary students with disabilities: Results of a focus group study of key stakeholders. *Career Development for Exceptional Individuals, 30*(3), 158-170.

Improved career services in postsecondary education are needed if students with disabilities are to experience greater success in acquiring and maintaining employment following college graduation. In this study, postsecondary students with disabilities, faculty members, and student personnel professionals responded to results from a student survey that identified the strengths and weaknesses in career services at colleges and universities. In a series of focus groups, these stakeholders recommended 114 specific strategies clustering in the following five categories of an action agenda: (a) information, (b) research, (c) services and curriculum, (d) self-advocacy and self-determination, and (e) involvement of key stakeholders.

Shattuck, P. T., Carter Narendorf, S., Cooper, B., Sterzing, P. R., Wagner, M., & Lounds Taylor, J. (2012). Postsecondary education and employment among youth with an autism spectrum disorder. *Pediatrics, 129*, 1042–1049.

OBJECTIVES: We examined the prevalence and correlates of postsecondary education and employment among youth with an autism spectrum disorder (ASD).

METHODS: Data were from a nationally representative survey of parents, guardians, and young adults with an ASD. Participation in postsecondary employment, college, or vocational education and lack of participation in any of these activities were examined. Rates were compared with those of youth in 3 other eligibility categories: speech/language impairment, learning disability, and mental retardation. Logistic regression was used to examine correlates of each outcome.

RESULTS: For youth with an ASD, 34.7% had attended college and 55.1% had held paid employment during the first 6 years after high school. More than 50% of youth who had left high school in the past 2 years had no participation in employment or education. Youth with an ASD had the lowest rates of participation in employment and the highest rates of no participation compared with youth in other disability categories. Higher income and higher functional ability were associated with higher adjusted odds of participation in postsecondary employment and education.

CONCLUSIONS: Youth with an ASD have poor postsecondary employment and education outcomes, especially in the first 2 years after high school. Those from lower-income families and those with greater functional impairments are at heightened risk for poor outcomes. Further research is needed to understand how transition planning before high school exit can facilitate a better connection to productive postsecondary activities.

Tincani, M. (2004, Fall). Improving outcomes for college students with disabilities: Ten strategies for instructors. *College Teaching, 52*(4), 128-132.

Federal legislation has increased the participation of students with disabilities in higher education, but they are less likely to attain a postsecondary degree than students without disabilities. In this paper, I discuss reasons for academic failure and illustrate ten strategies that instructors can implement to increase the academic success of students with disabilities. The ten strategies are an accessible syllabus, study objectives, study guides, frequent tests, remedial activities, guided notes, response cards, peer tutoring, fluency building, and feedback.

Troiano, P. F., Liefeld, J. A., & Trachtenberg, J. V. (2010, Spring). Academic support and college success for postsecondary students with learning disabilities. *Journal of College Reading and Learning, 40*(2), 35-44.

The relationship between degree of academic support center use and college success was examined in a population of 262 college students with learning disabilities. Five years of attendance data and graduation rates were examined and submitted to discriminant function analysis to evaluate the predictive influence of academic support center use on college student outcomes. Results indicated that students who had higher levels of attendance in an academic support center had higher overall grade point averages and higher rates of graduation. That is to say, students with learning disabilities who attended learning support centers regularly were more likely to have higher grades and graduate college than those who did not.

Trainor, A. A. (2008, November). Using cultural and social capital to improve postsecondary outcomes and expand transition models for youth with disabilities. *Journal of Special Education, 42*(3), 148-162.

The terms cultural and social capital, conceptualized by education philosopher and researcher Pierre Bourdieu, play an important role in the lives of youth with disabilities during transition into adulthood. Although research, legislation, and practice acknowledge the importance of resources that are established via social networks, insufficient attention has been dedicated to the forms of capital possessed by young adults with disabilities or to teachers' expectations of the role of capital in achieving postsecondary outcomes. Studies of capital inform postsecondary transition research and practice in key areas including self-determination, parent participation, access to appropriate curriculum, and linkages to adult services. Expanding the foci of postsecondary transition to include the study of capital may increase the efficacy of transition planning and instruction for youth with disabilities from other marginalized groups.

United States General Accounting Office. (2003, July). *Report to the Ranking Minority Member, Committee on Health, Education, Labor and Pensions, U.S. Senate, Special Education: Federal Actions Can Assist States in Improving Postsecondary Outcomes for Youth* [GAO-03-773]. Washington, DC: Author. Retrieved from: http://www.gao.gov/new.items/d03773.pdf.

"States receive federal funds under the Individuals with Disabilities Education Act (IDEA) to help students with disabilities reach their postsecondary goals, and various federal programs offer services that can assist these youth. However, research has documented that youth with disabilities are less likely to transition into postsecondary education and employment. Congress requested that GAO provide information on (1) the proportion of IDEA students completing high school with a diploma or alternative credentials, and their postsecondary status; (2) the transition problems being

reported and state and local actions to address them; and (3) the types of transition services provided by the vocational rehabilitation, the Workforce Investment Act youth, and the Ticket to Work and Self-Sufficiency programs, and the factors affecting participation of IDEA youth."

Unger, K. V., Pardee, R., & Shafer, M. S. (2000). Outcomes of postsecondary supported education programs for people with psychiatric disabilities. *Journal of Vocational Rehabilitation, 14*(3), 195-199.

Supported education programs provide support and services so people with a major mental illness can begin or continue postsecondary education. 124 students from three supported education sites were surveyed for five semesters to assess demographic and service utilization information, education and employment outcomes, predictors of school completion and job/education fit. The study showed that students completed 90% of their college course work and achieved an average grade point of 3.14. Increases were noted in the number of students living independently. Type of psychiatric diagnosis was not a predictor of school completion but having one's own car and number of psychiatric hospitalizations prior to program participation were predictors. The school retention rate was comparable to the general population of part-time students; employment rates (42%) during the study were lower than the population of other part-time students but higher than the population of people with mental illness generally. There were no significant changes in either quality of life or self-esteem. Students reported a job/education fit of 50%.

Wagner, M., Newman, L., Cameto, R., Garza, N., and Levine, P. (2005). *After high school: A first look at the postschool experiences of youth with disabilities. A report from the National Longitudinal Transition Study-2 (NLTS2).* Menlo Park, CA: SRI International. Retrieved from: http://www.nlts2.org/reports/2005_04/nlts2_report_2005_04_complete.pdf.

Leaving high school is an exciting threshold for many youth in this country, both those with and those without disabilities. It can occasion many changes, which, taken together, can alter students' daily lives dramatically. A familiar schedule of early rising, classroom instruction until midafternoon, school-sponsored extracurricular activities after school, and homework in the evenings gives way to the often more flexible schedules of college for youth who pursue postsecondary education or the structure of a full- or part-time job for those who work. As youth no longer see their friends every day in and between classes or participate in school-sponsored extracurricular activities, the pattern of their social interactions also can change markedly when they leave high school. Perhaps the most dramatic changes following high school occur for youth whose plans entail leaving home, which can plunge them into environments that are fundamentally different from their earlier experiences. These changes can require youth quickly to "step up" to increased expectations for maturity and independence and, for college students, academic performance. These transitions can be difficult for any youth, but they can be particularly difficult for youth with disabilities, who may encounter additional challenges to negotiating the transition to young adulthood, but are young people with disabilities able to overcome these challenges and succeed in their early transition years? This question is being addressed through the National Longitudinal Transition Study-2 (NLTS2), a 10-year study funded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education, which is generating information on the experiences and achievements of youth with disabilities in multiple domains during their secondary school years and in the transition to young adulthood. NLTS2 involves a nationally representative sample of more than 11,000 youth who were ages 13 through 16 and receiving special education services in grade 7 or above on December 1, 2000. NLTS2 findings generalize to youth with disabilities nationally and to youth in each of the 12 federal special education disability categories in use for students in the NLTS2 age range.

This report focuses on the 28% of youth with disabilities who were out of secondary school and ages 15 through 19 when telephone interviews were conducted with their parents and, whenever possible, with youth themselves in 2003 and for whom interviews also were conducted in 2001. NLTS2 telephone interview findings presented in this document describe:

- The characteristics of out-of-school youth with disabilities.
- Their experiences in the postsecondary education, employment, independence, and social domains in their first 2 years out of high school.
- The individual and household characteristics and youth experiences that are associated with variations in the achievements of youth with disabilities in their early years after high school.

Williamson, R. L., Robertson, J. S., & Casey, L. B. (2010). Using a dynamic systems approach to investigating postsecondary education and employment outcomes for transitioning students with disabilities. *Journal of Vocational Rehabilitation, 33*(2), 101-111.

Successful postsecondary employment and furthering one's education are two areas important to students with disabilities as they exit the public education system. These outcomes represent the results of numerous, interacting variables in each student's life. For this reason, the study of these interacting variables merit using a more dynamic, systems-based perspective. This perspective allows for the examination of possible correlating characteristics as a system of interdependent variables. This study sought to understand how certain measured, interrelated characteristics of transition may be correlated to successful employment and/or postsecondary education outcomes for students with disabilities using this systems approach. The participants were high school graduates from a large mid-south school district who were receiving special education services. Results indicated that characteristics related to personal care and independent living, both correlated with successful participation in postsecondary education. No models in this study related to successful postsecondary employment. Differences between outcomes when variables are studied as dynamic entities versus when they are studied in isolation gives additional insight into the transition process and how best to prepare students for postsecondary success.

Wittenburg, D. S, & Maag, E. (2002). School to where? A literature review on economic outcomes of youth with disabilities. *Journal of Vocational Rehabilitation, 17*(4), 265 – 280. Retrieved from: http://digitalcommons.ilr.cornell.edu/edicollect/149.

This paper summarizes the recent empirical literature on post-secondary school outcomes of youth with disabilities. Our summary illustrates the variation in characteristics and outcomes that exist in several subpopulations generally defined as youth with disabilities. Unfortunately, a major limitation of this literature, particularly for special education students and SSI recipients, is a lack of information on recent outcomes. Specifically, there were no major data collection efforts, at least at the national level, to track these populations in the mid to late nineties. While upcoming data sources, such as the National Longitudinal Transition Survey2 (NLTS2) and National Survey of Children and Families (NSCF), should fill major gaps in existing knowledge, other data initiatives are necessary to ensure that policy makers continuously have current information. We suggest several types of survey and administrative data initiatives, as well as new research projects using current data, to address current gaps.

PSYCHIATRIC DISABILITIES

This section includes resources specific to what is typically classified in college service systems as "psychiatric" disabilities. Also included is information related to mental health, mental illness, mental disabilities, self-esteem, cognitive disabilities, and many other interrelated topics.

Belch, H. A., & Marshak, L. E. (2006). Critical incidents involving students with psychiatric disabilities: The gap between state of the art and campus practice. *NASPA Journal*, *43*(3), 464-483.

> The proliferation of students with psychiatric disabilities and the severity of the issues they present pose significant challenges to campus personnel and specifically to student affairs staff. This study identified the specific types of critical incidents related to students with psychiatric disorders that senior student affairs officers found particularly problematic. In addition, the study examined the implications of these incidents on policy, resources, training, and communication. Our findings suggest that specific institutional issues and the complexity of these incidents are exacerbated, in part, by the limitations of current policies, a lack of appropriate campus and community resources, privacy issues, and relationships with and expectations of parents. We explore the implications of these findings on practice and policy development.

Brockelman, K. F. (2011, Winter). Faculty members' ratings of the effectiveness of academic strategies for university students with psychiatric disabilities. *Journal of Postsecondary Education and Disability, 24*(1), 43-52.

> University faculty members were surveyed regarding which academic strategies they used to accommodate students living with psychiatric disabilities and the effectiveness of these strategies. Differences were found between Engineering and faculty in fields other than science, technology, engineering, and math (non-STEM) with regard to the academic strategies they use to accommodate students living with psychiatric disabilities; five of the strategies were used more frequently by Engineering faculty than non-STEM faculty and four of the strategies were used more frequently by non-STEM faculty. One strategy, providing extra time on an exam, was rated as significantly more effective by Engineering faculty than non-STEM faculty.

Collins, M. E., & Mowbray, C. T. (2005, April). Higher education and psychiatric disabilities: National survey of campus disability services. *American Journal of Orthopsychiatry, 75*(2), 304-315.

> Students with psychiatric disabilities are an increasing presence on college and university campuses. However, there is little factual information about the services available to these students in campus disability services offices or the extent to which they use these services. This article reports the results of a survey of disability services offices at colleges and universities in 10 states. Data from 275 schools revealed the number of students with psychiatric disabilities seeking assistance from disability services offices, characteristics of these offices, and the types of services they provide. Survey data also identified barriers to full participation of these students in academic settings. Implications of the study are discussed to inform policy and postsecondary institutional practices with the goal of better serving psychiatrically disabled students to maximize their talents and potential.

Collins, M. E., & Mowbray, C. T. (2005, August). Understanding the policy context for supporting students with psychiatric disabilities in higher education. *Community Mental Health Journal, 41*(4), 431-450.

Interest in postsecondary education for persons with psychiatric disabilities is high among consumers and advocates. However, the existence of program supports for higher educational goals is very uneven across U.S. states. This study was designed to examine the policy context in which states and educational institutions address needs of individuals with psychiatric disabilities to attend and succeed in postsecondary education. In 10 selected states, telephone interviews were conducted with key informants in state agencies of mental health, vocational rehabilitation, and higher education, as well as representatives of state-level advocacy organizations. Additionally, a search of websites relevant to state policy was conducted. The findings identify factors that facilitate and inhibit the development of policy and programs supportive of students with psychiatric disabilities. Facilitating factors include a strong community college system, progressive philosophy of the state mental health agency, and interest of consumers and the advocacy community. Inhibiting factors include political and budgetary uncertainty, competing priorities in the mental health system, emphasis on a medical rather than rehabilitative model, regulations of the VR system, and lukewarm enthusiasm of the advocacy community. Implications for community mental health services are included, particularly related to further policy development in support of students with psychiatric disabilities.

Demery, R., Thirlaway, K., & Mercer, J. (2012, June). The experiences of university students with a mood disorder. *Disability & Society, 27*(4), 519-533.

Mood disorders typically materialise in young adulthood, a life-stage when many enter university. However, Padron notes that few studies have examined the experiences of students with a mood disorder. The current study offers a thematic analysis of semi-structured interviews with five university students who had personal experience of such a disorder. Participants described how symptoms affected their academic and social experiences of university based around the themes of: Social and family support, Powerful symptoms, Stigma and labelling, and Inter-professional dynamic. It was concluded that stigma and lack of information prevented students from obtaining sufficient support, whilst the addition of key staff such as a university-wide mental health trainer is identified as a potential way forward to help such students negotiate the higher education environment.

Duckworth, K. M., & Kitchen, S. G. (2007). *Accommodation and compliance series: Students with psychiatric impairments.* Morgantown, WV: Job Accommodation Network. Retrieved from: http://www.jan.wvu.edu/media/HiEdStudentsPsych.pdf.

This document is one of a series produced by the Job Accommodation Network (JAN) that addresses psychiatric impairments, including information on accommodations and ideas on how to support students with psychiatric impairments in postsecondary education.

Francis, P. C., & Abbassi, A. (2010). Ethical issues and considerations for working with community college students with severe and persistent mental disorders. *Community College Journal of Research and Practice, 34*(5), 423-437.

Students with severe and persistent mental illnesses (e.g., schizophrenia or other psychotic disorders; moderate to severe mood, anxiety, dissociative, eating, or personality disorders) are attending community colleges in increasing numbers. Their need for counseling services presents counseling centers with unique ethical issues to consider. This article presents those issues and discusses possible actions that counselors can take to protect the rights of their clients, the institution, and themselves.

Jago, B. J. (2002, December). Chronicling an academic depression. *Journal of Contemporary Ethnography, 31*(6), 729-757.

> This autoethnographic story chronicles the author's recent struggle with major depression. Grounded in narrative theory, utilizing the methodology of emotional introspection, and written as a layered account, this personal narrative explores mental illness within the context of the academy. The story considers a variety of issues including identity and the social construction of self, medical discourse and the canonical story of depression, academic research and the tenure process, and the interrelationships between personal and professional experience.

Kiuhara, S. A., & Huefner, D. S. (2008). Students with psychiatric disabilities in higher education settings: The Americans with Disabilities Act and beyond. *Journal of Disability Policy Studies, 19*(2), 103-113.

> College students with psychiatric disabilities face multiple challenges. Judicial rulings under the Americans with Disabilities Act (ADA) of 1990 have generated outcomes that are sometimes more harmful than helpful. To reduce discrimination against persons with disabilities requires, among other things, a cultural shift in how psychiatric disabilities are viewed. This article examines (a) challenges that students with psychiatric disabilities face on higher education campuses; (b) the definition of disability under the ADA, with a focus on major life activities that may be substantially limited for people with psychiatric disabilities; (c) the implications of judicial rulings under the ADA for students with psychiatric disabilities; and (d) recommendations for accommodating students with psychiatric disabilities in higher education settings.

Martin, J. M. (2010). Stigma and student mental health in higher education. *Higher Education Research & Development, 29*(3), 259-274.

> Stigma is a powerful force in preventing university students with mental health difficulties from gaining access to appropriate support. This paper reports on an exploratory study of university students with mental health difficulties that found most students did not disclose their mental health problems to staff at university. This was primarily due to fear of discrimination during their studies and in professional employment. Many students went to considerable efforts to hide their mental health condition and in doing so struggled to meet university requirements. Of the minority who did disclose, most received helpful assistance with both their studies and management of their mental health condition. The university was the main source of support services including counselling, disability, student union and housing. A range of measures are required to address the impact of stigma and mental health to empower students so that they can disclose in the confidence that they will be treated fairly.

McKinney, K. A., & Greenfield, B. G. (2010, August). Self-compliance at 'Prozac campus.' In K. Applbaum & M. Oldani (Eds.), Towards an Era of Bureaucratically Controlled Medical Compliance? [Special Issue]. *Anthropology & Medicine, 17*(2), 173-185.

> This paper focuses on psychiatric medication experiences among a sample of North American university students to explore a new cultural and social landscape of medication 'compliance.' In this landscape, patients assume significant personal decision-making power in terms of dosages, when to discontinue use and even what medications to take. Patients carefully monitor and regulate their moods, and actively gather and circulate newly legitimated blends of expert and experiential knowledge about psychiatric medications among peers, family members and their physicians. The medications too, take a vital role in shaping this landscape, and help to create the spaces for meaning-making and interpretation described and explored in this article. In concluding the article,

the authors claim that two popular academic discourses in medical anthropology, one of patient empowerment and shared decision-making and the other of technologies of self and governmentality, may fail to account for other orders of reality that this paper describes - orders shaped and influenced by unconscious, unexpressed and symbolic motivations.

Megivern, D. (2002). Disability services and college students with psychiatric disabilities. *Journal of Social Work in Disability & Rehabilitation, 1*(3), 25-41.

Weiner (1999) has suggested that the process of accepting a disability and its associated limitations is often protracted for students with psychiatric disabilities, thus leaving many students unable to fully participate in services or in the design of academic accommodations. This research examines the relationship between psychiatric disability identity and use of academic accommodation services for 57 undergraduates with psychiatric impairments who are experiencing problems in their academic functioning. Willingness to utilize services was related to students' identification as having a psychiatric disability. Social work interventions are needed to support students in accepting psychiatric disabilities while concurrently crafting necessary accommodations.

Megivern, D., Pellerito, S., & Mowbray, C. (2003, Winter). Barriers to higher education for individuals with psychiatric disabilities. *Psychiatric Rehabilitation Journal, 26*(3), 217-231.

To study barriers to higher education, this qualitative study explored the college experiences of 35 people with psychiatric disabilities. Academic performance was related to psychiatric symptoms which subsequently led to college attrition. However, many research participants showed remarkable persistence in pursuit of academic goals. Campus-based support services were rarely utilized. Implications for psychiatric rehabilitation practice are discussed.

Morrison, I., Clift, S. M., & Stosz, L. M. (2010, March). Supported further education provision for people with long-term mental health needs: Findings from a survey of further education colleges and primary care trusts across the south east of England. *Perspectives in Public Health, 130*, 78-85.

Aim: Government policy has highlighted the need for inclusive education for people with long-term mental health needs. As a starting point, the aim of this study was to assess the extent to which further education (FE) colleges in the south east of England provide supported education for people with mental health needs, and the extent to which these organizations collaborate with local NHS primary care trusts (PCTs). Also, to assess the potential numbers of people who might benefit from fully inclusive educational provision needs assessment, together with the potential healthcare cost savings.

Method: A survey was conducted of 33 multi-faculty FE colleges and 49 PCTs via structured telephone interviews with nominated representatives, in order to collect quantitative and qualitative data of the provision of supported education provision for people with mental health needs. The FE survey enquired whether they had provision for people with mental health needs, and if so, the details. The PCT survey gathered data on their caseload of standard and enhanced clients for the population covered, and the extent to which they were aware of the benefits of learning on mental health.

Results: Only 15 FE colleges (45%) had some form of provision for students with long-term mental health needs, and only six PCTs (12%) provided an educational link co-ordinator. FE colleges with existing provision averaged 70 students per college, against an attainable potential target of 130 students per college. Encouragingly, cohorts of students with mental health needs were reported to

have levels of retention', achievement' and success' rates that were comparable with students from the general population on mainstream courses -- e.g. expected rates of around 85% retention, 75% achievement (of those retained), 65% success (overall from enrolled to achieving), with some 5% progressing to university and 12% into employment. On present levels of FE recruitment, there is a potential net saving to the taxpayer of {pound}13 million in mental healthcare costs (around 50%) and if recruitment increased to projected levels, then the potential net saving to the taxpayer would be {pound}26 million. The substantial estimated savings to the health budget not only shows that supported education provision in FE is effective in promoting mental health, it also indicates the high level of its cost-effectiveness.

Conclusion: This research has implications for budget holders, health promotion staff and mental health teams working within a social model of health, and the collaborative use of resources to assist people recovering from or managing mental health difficulties in moving forward in their lives.

Mowbray, C. T., Mandiberg, J. M., Stein, C. H., Kopels, S., Curlin, C., Megivern, D., Strauss, S., Collins, K., & Lett. R. (2006, April). Campus mental health services: Recommendations for change. *American Journal of Orthopsychiatry, 76*(2), 226-237.
College officials indicate that the number of students with serious mental illnesses has risen significantly. Recent media attention surrounding several high profile suicides has opened discussion of mental illness on campus. The authors summarize literature on college students and mental illness, including barriers to service receipt. Recommendations to improve campus-based responses to serious mental illness are presented on the basis of well-accepted service principles.

O'Donovan, M. M. (2010, September). Cognitive diversity in the global academy: Why the voices of persons with cognitive disabilities are vital to intellectual diversity. *Journal of Academic Ethics, 8*(3), 171-185.

In asking scholars to reflect on the "structures and practices of academic knowledge that render alternative knowledge traditions irrelevant and invisible," as well as on the ways these must change for the academy to cease "functioning as an instrument of westernization rather than as an authentically global and diverse intellectual commons," the editor of this special issue of the *Journal of Academic Ethics* is envisaging a world much needed and much resisted. A great deal of the conversation about diversity in higher education emphasizes, rightly, the need for an international and ethnically diverse population of scholars and students. Less attention is paid to the value of cognitive diversity--the diversity of cognition generated by cognitive disabilities. As one aspect of intellectual diversity, cognitive diversity promises novel ways of thinking and new understandings of what knowledge is, who makes it, and how it is made. The unique value of cognitive diversity is its insistence on a radical shift in our conception of who can know and who can produce knowledge. Insisting on the inclusion, as scholars, of persons with minds labelled disabled, an epistemology of disability pushes us to reform the much criticized but still dominant notion of the expert and scholar as able-bodied and hyper-rational.

Padron, J. M. (2006, Fall). Experience with post-secondary education for individuals with severe mental illness. *Psychiatric Rehabilitation Journal, 30*(2), 147-149.

There is a need for increased understanding and support of students with severe and persistent psychiatric disabilities in post-secondary education. Advancements in the pharmacological treatment of psychiatric disabilities are permitting a broader range of mental health consumers to reach a level of recovery allowing these consumers to begin or restart college careers (Eudaly, 2002). A post-secondary education is now considered a mandatory investment in the future ("Higher Education," 2003). There are a growing number of people pursuing higher education including those with serious

mental illness. I am working on a Master's degree in a Rehabilitation Counselor Education program and face many obstacles due to my psychiatric disability, Bipolar Disorder.

Price, M. (2010). *Mad at school: Rhetorics of mental disability and academic life*. Ann Arbor, MI: University of Michigan Press.

Mad at School is the first book to use a disability-studies perspective to focus specifically on the ways that mental disabilities impact academic culture at institutions of higher education. Focusing on situations such as classroom discussions, academic conferences, and job searches, scholar and disabilities activist Margaret Price challenges readers to reconsider long-held values of academic life. Individual chapters examine the language used to denote mental disability; the role of "participation" and "presence" in student learning; the role of "collegiality" in faculty work; the controversy over "security" and free speech that has arisen in the wake of recent school shootings; and the marginalized status of independent scholars with mental disabilities. Ultimately, *Mad at School* argues that academic discourse both produces and is produced by a tacitly privileged "able mind" and that U.S. higher education would benefit from practices that create a more accessible academic world.

Rickerson, N., Souma, A., & Burgstahler, S. (2004, March). *Psychiatric disabilities in postsecondary education: Universal design, accommodations and supported education.* Paper presented at the National Capacity Building Institute Issues of Transition and Postsecondary Participation for Individuals with Hidden Disabilities, March 31-April 1, 2004, Honolulu, Hawaii. Retrieved from http://www.ncset.hawaii.edu/ institutes/mar2004/papers/pdf/Souma_revised.pdf.

This article provides a call for increased awareness and academic support for students with psychiatric disabilities in postsecondary education. The limited literature in this area is reviewed. The authors correct misunderstandings about these types of disabilities and provide information to increase faculty, administrator, and staff awareness regarding the rights and needs of postsecondary students with psychiatric disabilities. Three areas of focus are highlighted: typical academic accommodations, application of principles of universal design of instruction; and supported education through advising, counseling, and postsecondary preparation courses. Further research is encouraged.

Rothstein, L. (2008, Spring). Law students and lawyers with mental health and substance abuse problems: Protecting the public and the individual. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69*(3), 531-566. Retrieved from: http://lawreview.law.pitt.edu/issues/69/69.3/ 06Rothstein.pdf.

"This Article evaluates whether mental illness and substance abuse policies, practices, and procedures appropriately balance the concerns of the individual lawyer with the interests of the public. This Article concludes by offering recommendations to improve the handling of these issues and suggestions about areas where additional study is needed" (p. 533).

Saks, E. R. (2008). *The center cannot hold: My journey through madness.* New York, NY: Hyperion.

Elyn Saks is a success by any measure: she's an endowed professor at the prestigious University of Southern California Gould School of Law. She has managed to achieve this in spite of being diagnosed

as schizophrenic and given a "grave" prognosis—and suffering the effects of her illness throughout her life.

Saks was only eight, and living an otherwise idyllic childhood in sunny 1960s Miami, when her first symptoms appeared in the form of obsessions and night terrors. But it was not until she reached Oxford University as a Marshall Scholar that her first full-blown episode, complete with voices in her head and terrifying suicidal fantasies, forced her into a psychiatric hospital.

Saks would later attend Yale Law School where one night, during her first term, she had a breakdown that left her singing on the roof of the law school library at midnight. She was taken to the emergency room, force-fed antipsychotic medication, and tied hand-and-foot to the cold metal of a hospital bed. She spent the next five months in a psychiatric ward.

So began Saks's long war with her own internal demons and the equally powerful forces of stigma. Today she is a chaired professor of law who researches and writes about the rights of the mentally ill. She is married to a wonderful man.

In *The Center Cannot Hold*, Elyn Saks discusses frankly and movingly the paranoia, the inability to tell imaginary fears from real ones, and the voices in her head insisting she do terrible things, as well as the many obstacles she overcame to become the woman she is today. It is destined to become a classic in the genre.

Saks, E. R. (2008, April). Commentary: The importance of accommodations in higher education. *Psychiatric Services, 59*(4), 376.

"Another question is how accommodations are invoked by and benefit different groups of students, such as students with learning disabilities and those with psychiatric illnesses. [...] it will be also be important to examine whether ADA requirements decrease stigma because persons with mental illnesses are experienced by fellow students as successful peers or whether stigma increases because the nondisabled student body resents their being given accommodations. Yet I have a very active and satisfying professional life as a chaired mental health law professor" (p. 376).

Salzer, M. S., Wick, L. C., & Rogers, J. A. (2008, April). Familiarity with and use of accommodations and supports among postsecondary students with mental illnesses. *Psychiatric Services, 59*(4), 370-375.

OBJECTIVE: Many persons with serious mental illnesses are interested in pursuing postsecondary education and are doing so in increasing numbers. Accommodations can be essential, but limited research suggests that few formally seek accommodations, although increased efforts to heighten awareness may be changing this. The purpose of this study was to examine whether students with mental illnesses are increasingly aware of, and utilize, accommodations and academic supports and to identify the supports that are most used and perceived to be most helpful.

METHODS: A national Internet survey was conducted from July 2005 to July 2006, resulting in responses from 190 current and 318 former students with mental illnesses.

RESULTS: The study found modest but significant negative correlations between how long ago students left college and their familiarity with accommodations, their request for or receipt of accommodations, and their use of the Office for Students With Disabilities. These results were particularly noticeable when comparing current and former students. Moderate positive correlations that were significant were found between familiarity with accommodations, use of campus disability offices, and request for or receipt of accommodations.

CONCLUSIONS: There is increased awareness and use of accommodations among students with mental illnesses, but it is also clear that most receive supports directly from instructors without going through the formal accommodations process. Encouraging students to utilize disability offices and greater attention to accommodation barriers may further increase support seeking. Supports that are most used and viewed as most helpful provide direction for service providers and campus personnel in their efforts to facilitate students' educational goals.

Stansbury, K. L., Wimsatt, M., Simpson, G. M., Martin, F., & Nelson, N. (2011, July/August). African American college students: Literacy of depression and help seeking. *Journal of College Student Development, 52*(4), 497-502.

"…the purpose of this research was to examine African American college students' mental health literacy regarding depression. Previous studies using this approach have found that individuals who are mental health literate are likely to seek help for themselves, and/or recommend professional assistance to family and friends experiencing symptoms of depression" (p. 497).

Storrie, K., Ahern, K., & Tuckett, A. (2012). Crying in the halls: Supervising students with symptoms of emotional problems in the clinical practicum. *Teaching in Higher Education, 17*(2), 89-103.

There is evidence that the number of university students with mental health problems has increased over the past few years. The literature also suggests that the number and effect of troubled health science students create significant problems in the clinical practicum. However, there are gaps in the literature as to how clinical teachers actually feel about and deal with these students. For this paper, we interviewed 16 clinical teachers from various health science disciplines to identify components of the dilemma faced by them when encountered with a student with challenging behaviour, and to then explore the strategies they applied. We found that the teachers' emotions played a significant role in the identification of troubled students, and that successful strategies employed by participants entailed both professional demeanour and infrastructure components.

Taylor, M. J., Baskett, M., Duffy, S., & Wren, C. (2008). Teaching HE students with emotional and behavioural difficulties. *Education + Training, 50*(3), 231-243.

Purpose – The purpose of this paper is to examine the nature of the types of adjustments appropriate to university teaching practices for students with emotional and behavioural difficulties in the UK higher education (HE) sector.

Design/methodology/approach – A case study in a UK university was undertaken over a two-year period.

Findings – A variety of types of adjustments may be necessary for UK university students with emotional and behavioural difficulties including adjustments to pastoral care, teaching and assessment.

Research limitations/implications – The case study focussed on only three students with emotional and behavioural difficulties. However, given that the number of students entering UK universities with such difficulties is increasing, the results of this research can hopefully inform the teaching of future students.

Practical implications – This paper addresses what UK university teaching staff may need to do to support students with emotional and behavioural difficulties.

Originality/value – Although research has been conducted into the teaching of individuals with emotional and behavioural difficulties in schools, little if any research has been undertaken regarding teaching such students at university level.

Unger, K. V., Pardee, R., & Shafer, M. S. (2000). Outcomes of postsecondary supported education programs for people with psychiatric disabilities. *Journal of Vocational Rehabilitation, 14*(3), 195-199.

> Supported education programs provide support and services so people with a major mental illness can begin or continue postsecondary education. 124 students from three supported education sites were surveyed for five semesters to assess demographic and service utilization information, education and employment outcomes, predictors of school completion and job/education fit. The study showed that students completed 90% of their college course work and achieved an average grade point of 3.14. Increases were noted in the number of students living independently. Type of psychiatric diagnosis was not a predictor of school completion but having one's own car and number of psychiatric hospitalizations prior to program participation were predictors. The school retention rate was comparable to the general population of part-time students; employment rates (42%) during the study were lower than the population of other part-time students but higher than the population of people with mental illness generally. There were no significant changes in either quality of life or self-esteem. Students reported a job/education fit of 50%.

Weiner, E. (1999, Spring). The meaning of education for university students with a psychiatric disability: A grounded theory analysis. *Psychiatric Rehabilitation Journal, 22*(4), 403-410.

> In this qualitative study, eight university students with mental illness, who were attending a large campus, were interviewed, indepth, in order to explore the purpose and goals of their academic program. Three groupings emerged: students who saw university as a means to an end, part of larger life goal; students who saw university as an end in itself, their primary life goal; and those students who, because of the precariousness of their illness at the time of the study, were situated in between these two groupings.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

This is a brief section concerning Science, Technology, Engineering and Math (STEM) fields and inclusive postsecondary education.

Dunn, C., Rabren, K. S., Taylor, S. L., & Dotson, C. K. (2012, September). Assisting students with high-incidence disabilities to pursue careers in science, technology, engineering, and mathematics. *Intervention in School and Clinic, 48*(1), 47-54*.*

> Persons with disabilities have been underrepresented in the science, technology, engineering, and mathematics (STEM) fields for many years. Reasons for this include low expectations for students with disabilities, limited exposure to prerequisite courses, lack of role models, and lack of access to individualized supports. This article identifies the issues related to the participation of students with learning disabilities and emotional and behavioral disorders in STEM college programs and provides

transition planning strategies for assisting and encouraging students as they prepare for and succeed in STEM programs. A case study of a student with a disability who had a goal of pursuing a STEM career illustrates the issues commonly faced by students with disabilities. Research-based planning strategies addressing these issues that help ensure student success are provided.

Lee, A. (2011, August). Postsecondary science, technology, engineering, and mathematics (STEM) enrollment comparisons for students with and without disabilities. *Career Development and Transition for Exceptional Individuals, 34*(2), 72-82.

The author examined enrollment differences at postsecondary institutions between students with and without disabilities in science, technology, engineering, and mathematics (STEM) majors to investigate the extent to which students with disabilities, compared with their counterparts, pursue highly demanded STEM careers that require postsecondary STEM degrees. Using the data extracted from the National Longitudinal Transition Study–2 and the Educational Longitudinal Study of 2002, the author uncovered three major findings: (a) Students with disabilities are more likely to select STEM majors in college than are students without disabilities, (b) substantially more students with disabilities enroll in STEM majors at 2-year colleges than do students without disabilities, and (c) for both cohorts, the enrollment proportion of female students is significantly lower than that of male students in STEM majors. These comparison analyses signify the importance of different learning processes and career advising tailored to the needs of different individuals.

Moon, N. W., Todd, R. L., Morton, D. L., & Ivey, E. (2012). *Accommodating students with disabilities in science, technology, engineering, and mathematics (STEM): Findings from research and practice for middle grades through university education.* Atlanta: Center for Assistive Technology and Environmental Access, College of Architecture, Georgia Institute of Technology. Retrieved from: http://www.catea.gatech.edu/ scitrain/accommodating.pdf.

"This current volume is an extension of SciTrain: Science, Math, and Technology for All, an NSF-RDE sponsored project (Award No. 0622885) designed to train high school math and science teachers to become more effective instructors for students with disabilities. As part of its efforts, SciTrain developed a resource database with publications on science and math accommodations (http://www.catea.gatech.edu/scitrain/kb/index.php). This book harnesses that database, but goes much further to survey the extant scholarly literature on the accommodation of STEM learners with disabilities from the middle grades through postsecondary education." (p. 15)

Sevo, R. (2012) Recommended reading: Disabilities and diversity in science and engineering. In B. Bogue & E. Cady (Eds.), *Apply Research to Practice (ARP) Resources*. Retrieved July 18, 2012 from http://www.engr.psu.edu/AWE/ ARPResources.aspx.

"Today, more students with disabilities are in the educational pipeline than ever before, as a result of special education, legally mandated services, and structural accommodations (McGuire & Scott, 2006). As many as 11% of undergraduate students in science and engineering fields have one or more disabilities (National Science Foundation (NSF), Committee on Equal Opportunities in Science and Engineering [CEOSE], 2009). About 1% of people holding doctorates in science and engineering report having disabilities (CEOSE, 2009). If the United States is to have effective and productive learning environments in higher education, updating the nation's understanding of disability and its implications and updating educational practices are critical." (p. 1).

Sowers, J., Powers, L. E., Shpigelman, C. N. (2012). *Science, technology, engineering, and math (STEM) mentoring for youth and young adults with disabilities: A review of the r*esearch *[Monograph].* Portland: Regional Research Institute on Human Services, Portland State University. Retrieved from http://mentoringforums.education northwest.org/sites/default/files/MONOGRAPH%205%2005-02-2012%20% 282%29.pdf.

> "Mentoring is one of the approaches that some of the RDE-funded Alliances for Students with Disabilities have employed as a means to increase the opportunities for students with disabilities to interact with and to receive encouragement from practicing STEM professionals in successfully moving through the critical junctures from STEM secondary education classes, to STEM postsecondary education majors, and finally to STEM careers" (p. 5).

Utschig, T. T., Moon, N. W., Todd, R. W., & Bozzorg, A. (2011, June). Faculty efficacy in creating productive learning environments: Universal design and the lens of students with disabilities. *The International Journal of Process Education, 3*(1), 51-63. Retrieved from: http://www.processeducation.org/ijpe/2011/efficacy.pdf.

> We present findings from the SciTrain University project, particularly as it relates to faculty development efforts. SciTrain University is a program sponsored by the U.S. Department of Education to improve the accessibility of science, technology, engineering, and mathematics (STEM) education for students with disabilities. In this case study we investigate two broad research questions. First, what do participants learn about creating productive learning environments for all students, including disabled learners, as a result of program participation? Second, what actions have been elicited among various stakeholders toward improving the classroom learning environment, particularly for students with disabilities? In this paper we highlight some of the main features of SciTrain University including workshops and web modules for faculty development. We then introduce the project assessment and evaluation process. Next, we discuss the impact this project has produced for a set of 15 faculty participants. Impacts include transferring ownership of the learning process to students through several classroom activities such as group note taking; creating a greater sense of community through enhanced online communication tools such as forums; and expanding assessment of student learning into the classroom using multiple modes of learning within a class period. Finally, we discuss the potential broader impacts of the SciTrain University project.

STRATEGIES AND PLANNING FOR SUCCESS

The resources and materials featured in this section provide information on the varied strategies and planning necessary for students with disabilities to succeed in inclusive postsecondary education. Information on peer support and faculty mentoring is included as well.

Albertini, J. A., Kelly, R. R., & Matchett, M. K. (2012, Winter). Personal factors that influence deaf college students' academic success. *Journal of Deaf Studies and Deaf Education, 17*(1), 85-101.

Research tells us that academic preparation is key to deaf students' success at college. Yet, that is not the whole story. Many academically prepared students drop out during their first year. This study identified entering deaf college students' personal factors as assessed by their individual responses to both the Noel-Levitz College Student Inventory Form B and the Learning and Study Strategies Inventory, second edition (LASSI). Entering students in 3 successive cohorts (total n =437) participated in this study. Results show that in addition to entry measurements of reading and mathematics skills, personal factors contributed to the academic performance of students in their first quarter in college. The Noel-Levitz provided the comparatively better predictive value of academic performance: Motivation for Academic Study Scale (e.g., desire to finish college). The LASSI also showed statistically significant predictors, the Self-Regulation Component (e.g., time management) and Will Component (e.g., self-discipline), but accounted for relatively less variability in the students' initial grade point averages. For this group of underprepared students, results show that personal factors can play a significant role in academic success. Deaf students' personal factors are discussed as they relate to other first-year college students and to their subsequent academic performance and persistence.

Alden, P., & Hinckley, J. (2005, Fall). Women with attentional issues: Success in college learning. *Journal of Developmental Education, 29*(1), 10-12, 14-17, 27.

This pilot study, funded from a 5-year grant from the U.S. Department of Education Title III Strengthening Institutions Program, explores the factors identified by women with AD/HD that are necessary to their achieving college success. The results of this study, based on 13 in-depth interviews with women who are both academically successful and have AD/HD, highlight the influence of motivation, attitude, support systems, self-reflection, and social-academic balance on academic success. The article concludes with implications that may help instructors and institutions better serve women with attentional issues in the college setting.

The Board of Regents and the State Education Department et al. (2000, March). *Postsecondary education and individuals with disabilities: Recommendations to New York State for strategies to increase access and opportunity.* Albany, NY: The Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Retrieved from: http://www.suny.edu/disabilities/TaskForce/rtf/taskforce report.rtf or http://www.suny.edu/disabilities/TaskForce/pdf/Fullreport.pdf.

This report of the Task Force on Postsecondary Education and Disabilities focuses on equal educational access and opportunity for all New York state postsecondary students. The task force stresses the preparation of high school students for transition planning to postsecondary education and the active recruitment of students with disabilities by education institutions. The report outlines nine goals (preparation for postsecondary education opportunities, institutional commitment within postsecondary education, capacity of all campus personnel and students to work with and teach students with disabilities, universal design and access through assistive technology, career development and full employment opportunity, regional coordination and partnerships, accreditation and review, funding and financial mechanisms to enhance the educational opportunity for students with disabilities, and management structure for continued collaboration and implementation) and provides a discussion of the goal, specific strategies to meet the goals, and expected outcomes. The report also includes appendices on background/rationale of the importance of postsecondary education for students with disabilities (including the fiscal benefits, both for the student and the state) and characteristics and enrollment statistics of students with disabilities.

Clark, G. (2007, January). Going beyond our limits: Issues for able and disabled students. *Journal of Geography in Higher Education, 31*(1), 211-218.

Clark discusses the challenges facing disabled students attending college and special measures that can be taken to increase their chances of success. Teachers can assist students by giving alternate examinations and providing them with a short list of essential readings.

Collegiate Consortium of Disability Advocates. (2010). *Effective college planning: A student's guide* (10th ed.). Retrieved from: http://www.ccdanet.org/ecp/.

"For more than 20 years the members of the WNY Collegiate Consortium of Disability Advocates (CCDA) have been working with families and education professionals to assist students with disabilities make a successful transition from high school to college. *Effective College Planning* or *ECP* is the primary resource that we have developed to help students, parents and professionals. *ECP* is a resource guide that provides technical assistance, timelines and activities related to the transition process" (p. 4).

College planning for student with disabilities – A supplement to the College Prep Handbook (n.d.). Lincoln: Project NETS, University of Nebraska – Lincoln and EducationQuest Foundation. Retrieved from: http://www.health.state.mn.us/divs/fh/mcshn/trans/collegeplan.pdf.

This publication is for students with disabilities planning to attend postsecondary education institutions and their parents or guardians. It supplements the *College Prep Handbook* which has more details about college planning and funding. This publication reviews topics such as knowing your disability and its affect on learning, requesting services and accommodations, and legal rights and responsibilities.

Convertino, C. M., Marschark, M., Sapere, P., Sarchet, T., & Zupan, M. (2009). Predicting academic success among deaf college students. *Journal of Deaf Studies and Deaf Education, 14*(3), 324-343.

For both practical and theoretical reasons, educators and educational researchers seek to determine predictors of academic success for students at different levels and from different populations. Studies involving hearing students at the postsecondary level have documented significant predictors of success relating to various demographic factors, school experience, and prior academic attainment. Studies involving deaf and hard-of-hearing students have focused primarily on younger students and variables such as degree of hearing loss, use of cochlear implants, educational placement, and communication factors—although these typically are considered only one or two at a time. The present investigation utilizes data from 10 previous experiments, all using the same paradigm, in an attempt to discern significant predictors of readiness for college (utilizing college entrance examination scores) and classroom learning at the college level (utilizing scores from tests in simulated classrooms). Academic preparation was a clear and consistent predictor in both domains, but the audiological and communication variables examined were not. Communication variables that were significant reflected benefits of language flexibility over skills in either spoken language or American Sign Language.

Farmakopoulou, N., & Watson, N. (2003). Motivations for entering and pathways of progression of disabled students in further education. *International Journal of Inclusive Education, 7*(3), 223-239.

Issues concerning the relevance of the human and social capital theories in further education and particularly in the inclusion of disabled people are highlighted. Data are drawn from an ongoing ethnographic study into the experiences of disabled students in two further education colleges.

Extracts from 12 focus group discussions with 70 students as well as fieldnotes from observation of courses and other college activities are used to map out the pathways by which the participants entered and progressed through the college and the courses they undertook. Also explored is the significance of the college experience in the student's lives and the extent it has succeeded in enhancing their degree of social inclusion.

Field, S., Sarver, M. D., & Shaw, S. F. (2003). Self-determination: A key to success in postsecondary education for students with learning disabilities. *Remedial and Special Education, 24*(6), 339-349.

Self-determination should be a central organizing concept in postsecondary programs for all students with disabilities, including those with learning disabilities. The importance of self-determination is supported by numerous studies, including one by Sarver (2000), who found a significant relationship between the grade point averages of students with learning disabilities and their levels of self-determination. Interviews with students about postsecondary environments demonstrate that specific environmental factors and personality markers are important to postsecondary success. Characteristics of environments that support self-determination are discussed within the context of postsecondary education settings. These characteristics include self-determined role models, self-determination skill instruction, opportunities for choice, positive communication patterns and relationships, and availability of supports. Universal Design for Instruction, a new paradigm for college students with learning disabilities, fosters self-determination by offering students productive opportunities for learning.

Getzel, E. E. (2008, October). Addressing the persistence and retention of students with disabilities in higher education: Incorporating key strategies and supports on campus. In S. H. deFur (Ed.), Transition to Postsecondary Education [Feature issue]. *Exceptionality, 16*(4), 207-219.

This article explores the key characteristics of postsecondary education programs that help youth and young adults with disabilities persist and remain in college. Student support factors include services that develop stronger self-determination skills, teach and support young adults' self-management skills, expose students to assistive technology, and promote career development by providing internships or other career-related experiences. In conjunction with student support services there are two professional development emphases for instructional faculty that contribute to the institutional support needed by college students with disabilities. Students benefit when faculty have an increased awareness and knowledge of the characteristics and needs of students with disabilities and when faculty incorporate concepts of universal design into their instruction and curriculum.

Getzel, E. E., & Thoma, C. A. (2008). Experiences of college students with disabilities and the importance of self-determination in higher education settings. *Career Development for Exceptional Individuals, 31*(2), 77-84.

Although the literature is clear that self-determination is an important component of the transition planning process for students with disabilities preparing for postsecondary education, further studies are needed to explore what self-determination strategies these students use to remain in college and successfully meet the challenges in postsecondary education settings. This article describes a study conducted with postsecondary education students in 2- and 4-year college settings to (a) identify skills that effective self-advocates use to ensure they stay in college and obtain needed supports and (b) identify the essential self-determination skills needed to remain and persist in college. Findings from the study and implications for postsecondary education and secondary education are discussed.

Getzel. E. E., & Wehman, P. (Eds.). (2005). *Going to college: Expanding opportunities for people with disabilities.* Baltimore: Paul H. Brooke Publishing Co.

A college education can open the door to greater participation in the workplace and community. With this urgently needed, research-based book, readers will learn what they can do to make this crucial opportunity available to young people with a wide range of disabilities. Professionals who work in high schools and colleges—including disability service coordinators, guidance counselors, administrators, and general and special educators—will use this important resource to help students make all of the necessary preparations, including selecting a college, applying, determining eligibility for services, and securing financial aid create welcoming college classrooms through the use of universally designed instructional strategies, assessment methods, and accommodations and supports address the specific needs of students who have psychiatric disabilities, learning disabilities and ADHD, and developmental disabilities promote the important concept of self-determination to aid students in their transition to college life and professional life learn students' rights and responsibilities under the Americans with Disabilities Act help students practice for and make the transition to the working world, using resources such as internships, career centers, and business partnerships Filled with case studies, best practices, program guidelines, and strategies, this is a required resource for anyone who educates or coordinates services for individuals with disabilities. Readers will discover their part in helping young people gain access to a meaningful college education — one that promotes independence and responsibility, sharpens social skills, and builds a strong foundation for a successful career.

Gibson, S. (2012). Narrative accounts of university education: Socio-cultural perspectives of students with disabilities. *Disability & Society, 27*(3), 353-369.

Research in higher education, linked to national and international policy, suggests the need for educationalists to show greater understanding and awareness of the lived experiences of undergraduate students with disabilities. These sources argue that this knowledge should then be used to inform their understandings as tutors and facilitate inclusive and effective teaching strategies. This research had a primary focus on first-year students with disabilities' learning experiences; their transitions from school or college to university and their feedback on positive and negative learning experiences at both levels. Rich, complex stories were uncovered taking the research beyond the lecture theatre and seminar room, into the students' union bar and back to the Year 10 classroom. It is the intention of this paper to relay some of the stories shared, in particular drawing out findings related to effective learning practices and to note the significance of placing a socio-cultural lens on the question of inclusion in education.

Goode, J. (2007, January). 'Managing' disability: Early experiences of university students with disabilities. *Disability & Society, 22*(1), 35-48.

Recent UK legislation, operational from December 2006, places a duty on all public authorities, including higher education institutions, to actively promote equality of opportunity for people with disabilities. The university studied here has a number of initiatives in place to develop good practice in this area, but how do students themselves experience that provision? Research about people with disabilities has sometimes alienated them by failing to reflect their own perspectives. This study, explicitly aimed at incorporating students' voices and using interview and video data, offers some insight into students' experiences of the aids and obstacles to an inclusive learning environment at one university.

Graham-Smith, S., & Lafayette, S. (2004, March). Quality disability support for promoting: Belonging and academic success within the college community. *College Student Journal, 38*(1), 90-99.

Positive classroom experiences in college are critical to successful inclusion of students with disabilities in the campus community. For students with disabilities, this includes classroom accommodations coordinated by a disability support office. In the fall of 2002, an electronic survey was sent out to students at Baylor University requesting accommodations asking what was most beneficial for them. The responses were overwhelmingly in favor of a caring staff and a safe environment where the struggles of college life can be addressed. This indicates to the researchers that being cognizant of an individual's spirit is more important than structure and policy. Without providing understanding, the cares, struggles, and needs of individual students go untouched and success becomes untenable. Care overcomes the sense of isolation and separateness that a student with disabilities feels and gives him/herself the permission to nevertheless belong and succeed in a frightening and challenging college environment. The other listed, defined, and researched accommodations are all necessary, yet they must be provided by a caring staff who not only can discern individual needs, and provide the necessary resources, but can open the doors of success opportunities by empowering students through trustful regard and encouragement.

Hadley, W. M. (2006, Winter). L.D. students' access to higher education: Self-advocacy and support. *Journal of Developmental Education, 30*(2), 10-15.

Increasing numbers of students with learning disabilities are entering post-secondary education. While in high school, students with a learning disability are assured services under the Individuals with Disabilities Education Act (IDEA). This legislation, however, does not apply to colleges and universities. This qualitative study applied psychosocial theorist Arthur Chickering's (1969) vectors of student development theory to examine how traditional-age, 1st-year college students with learning disabilities adjusted to academic expectations as they moved from a sheltered secondary environment to a less monitored collegiate environment. The importance of students with learning disabilities self-advocating with their professors and the importance of their professors' support of their academic needs were major findings of this study.

Hall, J., & Tinklin, T. (1998). *Students first: The experiences of disabled students in higher education* [SCRE Research Report No. 85]. Glasgow: The Scottish Council for Research in Education. Retrieved from: https://dspace.gla.ac.uk/bitstream/1905/238/1/085.pdf.

"This report is a set of stories about people's experiences, their aims and their aspirations. It tells of the obstacles they have met, the encouragement they have received and their achievements to date. It tries to tell how they got to where they are, what has happened to them, what they have done and where they hope to go in the future. We are not aware of anyone having tried to do this before with such a group of students studying disparate subjects in different institutions. We believe that there is some value in outsiders such as ourselves taking a thorough and systematic view of what they have to say, and placing it in the context of current developments in higher education" (p. 1).

Hansen, N. (2005). Spaces of education: Finding a place that fits. *Review of Disability Studies: An International Journal, 1*(3), 22-36.

The fluidity of disability and impairment emerges through a series of interviews developed with, and involving, forty women in Scotland and Canada. Their educational experiences are explored. The voices of women with disabilities in this article are important, and what appears are rich contextual profiles of women making spaces on their own terms.

Harpur, P. (2010). Accessible or not? Academics' hand written comments on assessment items written by students with print disabilities. *Disability & Society, 25*(1), 121-122.

> Most university courses involve students sitting examinations and submitting written research papers. Many universities provide each student with individual comments on their assessment items. Generally these comments are written throughout the assessment item by the marker to provide the student with guidance on where they can improve and what areas were answered correctly. While hand written comments throughout a paper are extremely valuable for most students, where the student has a vision impairment or another print disability the use of hand written comments can deny such students receiving vital guidance. This note discusses my experiences with comments on assessment items and identifies strategies to ensure that all students have equal access to feedback on their work.

Harris, R., & Robertson, J. (2001, Spring). Successful strategies for college-bound students with learning disabilities. *Preventing School Failure, 45*(3), 125-131.

> Harris and Robertson address teachers and parents who prepare students who are learning disabled, or have attention deficit disorder or attention deficit hyperactive disorder, for postsecondary training or education. By having a better understanding of typical practice in postsecondary settings, parents and K-12 personnel can use this information as a "template" to prepare students for academic work beyond high school.

Heiman, T., & Kariv, D. (2004, December). Coping experience among students in higher education. *Educational Studies, 30*(4), 441-455.

> The study examines the coping strategies among 130 undergraduate college and university students with learning disabilities (LD) and 146 students without learning disabilities (NLD). Students completed self-reported instruments designed to measure stress, support and strategies. The findings revealed that students without LD reported higher work stress, higher combined stress and more social support than did students with LD. Students without LD were more task orientated and perceived more support than students with LD, while students with LD used more emotional coping strategies than NLD students. Differences were also obtained regarding age and gender. The study highlights the importance of further investigations with a larger sample and the support sources of students with LD, and suggests developing task-oriented coping strategies designed especially for students with LD.

Heiman, T., & Kariv, D. (2004, Winter). Manifestations of learning disabilities in university students: Implications for coping and adjustment. *Education, 125*(2), 313-324.

> The purpose of this article is to provide a better understanding of students' perception of their difficulties and adjustments during university studies as compared with their past perceptions, to examine their coping and expectations, and draw some implications from the research to help students with LD in institutions of higher education. Studies of adult students mainly describe their difficulties in three domains: academic, behavioral and emotional. Following in-depth interviews with 30 students, We attempted to elicit the experience of disability from their perspective. Students described their difficulties, the ways they cope, how they view their future and their adjustments while studying in the university. Results indicated significantly fewer dependence on private lessons, improved their learning strategies, more use of special accommodations and more positive emotional functioning and reduced negative self-perception in adult students. The contribution of this study is in showing the different perception of past and present difficulties and modes of coping, suggesting that although the academic obstacles do not change over time, the students learn to adjust to

academic demands by adopting effective coping strategies, developing emotional resiliency, and through self-encouragement regarding an optimist future.

Heiman, T., & Precel, K. (2003, May/June). Students with learning disabilities in higher education: Academic strategies profile. *Journal of Learning Disabilities, 36*(3), 248-258.

This study compared 191 college students with learning disabilities (LD) and 190 students without LD in four main areas: academic difficulties, learning strategies, functioning during examinations, and students' perception of factors that help or impede their academic success. Analysis of the personal data of students with and without LD revealed no significant differences between groups on grade point average, number of courses taken, and family status, but students with LD reported having more difficulties in humanities, social sciences, and foreign language than students without LD. Regarding academic strategies, students with LD devised unusual strategies and preferred additional oral explanations or visual explanations, whereas nondisabled students preferred more written examples. These differences indicated that students without LD used more written techniques than did students with LD. During examinations, the students with LD had difficulty concentrating and were concerned about lack of time. They experienced stress, were nervous, and felt more frustrated, helpless, or uncertain during examinations than students without LD. The implications for college students with LD are discussed.

Hong, B. S. S., Ivy, W. F., Gonzalez, H. R., & Ehrensberger, W. (2007, September/October). Preparing students for postsecondary education. *Teaching Exceptional Children, 40*(1), 32-38.

Students with disabilities are increasingly enrolled in postsecondary education, yet many of them are not prepared to cope with the rigor of higher education. Students who do not have the skills of self-empowerment often experience frustration and discouragement in the postsecondary setting, leading to their dropping out of school and eventually experiencing less positive outcomes. At the same time, many higher education faculty members are not aware of how to work with students with disabilities, nor are they familiar with policies related to student rights and accommodations. There are some practical strategies for faculty, as well as K-12 teachers, to help students with and without disabilities develop skills of self-advocacy, self-regulation, internal locus of control, and self-knowledge--so they can become empowered to take responsibility for their own learning.

Jameson, D. R. (2007, Spring). Self-determination and success outcomes of two-year college students with disabilities. *Journal of College Reading and Learning, 37*(2), 26-46.

This two-phase study integrated quantitative and qualitative research methods to investigate the relationship between success outcomes of two-year college students with disabilities and self-determination, and how students with higher and lesser degrees of self-determination understand and describe the outcomes of their post-secondary experience. The ARC Self-Determination Scale (Wehmeyer & Kelchner, 1995) and the Demographic and Outcomes Survey (researcher developed) were used in the quantitative phase. In the qualitative phase, follow-up interviews were conducted with four participants using Wehmeyer's framework of self-determination. Results suggest that individuals with higher degrees of self-determination describe highly self-determining behaviors and have more positive success outcomes than those with lesser degrees of self-determination.

Jeffs, A. & Richardson, J. T. E. (2010). Perceptions of academic quality and approaches to studying among disabled and nondisabled students in distance education. *Studies in Higher Education, 35*(5), 593-607.

There is little systematic evidence on the experience of disabled students in higher education. In this study, equal numbers of disabled and nondisabled students taking courses with the UK Open University were surveyed with regard to their approaches to studying and perceptions of the academic quality of their courses. Students with dyslexia or other specific learning difficulties, students with mental health difficulties and students with fatigue were more likely to exhibit a surface approach, and less likely to exhibit organised studying, than were nondisabled students. In the first two groups, this was associated with lower ratings of the quality of their courses. Nevertheless, the differences were not large, either in absolute terms or in the proportion of variance in the students' scores that they explained. The impact of disability on students' perceptions of the academic quality of their courses and on their approaches to studying appears to be relatively slight.

Kirby, J. R., Silvestri, R., Allingham, B. H., Parrila, R., & La Fave, C. B. (2008). Learning strategies and study approaches of postsecondary students with dyslexia. *Journal of Learning Disabilities, 41*(1), 85-96.

The present study describes the self-reported learning strategies and study approaches of college and university students with and without dyslexia and examines the relationship of those characteristics with reading ability. Students with ($n = 36$) and without ($n = 66$) dyslexia completed tests measuring reading rate, reading comprehension, reading history, learning strategies, and learning approaches. The results indicated that students without dyslexia obtained significantly higher scores than students with dyslexia in their reported use of selecting main ideas and test taking strategies. Students with dyslexia reported significantly greater use of study aids and time management strategies in comparison to students without dyslexia. Moreover, university students with dyslexia were significantly more likely to report a deep approach to learning in comparison to university students without dyslexia. Reading ability correlated positively with selecting main ideas and test taking strategies and negatively with use of study aids. The authors interpret the learning strategy results as consequences of and compensations for the difficulties that students with dyslexia have in word reading.

Litner, B., Mann-Feder, V., & Ghislaine, G. (2005). Narratives of success: Learning disabled students in university. *Exceptionality Education Canada, 15*(1), 9-24.

This article presents the results of a qualitative study which examined the experiences of students with learning disabilities who had managed to reach university. The purpose was to identify factors in the lives of these students that, from their own accounts, had promoted academic success despite the high failure rates that are typical for this population. Major themes that emerge from their narrative accounts are discussed, as are implications for intervention and research. A central finding is that personal attributes, such as tenacity and determination, and engagement in activities outside the academic sphere that supported the development of positive identity, were critical factors in promoting the achievements of these students.

Mooney, J., & Cole, D. (2000). *Learning outside the lines: Two Ivy League students with learning disabilities and ADHD give you the tools for academic success and educational revolution.* New York: Simon and Schuster.

Their target audience is college students, but the authors' stories illustrate how college's conceptions of "intelligence," "learning," and "services" may be experienced by students with learning disabilities and ADHD. The authors offer advice and a unique perspective, built on their own academic struggles and eventual success in graduating from Brown University.

Mull, C. A., & Sitlington, P. L. (2003). The role of technology in the transition to postsecondary education of students with learning disabilities: A review of the literature. *The Journal of Special Education, 37*(1), 26-32.

> This article summarizes findings regarding the use of technology in helping students with learning disabilities succeed in postsecondary education settings. The primary purposes of this article are to (a) identify the specific technology recommendations found in the literature, (b) identify issues related to using these recommendations in the transition to postsecondary education, and (c) provide recommendations for planning for the transition to postsecondary education.

Muller, L. (2006, November/December). Research collaboration with learning-disabled students: Strategies for successful student-faculty partnerships. *Journal of College Science Teaching,* 36(3), 26-29.

> The process of a successful undergraduate student-faculty research collaboration involving a student with documented learning disabilities is detailed. As the student developed research skills, she also learned how to develop her own learning strategies. At the same time, the faculty member learned strategies adaptable to all student-faculty research collaborations.

Nielsen, J. A. (2001). Successful university students with learning disabilities. *Journal of College Student Psychotherapy, 15*(4), 37-48.

> A pronounced difference between seeming ability and actual accomplishment suggests a learning disability (LD), which can have extensive academic and nonacademic negative effects, but the concept of LDs is rife with controversy. This study investigated eight university students' perceptions of how their learning disabilities have affected them. They emphasized the desirability of early diagnosis and of having general education teachers being alerted to potential LDs.

Nuttel, K. J., & Ringgenberg, L. J. (1993, Winter). Creating positive outcomes for students with disabilities. *New Directions for Student Services, 1993*(64), 45-58.

> By capitalizing on the strengths of our past and being open to innovation, student affairs staff can create environments that invite, involve, and retain students with disabilities.

Palmer, C., & Roessler, R. T. (2000, July/August/September). Requesting classroom accommodations: Self-advocacy and conflict resolution training for college students with disabilities. *Journal of Rehabilitation, 66*(3).

> The purpose of this study was to evaluate the effects of an eight-hour training program in self-advocacy and conflict resolution skills designed to help college students with disabilities request classroom accommodations. Conducted in two and four-year postsecondary settings, the study involved 50 students with disabilities certified by their institutions as needing classroom accommodations. Results supported the multivariate hypotheses that the treatment group would exceed the control group in (a) acquired levels of self-advocacy and conflict resolution behaviors, (b) general knowledge of rights and responsibilities for academic accommodations, (c) levels of accommodation requesting and conflict resolution self-efficacy, and (d) levels of social competence.

Patrick, S. M. (2011, July). *Experiences of first-year students with disabilities who had a faculty mentor.* Unpublished Master's Thesis, Student Affairs Administration in Higher Education, Ball State University, Muncie, Indiana. Retrieved from: http://cardinalscholar.bsu.edu/bitstream/123456789/194973/1/PatrickS_2011-3_BODY.pdf.

The transition from high school to college is difficult for students and they need to learn to navigate the transition in order to be successful and stay in school. This process is especially challenging for many students with disabilities who may face additional difficulties due to their disability. The purpose of this study was to gain a better understanding of how having a faculty mentorship influences the collegiate experience of students with disabilities.

This study was grounded in qualitative, hermeneutic phenomenology methodology. Data were gathered through semi-structured interviews with students with disabilities who had a faculty mentor during their first semester of college. Data analysis was conducted based on thematic analysis (Van Manen, 1990), and predominant themes were discovered.

The researcher concluded faculty mentorship does affect the collegiate experience of students with disabilities in considerable ways. Students met significant challenges adjusting to the collegiate life. Faculty mentorship assisted some of these students during their transition from high school to college. Based on these themes, specific conclusions were drawn regarding students with disabilities transition and the postsecondary accommodation process. Suggestions were presented for university administrators, faculty, and staff, all of which work with students with disabilities.

Pérez, L. X. (1998). Sorting, supporting, connecting, and transforming: Intervention strategies for students at risk. *Community College Review, 26*(1), 63-78.

The author reviews the literature on strategies for serving students considered to be at risk because they need assistance to succeed academically and socially at the college level. After reviewing the changing demographic and functional definitions of students at risk and providing an overview of why such students need special services from colleges, the author uses Beatty-Guenter's (1994) typology to provide a research and practice framework for current intervention strategies. *Sorting* strategies attempt to divide the student body into meaningful subsets for intervention. *Supporting* strategies strive to ease students' everyday problems with academic life. *Connecting* strategies promote bonding between the student and others at the college to motivate continued enrollment. *Transforming* strategies seek to overcome barriers that might prevent students from achieving their potential. A summary of characteristics that distinguish successful intervention programs and strategies concludes this review.

Reed, M. J., Kennett, D. J., Lewis, T., Lund-Lucas, E. (2011, July). The relative benefits found for students with and without learning disabilities taking a first-year university preparation course. *Active Learning in Higher Education, 12*(2), 133-142.

Positive outcomes have been reported for university preparation courses for students without disabilities. Little is known about whether these courses can offer the same benefit to students with learning disabilities and whether the inclusion of psychosocial factors, in addition to academic skills, would benefit both groups. First-level students with and without learning disabilities were tested on variables known to influence academic performance at the beginning and end of a university preparation course. Results revealed that students entering university with and without learning disabilities have similar challenges. Both groups showed increases in attentiveness, and academic and general resourcefulness after the course. Students with learning disabilities experienced greater

gains in academic self-efficacy in comparison to their non-disabled peers. The study showed benefits in including psychosocial measures in a university preparation course, and that integrating students with learning disabilities into the course could help to alleviate the limited resources of disabilities programs.

Reis, S. M., McGuire, J. M., & Neu, T. W. (2000, April). Compensation strategies used by high-ability students with learning disabilities who succeed in college. *Gifted Child Quarterly, 44*, 123-134.

To investigate how high-ability students with learning disabilities succeed in postsecondary academic environments, 12 young adults with disabilities who were successful at the university level were studied. Extensive interviews with these young adults provided examples of the problems faced by high-ability students with learning disabilities, as well as the specific compensation strategies the used to address and overcome these problems. Four of the participants had been identified as having a learning disability in elementary school; six were identified in junior or senior high school; and two were not diagnosed until college. The participants believed that having a learning disability was considered by elementary or secondary school personnel as synonymous with below-average ability. They reported that content remediation, rather than instruction in compensatory strategies, was usually provided in elementary and secondary school learning disability programs. In this article, the compensation strategies used by academically gifted students who succeeded in college are discussed. These include: study strategies, cognitive/learning strategies, compensatory supports, environmental accommodations, opportunities for counseling, self-advocacy, and the development of an individual plan incorporating a focus on metacognition and executive functions.

Roessler, R. T., Brown, P. L., & Rumrill, P. D. (1998, Fall). Self-advocacy training: Preparing students with disabilities to request classroom accommodations. *Journal on Postsecondary Education and Disability*, 13(3). Retrieved from http://www.ahead.org/uploads/docs/jped/articles/Volume13/13_3/jped133roesslerselfadvocacy.doc.

In a single subject multiple baseline (with replication) design, 3 college students with disabilities completed training to help them advocate for classroom accommodations with their instructors. Presented in terms of 17 target behaviors in seven lessons, self-advocacy training covered the basic elements of an accommodation request (e.g., introducing oneself, disclosing disability, explaining the benefits of accommodations, describing how to implement accommodations, obtaining teacher agreement, reviewing the request, and closing by expressing appreciation). Instructional strategies included didactic teaching, modeling, role-playing, and feedback. Results indicated that the students acquired, maintained, and generalized the self-advocacy skills taught in the program.

Schwiebert, V. L., Sealander, K. A., & Dennison, J. L. (2002, Winter). Strategies for counselors working with high school students with Attention-Deficit/Hyperactivity Disorder. *Journal of Counseling & Development, 80*(1), 3-10.

Researchers agree early intervention is crucial to prevent academic underachievement and negative effects on the lives of children, adolescents, and adults affected by attention-deficit/hyperactivity disorder (ADHD). If counselors, particularly high school counselors, address the needs of students with ADHD, these students may attain their potential and enter into the workplace or postsecondary education. The authors provide counselors with strategies to identify interpersonal, academic, vocational, and life issues that may affect students with ADHD and to help teachers and parents prepare students with ADHD for the transition from high school to postsecondary education or the work environment.

Smith, A. (2009, November). Darren: A case study in school-college liaison. *Support for Learning, 24*(4), 185-190.

Some recent attention has been directed towards the role that post-16 colleges can play in providing young people at risk of exclusion from school with opportunities to experience "alternative" curricula and ways of learning. In this article the case of "Darren" is considered, a boy for whom education in a mainstream secondary school setting appeared to have grown increasingly disjointed and irrelevant. This 'case' is used to highlight some of the challenges involved in school–college liaison in supporting young people who experience social, emotional and behavioural difficulties (SEBD).

Treloar, L. L. (1999). Editor's choice: Lessons on disability and the rights of students. *Community College Review, 27*(1), 30-40.

The Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 form the basis for this discussion of students with disabilities and the role played by community college faculty in promoting their success. After asserting the need to foster self-awareness in one's perceptions of those with disabilities, the author defines practices that ensure receptive classroom environments with examples of effective attitudes, behaviors, and language.

Vogel, G., Fresko, B., & Wertheim, C. (2007). Peer tutoring for college students with learning disabilities: Perceptions of tutors and tutees. *Journal of Learning Disabilities, 40*(6), 485-493.

Peer tutoring is a commonly provided support service for students with learning disabilities (LD) in institutions of higher education. A large-scale survey was conducted to evaluate the PERACH peer tutoring project for students with LD at 25 universities, regional colleges, and teacher training colleges in Israel. The purpose of the study was to understand the tutoring process from the point of view of both tutees and tutors with respect to 5 main areas: tutees' needs, focus of tutoring activities, difficulties surrounding the tutoring endeavor, importance of similar study experiences, and satisfaction with the project. It is our supposition that major discrepancies in perceptions are likely to undermine the effectiveness of the tutoring. Similarities and differences in perceptions were identified, and implications that can be useful in guiding service providers are discussed.

Wiseman, R. L., Emry, R. A., & Morgan, D. (1998, May). Predicting academic success for disabled students in higher education. *Research in Higher Education, 28*(3), 255-269.

Research has indicated that disabled and nondisabled persons experience communication strained by high levels of uncertainty for both communicators. The purpose of this study was to assess the effect of being disabled on the academic progress of disabled college students. It was felt that academic success will be contingent upon positive communication with faculty, fellow students, and university personnel. A questionnaire assessing the campus'' social climate, the quality of its programs and instruction, and the students'' academic and career expectations was administered to 100 disabled students. Analyses of the data revealed that the disabled students'' motivation was significantly related to their level of social alienation, while the students'' perceived competence was most related to their level of social adjustment. The theoretical implications of these findings and avenues for future research are discussed.

STUDENTS WITH INTELLECTUAL DISABILITIES

This section is specific to students with intellectual disabilities and access to and utilization of postsecondary educational opportunities. Also included are interrelated resources including parent perspectives, information on legislation specific to students with intellectual disabilities, and many others.

Association of University Centers on Disabilities (AUCD). (2008, September 11). *Disability provisions in the Higher Education Opportunity Act.* Silver Spring, MD: UCEDD Resource Center, AUCD. Retrieved from: http://www.aucd.org/docs/policy/AUCD Higher_Education_Oppt_Webinar.pdf.

> The Higher Education Opportunity Act (HEOA) of 2008 was signed into law on August 14, 2008. This is the first reauthorization in nearly a decade of important legislation covering federal student aid and major postsecondary education initiatives in the United States. The reauthorization contains new and revised provisions that will significantly improve postsecondary opportunities and supports for students with disabilities, including students with intellectual disabilities. In addition, there are also key provisions to improve preparation of teachers and professionals in K-12 education. The materials from this webinar provides an overview of these disability provisions and information concerning next steps on appropriations and implementation.

Behling, K., Weir, C., & Jorgensen, C. (2006). *Equity and excellence in higher education-reflective practice implementation guide: A tool for college faculty.* Durham, NH: Institute on Disabilities.

> *The Reflective Practice Implementation Guide* is a comprehensive resource for postsecondary education institutions interested in furthering their faculty's professional development through the use of reflective practice. The tools in this binder were developed for college faculty to provide their colleagues with an introduction to reflective practice. It provides suggestions about how to implement reflective practice groups on college campuses. This guide also contains information about the concept of reflective practice and specific protocols that can be adapted for use by any faculty group interested in improving their teaching to benefit all students.

Griffin, M. M., McMillan, E. D., & Hodapp, R. M. (2010). Family perspectives on post-secondary education for students with intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 45*(3), 339–346.

> This study investigated the issues that families consider when making decisions regarding postsecondary education (PSE) for young adults with intellectual disabilities. Survey respondents were 108 family members of transition-aged students with intellectual disabilities. Although respondents were generally positive about PSE programs, they reported that educators' attitudes were less supportive. Respondents identified many barriers that prevent their understanding of PSE options, but a lack of information and guidance was the barrier cited by the most respondents. When considering PSE options, respondents were most concerned about student safety, and they considered a focus on employment to be the most important program component. Continued research is needed to investigate the factors critical in developing successful PSE programs for students with intellectual disabilities.

Grigal, M., Dwyre, A., & Davis, H. (2006, December). Transition services for students aged 18-21 with intellectual disabilities in college and community settings: Models and implications of success. *Information Brief, 5*(5). Minneapolis: National Center on Secondary Education and Transition, University of Minnesota. Retrieved from: http://www.ncset.org/publications/info/NCSETInfoBrief_5.5.pdf.

"This brief provides an overview of some successful models of transition services being implemented in postsecondary settings, describes one such model implemented by the Baltimore City Public School System in three local colleges, and presents some of the implications and strategies for success of this model" (p. 1).

Grigal, M., & Hart, D. (2010). *Think college! Postsecondary education options for students with intellectual disabilities.* Baltimore: Paul H. Brookes Publishing Co.

As the Higher Education Opportunity Act opens the door to more options and supports, more and more students with intellectual disabilities are "thinking college." That means high schools, colleges, and universities must be fully prepared to meet the needs of students with disabilities—and this comprehensive resource is just what they need. Developed by two of the most respected experts on this hot topic, this book uncovers the big picture of today's postsecondary options and reveals how to support students with disabilities before, during, and after a successful transition to college.

Grigal, M., & Hart, D. (Eds.). (2012, December). Post-Secondary Education and Young Adults with Intellectual Disabilities [Special Issue]. *Journal of Policy and Practice in Intellectual Disabilities, 9*(4).

"The existence of a special issue of the *Journal of Policy and Practice on Intellectual Disabilities* focusing on postsecondary education for individuals with intellectual disabilities demonstrates that there are increasing expectations that people with an intellectual disability can and should be given the choice of going to college. And similar to other groups of young people who have gone to college, their path toward college and the outcomes that they seek and achieve from college will vary considerably" (p. 221). Articles in this issue include:

- The Power of Expectations
- A Survey of Postsecondary Education Programs for Students With Intellectual Disabilities in the United States
- Attitudes Toward Including Students With Intellectual Disabilities at College
- An Investigation of Attitude Change in Inclusive College Classes Including Young Adults With an Intellectual Disability
- Lecturer Responses to the Inclusion of Students With Intellectual Disabilities Auditing Undergraduate Classes
- Implementing Inclusion and Collaborative Teaming in a Model Program of Postsecondary Education for Young Adults With Intellectual Disabilities
- Creating Effective Mentoring Partnerships for Students With Intellectual Disabilities on Campus
- Parent Involvement in the Transition Process of Children With Intellectual Disabilities: The Influence of Inclusion on Parent Desires and Expectations for Postsecondary Education
- One State's Initiative to Increase Access to Higher Education for People With Intellectual Disabilities
- Inclusive Postsecondary Education—An Evidence-Based Moral Imperative

Grigal, M., Hart, D., & Migliore, A. (2011, May). Comparing the transition planning, postsecondary education, and employment outcomes of students with intellectual and other disabilities. *Career Development for Exceptional Individuals, 34*(1), 4-17.

This article describes a secondary analysis of variables from the National Longitudinal Transition Survey 2 (NLTS-2) database. Specifically, students with intellectual disability (ID) were compared to students with other disabilities regarding post-school transition goals listed on their IEPs/Transition Plans, contacts/referrals made to outside agencies during transition planning, participation of other agencies/organizations in transition planning (e.g., vocational rehabilitation and higher education representatives), and students' postsecondary education and employment outcomes. Students with ID were less likely to have postsecondary education or competitive employment goals and outcomes and more likely to have sheltered and supported employment goals and outcomes compared to students with other disabilities. Contacts with and participation of external professionals in IEP/Transition Plan meetings also differed between the two groups of students.

Hafner, D., Moffatt, C., & Kisa, N. (2011, May). Cutting-Edge: Integrating students with intellectual and developmental disabilities into a 4-year liberal arts college. *Career Development for Exceptional Individuals,* 34(1), 18-30.

Cutting-Edge provides inclusion in college for students with intellectual disabilities (SWID). Cutting-Edge students attended college by taking undergraduate courses, resided in student housing, and engaged in student-life events as well as pursued community service, internships and employment. Undergraduate students were the best means to teach Cutting-Edge students about appropriate social activities and interactions. Undergraduate students were paired with Cutting-Edge students as peer mentors to teach Cutting-Edge students how to fit into the social network on campus. While attending the college, 79% of Cutting-Edge students lived away from their parents. Undergraduate students were surveyed about how comfortable they feel about being around SWID, and 96% indicated they either felt comfortable (59%) or very comfortable (37%).

Hart, D., Grigal, M., Sax, C., Martinez, D., & Will, M. (2006). Postsecondary education options for students with intellectual disabilities. *Research to Practice No. 45.* Boston: Institute for Community Inclusion, UMass Boston. Retrieved from: http://www.communityinclusion.org/pdf/rp45.pdf.

This brief presents the following information about postsecondary education for students with intellectual disabilities:

- Definitions of "postsecondary education" and "intellectual disability"
- An overview of postsecondary education options
- Research findings on current knowledge of postsecondary education options and outcomes, with recommendations for improving access to postsecondary education
- A bibliography, including a list of websites

Hart, D., Mele-McCarthy, J.,Pasternack, R. H., Zimbrich, K., & Parker, D. R. (2004). Community college: A pathway to success for youth with learning, cognitive, and intellectual disabilities in secondary settings. *Education and Training in Developmental Disabilities, 39*(1), 54-66.

Traditionally, youth with learning, cognitive, and intellectual disabilities (LCID) have not been given the option of participating in and thus benefiting from a postsecondary education. There are school districts and community colleges across the country, however, that are creating opportunities for these youth to have the option of meaningful participation in a postsecondary education while still in secondary school (i.e., Dual Enrollment). The present study involved a national survey of 25 postsecondary education options that support youth with LCID in postsecondary education while still enrolled in secondary school as an empirical foundation for future research on these service models. The main findings indicate that although most programs provide some combination of "life-skills" training and community-based instruction combined with employment training, some innovative service models (i.e., Inclusive Programs) focus primarily on inclusive postsecondary educational services for students with LCID. Inclusive programs tend to be relatively new, to serve fewer individuals than other service models, and are more collaborative (i.e., high schools, colleges and adult service agencies support students). Main survey findings are presented and discussed, followed by detailed profiles of six programs, and recommendations for future research are presented.

Kirkendall, A., Doueck, H. J., & Saladino, A. (2009). Transitional services for youth with developmental disabilities: Living in college dorms. *Research on Social Work Practice, 19*(4), 434-445.

This study evaluates the impact of a college-based dormitory program on transitioning youth with intellectual disabilities. A qualitative study, with interviews at pre and post, was conducted to evaluate the program's impact. Data were collected with semistructured interviews from young adults with intellectual disabilities who participated in a college-based residential program and their parents or guardians. Three general themes emerged from the data: Participants reported experiences that were (a) typical of normative life transitions, (b) typical of growing pains associated with significant life transitions and learning new skills, and (c) one step forward. Results indicate that the experience of living away from home for the first time was in some ways comparable to that of a typical college student. Improvement in life skills, including increased awareness of personal goals, enhanced vocational goals, increased maturity or assertiveness, was reported. Respondents were generally satisfied with the program.

Neubert, D. A., & Moon, M. S. (2006). Postsecondary settings and transition services for students with intellectual disabilities: Models and research. *Focus on Exceptional Children, 39*(4), 1-8.

"Preparing high school students for college and employment that leads to adult self-sufficiency is a daunting task for educators (Lerner & Brand, 2006; Spence, 2007). This task becomes more complicated as technology changes rapidly, as policy makers mandate standards that all students must meet, and as schools evolve to serve more students with linguistic, academic, and social challenges. For students with intellectual disabilities (ID), their families, and the educators who provide services in the public schools, the complexity of this task increases further. We use the term students with intellectual disabilities to include students with mental retardation, autism, traumatic brain injury, and multiple disabilities who are likely to need ongoing, individualized supports in order to participate in inclusive communities (U.S. Department of Education, 2004; U.S. Equal Employment Opportunity Commission, 2004). In some states these students receive an alternative diploma or certificate rather than a high school diploma (Johnson & Thurlow, 2003). Obtaining adequate support to participate in educational opportunities, attaining long-term funding for post-school services, and locating employment sites for individual students with ID require creative collaborative ventures and changes in policy (Hart, Zimbrich, & Ghiloni, 2001; Neubert, Moon, & Grigal, 2004; Stodden & Whelley, 2004). Models are available allowing some students with ID to access college courses and to explore employment options that reach beyond sheltered work during their final years of public schooling (Doyle, 2003; Grigal, Neubert, & Moon, 2001; Hall, Kleinert, &

Kearns, 2000; Hart, Zafft, & Zimbrich, 2001; Pearman, Elliott, & Aborn, 2004). These models can provide a blueprint for replicating similar services and for identifying issues to address through research and policy efforts" (p. 1).

Neubert, D. A., & Redd, V. A. (2008). Transition services for students with intellectual disabilities: A case study of a public school program on a community college campus. In S. H. deFur (Ed.), Transition to Postsecondary Education [Feature Issue]. *Exceptionality, 16*(4), 220-224.

Students with intellectual disabilities aged 18-21 are increasingly receiving transition services on college campuses during the last years of public schooling. These students may attend college courses, work in the community, access community recreational activities, and engage in age-appropriate experiences with peers without disabilities. However, there is little research that documents the types of practices included, the perspectives of consumers, or the outcomes of these transition services. Results from this case study depict how one public school program on a community college campus incorporated recommended transition practices and how students with intellectual disabilities and their families perceived these practices.

O'Brien, P., Shevlin, M., O'Keefe, M., Fitzgerald, S., Curtis, S., & Kenny, M (2009, December). Opening up a whole new world for students with intellectual disabilities within a third level setting. In P. O'Brien, C. Hamilton, & K. Johnson (Eds.), Disability Research and Rights in Ireland [Special Issue]. *British Journal of Learning Disabilities, 37*(4), 285-292.

The purpose of this study was to investigate the experiences of students with intellectual disabilities gaining access into a university setting, specifically Trinity College Dublin. The topic is important as gaining access to a university setting for students with intellectual disabilities is not commonplace. The study was qualitative in design and aimed to understand the phenomenon of inclusion by collecting multiple sources of peoples' understanding of what was happening for the students with intellectual disabilities completing a 2-year certificate course entitled, Certificate in Contemporary Living. The perceptions of the students, family members and tutors were captured through focus groups, questionnaires, and use of Photovoice and document analysis. Triangulation of the multiple sources of data was used as well as open, axial and selective coding for thematic analysis. The student voice echoed by that of family members and tutors found that inclusion within a university setting led the students to see themselves more alike than different to their peers. They felt more accepted, more competent and more socially networked. Vital to the development of friendships was a mentoring programme. The aspect of the certificate programme that supported students to participate in a range of undergraduate classes will be described, and how this strategy is continuing to be researched will be outlined. Being included within a university setting opens up a whole new way of being for students who have previously experienced marginalisation. Such inclusion is a cogent way to promote ability. The safeguards to ensure that inclusion within university settings does not become another form of segregation will be touched upon.

Paiewonsky, M. (2011, May). Hitting the reset button on education: Student reports on going to college. *Career Development and Transition for Exceptional Individuals, 34*(1), 31-44.

Students with intellectual disabilities are taking the lead conducting participatory action research (PAR) to chronicle their college experience as part of a national college access initiative. This research currently involves college students with intellectual disabilities documenting their experiences using multimedia tools. These data are then shared via a digital storytelling website,

VoiceThread. This article presents an overview of PAR, digital storytelling, and the methodology used to implement PAR with students with intellectual disabilities. Themes from the students' work highlight their impressions of college, their adjustment to new expectations and responsibilities, and their recommendations to improve this experience. The researcher's findings and conclusions about facilitating research with young adults with intellectual disabilities are described.

Paiewonsky, M., Mecca, K., Daniels, T., Katz, C., Nash, J. ,Hanson, T., & Gragoudas, S. (2010). Students and educational coaches: Developing a support plan for college. *Think College Insight Brief No. 4.* Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion. Retrieved from http://www.thinkcollege.net/images/stories/Insight4_web_F.pdf.

"This brief provides an overview of the supported education model and some of the challenges associated with using educational coaches in college. A description of how one Massachusetts student and his educational coach used a Student–Educational Coach Agreement to plan for the support that the student needed to successfully attend college is provided. Potential support areas, examples from their working partnership, the benefits of using such an agreement, and recommendations for replication are highlighted." (p. 1)

Rose, J. F., Heine, D. M., Gray, C. M. (2005). Brief or new: Interagency collaborations to support adults with developmental disabilities in college campus living. *Occupational Therapy in Health Care, 19*(1-2), 165-171.

Interagency collaboration in provision of a campus transition living program for young adults with developmental disabilities is described. Given the current imbalance of available resources versus need for service provision, creative teamwork is imperative. Schools and community agencies interact with young adults to apply classroom learning to real-life experiences. This project demonstrates through specific student experiences successful behavioral strategies, challenges and benefits of this life skills program as the evidence of the efficacy of this model. The purpose of this model is three-fold: (1) to provide real-life transitional living experiences in combination with classroom learning for young adults with developmental disabilities; (2) to provide an innovative service delivery model for collaboration of community agencies utilizing alternative funding; (3) to relate the service delivery process to occupation and address the care, values, choices, needs, and interventions used to support and improve performance in occupational engagement and participation.

Shields, B. A., Saladino, A., Proctor-Szilgvi, A. F., & Doueck, H. J. (2008). An integrative model for developing transition-based dormitory experiences for individuals with developmental disabilities on college campuses. *Journal of Transformative Education, 6*(1), 82-94.

This article explores the efficacy of placing individuals with developmental disabilities into college campus dormitories in the interest of facilitating transition into adulthood. Developmental challenges for participants and families are addressed, in addition to concerns for normalization, self-determination, and the broader concepts of social inclusion and community integration. An interactive model that incorporates the perspectives of participants, parents, local agency providers, and the hosting college is recommended.

Stodden, R. A., & Mruzek, D. W. (2010). An introduction to postsecondary education and employment of persons with autism and developmental disabilities. *Focus on Autism and Other Developmental Disabilities, 25*(3), 131-133.

"This special issue includes six peer-reviewed articles intended to provide readers with a clear picture of the current status of efforts to prepare and transition youth with ASD and ID to postsecondary education settings. The articles have been organized to provide readers with an overview of this field of work, present a range of approaches and models currently being used by persons in the field, and share current status data on the types of programs underway and their impact upon the quality of postschool life for young persons with ASD and ID. The guest editors have reviewed and selected articles that present a range of perspectives on this topic, as well as articles providing a range of quantitative and qualitative data, and information for readers" (p. 132).

Stodden, R. A., & Zucker, S. H. (Eds.). (2004). Transition of Youth with Disabilities to Postsecondary Education [Special Topical Issue]. *Education and Training in Developmental Disabilities, 39*(1).

For the past decade, educators, parents, and others have shown a sustained interest in developing viable postsecondary education and other life-long learning opportunities for young persons with intellectual disabilities after they leave high school settings. These efforts are reflected through a number endeavors, such as collaborative high school-community college partnerships, 18-21 postsecondary programs supported under the Individuals with Disabilities Education Act, and parent developed programs focused upon providing the least restrictive and most age appropriate learning setting for young persons with intellectual disabilities. These activities have received little exposure or attention in the disability or learning literature. Further, little attention has been focused upon documentation of these efforts or toward generating data that provide evidence of the value or impact of such programs upon the quality of post-school life for persons with intellectual disabilities. This special topical issue of *ETDD* is one of the first attempts to compile peer-reviewed articles in this area of study and present them to the field. The purpose of this issue of *ETDD* is to present an organized collection of peer-reviewed articles focused upon issues faced by young persons with intellectual disabilities and those who support them as they prepare for and transition to postsecondary education and other life-long learning activities. Articles in this special topical issue include:

- Postsecondary Education and Persons with Intellectual Disabilities: An Introduction
- Activities of Students with Significant Disabilities Receiving Services in Postsecondary Settings
- Transition Services Model: Partnership for Student Success
- Changing Systems for Transition: Students, Families, and Professionals Working Together
- College Career Connection: A Study of Youth with Intellectual Disabilities and the Impact of Postsecondary Education Community College: A Pathway to Success for Youth with Learning, Cognitive, and Intellectual Disabilities in Secondary Settings
- Person-Centered and Collaborative Supports for College Success

Thoma, C. A., Lakin, K. C., Carlson, D., Domzal, C., Austin, K., & Boyd, K. (2011, Fall). Participation in postsecondary education for students with intellectual disabilities: A review of the literature 2001-2010. *Journal of Postsecondary Education and Disability 24*(3), 175-191.

Various forms of participation in postsecondary education by students with intellectual disabilities have received increased attention from the field of special education over the past decade. This review of literature from 2001 through 2010 builds on a similar review conducted by Neubert, Moon,

Grigal and Redd (2001) to determine whether there have been changes in the types of programs offered, whether participation in various degrees of postsecondary education results in improved outcomes for individuals with intellectual disabilities, and whether the evidence indicates that postsecondary education is a preferred outcome to other transition outcomes. This review found that postsecondary education for individuals with intellectual disabilities has increasingly been defined as programs for students in the 18-21 year old age range who continue to receive educational services from their local school districts. The literature provides more details about program design and implementation and describes services across state, regional, and national levels. Few studies to date have attempted to determine participant outcomes. A discussion of the strengths and limitations of this body of literature are provided as well as recommendations for next steps for the field.

Weir, C., Fialka, J., Timmons, J., & Nord, D. (2010/2011, Autumn/Winter). Feature Issue on Postsecondary Education and Students with Intellectual, Developmental and Other Disabilities. *IMPACT, 23*(3). Minneapolis: Institute on Community Integration (UCEDD), University of Minnesota. Retrieved from: http://ici.umn.edu/products/ impact/233/default.html.

"Postsecondary education is a primary goal for the majority of high school students with transition plans, according to the National Longitudinal Transition Study–2. However, according to that same study, only about 3 in 10 young adults with disabilities have taken postsecondary education classes since high school. And among those with the lowest rates of participation are students with intellectual disabilities. This *Impact* issue explores what we know, and what we still need to know, about what works to support increased participation of students with disabilities, especially those with intellectual disabilities, in postsecondary education and why that participation is important. It includes stories about students with disabilities succeeding in higher education, strategies for families and school personnel to use in supporting planning for postsecondary education during high school, research findings and historical overviews on our national journey to support full participation in all areas of life – including education – for individuals with intellectual and other disabilities, and explanations of the education laws that can undergird that participation. It's our hope that readers of this issue will find new ways of thinking about the role of post-high-school education in the lives of young people with disabilities, and about the benefits to those young people as well as our communities and nation" (p. 1).

Woods-Groves, S., Therrien, W. J., Hua, Y., & Hendrickson, J. M. (in press). Essay-writing strategy for students enrolled in a postsecondary program for individuals with developmental disabilities. *Remedial and Special Education.*

This study investigated the efficacy of a writing (ANSWER) strategy to improve the essay test responses of students who were enrolled in a campus-based, postsecondary education program for individuals with developmental disabilities. Random assignment to treatment or control groups and a pre- and posttest design were employed. Students used the six-step ANSWER strategy to analyze essay test prompts, construct outlines, generate essay responses, and revise as needed. The results were evaluated using a strategy scoring rubric. The treatment group received higher scores than the control group in the areas of strategy use and quality of essay responses. The results support the ANSWER strategy as an effective writing intervention for improving students' essay responses.

TRANSITION FROM SECONDARY TO POSTSECONDARY EDUCATION

The resources in this section primarily focus on the transition from high school to postsecondary opportunities, but some resources on the transition from college graduation to employment are also included.

Access to postsecondary education: Planning for education after high school. (n.d.). Lexington, KY: Division of Exceptional Children Services Kentucky Department of Education. Retrieved from: http://www.transitiononestop.org/Documents/ hightocommunity/KySignalMaterials/Access%20to%20Postsecondary%20Educati on%20Final%20Draft%20101706%20_2_.pdf.

> This handbook has been designed as a guide to help students with disabilities who have decided to continue their education after high school graduation in the state of Kentucky.

Adelman, C. (2005, Fall). Executive summary: *The Toolbox Revisited*: Paths to degree completion from high school through college. *Journal for Vocational Special Needs Education, 28*(1), 23-30. Retrieved from http://specialpopulations.org/Vol%2028-1%20Chapters/JVSNE_Vol28-1_Adelman_concluding.pdf.

> "*The Toolbox Revisited* is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges" (p. 23).

> This executive summary is reprinted from the full report available online at http://www.ed.gov/ rschstat/research/pubs/toolboxrevist/index.html.

Adreon, D., & Durocher, J. S. (2007). Evaluating the college transition needs of individuals with high-functioning autism spectrum disorders. *Intervention in School and Clinic, 42*(5), 271-279.

> Increased attention has been given recently to the needs of students with learning and developmental disabilities who are transitioning from high school to college. This is especially important for students with high-functioning autism spectrum disorders (ASD), who are likely to experience significant and unique challenges in adjusting to postsecondary educational settings. After an overview of diagnostic criteria, symptom presentation, and treatment approaches for high-functioning students with ASD, this article discusses the type of difficulties students may encounter across various domains, including socialization, communication, independent daily living skills, academic functioning, and self-advocacy. The article concludes with recommendations for areas to be evaluated and addressed when determining the supports students with high-functioning ASD need to succeed in meeting the organizational, academic, and social demands of college life.

Ankeny, E. M., & Lehmann, J. P. (2011, July/August). Journey toward self-determination: Voices of students with disabilities who participated in a secondary transition program on a community college campus. *Remedial and Special Education, 32*(4), 279-289.

Four students with disabilities enrolled in a secondary transition program located at a community college were interviewed to learn more about their transition experiences. One of the issues they touched on was self-determination. This study is a part of the larger qualitative narrative effort but with a specific focus on exploring participants' perceptions regarding their journey toward self-determination. Field and Hoffman's model of self-determination (i.e., know yourself, value yourself, plan, act and experience outcomes, and learn) guided the data re-examination. Themes found in students' stories were (a) personal factors associated with the construct of self-determination, (b) environments and experiences that foster self-determination, and (c) the individualized education program meeting as a significant tool for supporting students' building of skills leading to self-determination. The journey toward self-determination for the four narrators was formative and complex and highlights the need to promote its practice. The authors conclude that the study's methodology promoting joint recollection and reflection about significant life events can enhance students' understanding and appreciation of their acquisition of self-determination skills.

Ankeny, E., & Lehmann, J. P. (2010). The transition lynchpin: The voices of individuals with disabilities who attended a community college transition program. *Community College Journal of Research and Practice, 34*(6), 477-496.

Nearly 60% of students with disabilities who attend postsecondary institutions attend community colleges. Individuals with disabilities paralleling their peers without disabilities need the postsecondary education opportunity to develop vocational skills, the time to mature, and the experience of living with others. A transition program, a K-12 and community college partnership, was developed to support students in this mission. A narrative inquiry methodology was utilized to understand the community college experience of students with disabilities in a transition program. Findings indicate that the program benefited the individuals. It did this by supporting completion of a vocational program leading to gainful employment and as a transition into adult roles and status. The program also provided opportunities that enhanced the individuals' self-esteem, and it facilitated the individuals becoming more independent and responsible.

The Board of Regents and the State Education Department et al. (2000, March). *Postsecondary education and individuals with disabilities: Recommendations to New York State for strategies to increase access and opportunity.* Albany, NY: The Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Retrieved from: http://www.suny.edu/disabilities/TaskForce/pdf/Fullreport.pdf.

This report of the Task Force on Postsecondary Education and Disabilities focuses on equal educational access and opportunity for all New York state postsecondary students. The task force stresses the preparation of high school students for transition planning to postsecondary education and the active recruitment of students with disabilities by education institutions. The report outlines nine goals (preparation for postsecondary education opportunities, institutional commitment within postsecondary education, capacity of all campus personnel and students to work with and teach students with disabilities, universal design and access through assistive technology, career development and full employment opportunity, regional coordination and partnerships, accreditation and review, funding and financial mechanisms to enhance the educational opportunity for students with disabilities, and management structure for continued collaboration and implementation) and provides a discussion of the goal, specific strategies to meet the goals, and

expected outcomes. The report also includes appendices on background/rationale of the importance of postsecondary education for students with disabilities (including the fiscal benefits, both for the student and the state) and characteristics and enrollment statistics of students with disabilities.

Burgstahler, S., & Lamb, P. (Eds.). (2003, Fall). Empowering Students with Disabilities as They Transition to College and Careers [Special Issue]. *Journal of Special Education Technology, 18*(4). Retrieved from: http://jset.unlv.edu/18.4/issuemenu.html.

This issue of *JSET* is devoted to papers presented at the Technology Capacity Building Institute, Empowering Students with Disabilities as They Transition to College and Careers, which was held in Seattle on April 7 and 8, 2003. The event was sponsored by the National Center on Secondary Education and Transition (NCSET), the National Center for the Study of Postsecondary Educational Supports (NCSPES), and Disabilities, Opportunities, Internetworking and Technology (DO-IT). The purpose of the Institute was to discuss how stakeholders, students with disabilities and their families, K-12 educators, college disabilities support staff, vocational rehabilitation counselors, local, state, and federal policy makers, textbook and technology publishers, and employers can assure that:

- all individuals with disabilities have access to technology that promotes positive academic and career outcomes.
- all people with disabilities use technology in ways that contribute to positive postsecondary academic and career outcomes and self-determined lives.
- there is a seamless transition of availability of technology for all people with disabilities as they move from K-12 to postsecondary to career environments.

Articles include:

- The Role of Technology in Preparing Youth with Disabilities for Postsecondary Education and Employment
- The Interdependent Roles of All Players in Making Technology Accessible
- Findings from the Study of Transition, Technology and Postsecondary Supports for Youth with Disabilities: Implications for Secondary School Educators
- Assistive Technology, Universal Design, Universal Design for Learning: Improved Opportunities
- The Role of the Vocational Rehabilitation Counselor in Procuring Technology to Facilitate Success in Postsecondary Education for Youth with Disabilities
- Employer Perspectives on Hiring and Accommodating Youth in Transition

Chen, L. J. (in press). Transition needs identification of college students with disabilities in Taiwan. *Career Development and Transition for Exceptional Individuals.*

This research investigated the factors that motivated or caused college students with disabilities to identify transition needs compared with what they originally requested. The research began with a survey of transition needs conducted with 72 students who would graduate from college in 1 year, and the same survey was conducted with the same students a year later. The survey was followed by interviewing 11 students who made more than 10 transition need changes in the second survey. The research found that requiring different transition needs or concealing transition needs was determined by natural factors, external factors, personal condition factors, and environmental factors. Per analysis results, implications for improving students' transition needs identification and transition services' quality were given.

Collins, K., Hedrick, B., & Stumbo, N. (2007). *Using comprehensive postsecondary transitional support services to enhance the health, independence, and employment success of persons with severe physical and/or psychiatric disabilities: The University of Illinois approach.* Champaign, IL: Disability Services at the University of Illinois, College of Applied Health Sciences. Retrieved from: http://www.disability.uiuc.edu/files/ best_practices_files/textonly/index.html.

"This report will: (1) describe the philosophical underpinning organizational structure and history of the Illinois Model from a general perspective, as well as the population specific perspective of students with severe physical disabilities and students with psychiatric disabilities; (2) describe the educational components of the Illinois program and the importance of these educational components in ameliorating the negative impact of severe disabilities upon their pursuit of a college education and access to gainful employment; and (3) describe the graduation and employment outcomes of students who have used these programs and services."

Cook, B. G., Gerber, M. M., & Murphy, J. (2000). Backlash against the inclusion of students with learning disabilities in higher education: Implications for transition from post-secondary environments to work. *Work, 14*(1), 31-40.

Individuals with learning disabilities (LD), the largest group of people with disabilities in the United States, are attending college in greater numbers than ever before. Post-secondary training is critical for individuals with LD to make successful transitions into a changing and ever more demanding world of work. Research indicating that college faculty are willing to provide requested accommodations to students with LD suggests that they are increasingly likely to experience successful post-secondary outcomes, and therefore improve their vocational prospects. However, college students with LD and the accommodations they receive have recently garnered some highly critical press. These portrayals may portend problems in higher education for students with LD, who must self-identify and make specific accommodation requests to faculty in order to receive the instruction and testing environments that they require to succeed. Efforts to ensure that the LD label is not ubiquitously applied and that college faculty attempt to separate the idea of merit from achievement and implement instructional practices to better meet the educational needs of students with and without LD are recommended.

Corcoran, L. A. (2010). *Factors influencing transition and persistence in the first year for community college students with disabilities* [Open Access Dissertations Paper 276]. Unpublished doctoral dissertation, University of Massachusetts-Amherst, Amherst, Massachusetts. Retrieved from: http://scholarworks.umass.edu/open_access_ dissertations/276.

Community colleges have always played a crucial role in providing access to college, especially for students with disabilities. At the same time the rate of completion is exceptionally low for this particular population (Belch, 2004). In order to improve persistence and achievement measurably, colleges may seek clues in successful transitions by students with disabilities. This project presents a qualitative research study to illuminate factors that contribute to semester-by-semester success of community college students with disabilities during their first year. A conceptual model of successful transitional processes was developed from theoretical constructs reported in the literature and was expanded by data from individual case studies. Seven very strong stages emerged as a result of the research. These stages were: 1) pre-college experiences that influence academic involvement, 2) initial encounters that created first impressions, 3) transition shock, 4) support-seeking and strategic adjustment 5) prioritizing and balancing of college and non-college commitments, 6) recognizing success, and 7) a sense of belonging to the college community. These results indicated a successful

transition into college is an important first step in persistence for students with disabilities. Persistence of students with disabilities requires further attention and research in order to improve graduation rates of these students at community colleges.

deFur, S. H., & Korinek, L. (2008, October). The evolution toward lifelong learning as a critical transition outcome for the 21st century. In S. H. deFur (Ed.), Transition to Postsecondary Education [Feature Issue]. *Exceptionality, 16*(4), 178-191.

Forces including legislation, policy, standards-based educational reforms, and changing economic and social conditions have dramatically altered the conversation and practices around postsecondary transition. This article traces the development of postsecondary transition as it is reflected in the professional literature and federal legislation since 1975. Over time, increasing expectations, access, and outcomes for students with disabilities are moving the goals for transition toward postsecondary education and lifelong learning to help graduates achieve continuing success in employment and adult life.

Dutta, A., Kundu, M. M., & Schiro-Geist, C. (2009). Coordination of postsecondary transition services for students with disabilities. *Journal of Rehabilitation, 75*(1), 10-17.

There are 6,500 postsecondary institutions in the U.S. that enroll about 16 million full- and part-time students, i.e., 14 million undergraduates and 2 million graduates. Only 9% of these students have a documented disability, i.e., the participation of the target population is low. The current study was an effort to identify alterable issues (for example, empowerment, advocacy, accessibility, faculty awareness, and quality of services) affecting university-based service delivery rather than unalterable status or demographic variables from the perspective of students with disabilities and administrators of Office of Disability Services (ODS). The participants were 445 students with disabilities and four ODS Directors/Coordinators at two universities in a southern and two universities in a mid-western state. The respondents reported that there existed a crucial need for collaborative service provision to eliminate duplication of efforts, campus-wide assistive technology laboratories, and assistance to minimize employment barriers. The findings, if implemented with the existing financial resources, hold promise to: (1) change the trajectory leading to low enrollment and high dropout rates and (2) generate a more inclusive provision of transition services and accessible campus ambiance.

Elliott, T., & Wilson, C. (2008). *The perceptions of students with hidden disabilities of their experience during transition to higher education.* Ipswich, UK: Aimhigher of East England.

"This study was commissioned by Aimhigher East of England to investigate the perceptions of students with hidden impairments regarding their experience during transition to, and within, their first year of higher education (HE). The proposal requested a focus on students with three different hidden impairments: dyslexia, mental health difficulties and Asperger's Syndrome. For the purpose of ease the term 'disabled students' is used interchangeably with 'students with hidden disabilities' in this report to refer to the 18 students with hidden disabilities participating in the study. The research has been conducted within the context of a legislative and policy framework which stresses the importance of ensuring equality for disabled people and which recognises their continued under-representation in HE" (p. 3).

An electronic version of this report can be found on the Aimhigher East of England website: www.aimhighereastofengland.org.uk.

Fite, D., & Sannes, J. (2003). *Mapping your future: Transition planning for students with disabilities preparing for post-secondary education in North Dakota.* Bismarck: North Dakota Department of Public Instruction. Retrieved from: http://www.dpi.state.nd.us/transitn/postsecbk.pdf.

This booklet is designed for students with disabilities as they prepare for post-secondary education in North Dakota. The goal of this document is to inform students of the changes in laws and services as they transition from high school to college. The booklet is written to speak directly to students; as well, there is a brief section for parents regarding their changing role.

Flexer, R. W., Daviso, A. W., Baer, R. M. McMahan Queen, R., & Meindl, R. S. (2011, August). An epidemiological model of transition and postschool outcomes. *Career Development for Exceptional Individuals, 34*(2), 83-94.

This longitudinal transition study was conducted in collaboration with teachers who interviewed students who graduated from 177 school districts in a Great Lakes state. Special education students were interviewed at exit and 1 year following graduation using a survey based on the National Longitudinal Transition Study. The data were analyzed using logistic regression models that controlled for gender, minority status, and level of disability. The authors developed and tested three regression models: two to predict full-time employment and one to predict college enrollment. Students who graduated from career and technical education and work study programs were more likely to enter full-time employment after graduation, but this relationship was influenced by gender, minority status, and disability. Students who participated in mainstream academics were much more likely to be enrolled in full-time college after graduation, but this relationship was influenced by level of disability.

Foley, N. E. (2006, September). Preparing for college: Improving the odds for students with learning disabilities. *College Student Journal, 40*(3), 641-655.

Increasing numbers of students with learning disabilities are enrolling in colleges. Although, they may have met academic prerequisites, they still may find that they are unprepared. In addition to the many adjustments that all students must make, students with disabilities are faced with a major shift in the advocacy role. As K-12 students in special education, teachers, parents, counselors may have monitored their academic progress. Upon graduation from high school, however, the student must assume responsibility for getting their academic needs met. They must demonstrate an array of nonintellectual skills and attributes in the process of self-identifying as having a disability, describing the nature of their disability and its impact on their learning, and suggesting effective accommodations.

Garrison-Wade, D. F., & Lehmann, J. P. (2009, May). A conceptual framework for understanding students' with disabilities transition to community college. *Community College Journal of Research and Practice, 33*(5), 417-445.

Students with disabilities are significantly underrepresented in the nation's community college population for multiple reasons. These include low expectations, poor high school preparation and transition planning, lack of communication or support services, and ineffective or poor support from school services personnel and faculty. This paper presents a literature synthesis. Its purpose is to inform an initial framework for building towards a conceptual framework for understanding the transition to community college by students with disabilities. The framework was developed from an earlier mixed methods study involving 100 college students with disabilities and 10 disability resource counselors in eight universities and colleges, six of which were community colleges. The

framework was examined by comparing six reviews from the What Works in Transition: Systematic Review Project (meta-analyses of previous studies) and five meta-syntheses (rigorous evaluations). Based on these analyses, elements of the framework were confirmed and redefined to show what was needed for (a) high quality preparation in secondary education (self advocacy development and peer/teacher awareness and sensitivity to foster maximizing postsecondary options, focused training on self-advocacy, and college visits and orientation activities); (b) planning (ongoing communication between high school and postsecondary school); and (c) access and accommodations in community colleges (instructor awareness and sensitivity, financial aid opportunities in order to foster social support networks, mentoring support, and formulation of goals for future employment). Five recommendations are provided suggesting how community college leaders, policymakers, and practitioners could use the framework to enhance the transition to community college by students with disabilities.

Gellera, L. L., & Greenberg, M. (2010). Managing the transition process from high school to college and beyond: Challenges for individuals, families, and society. *Social Work in Mental Health, 8*(1), 92–116.

Transition to adulthood represents a significant challenge for individuals on the autism spectrum and their families. With the increase in diagnosis and appropriate treatment at younger ages, more adolescents on the spectrum have the potential for independent adult lives, including work and college. Yet our support systems have been slow to respond to the needs of individuals with typical dreams and aspirations but atypical development. This article addresses the challenges of the transition to adulthood from multiple perspectives and provides a framework for individuals, families, and supporting professionals to anticipate challenges and develop positive solutions.

Grigal, M., Dwyre, A., & Davis, H. (2006, December). Transition services for students aged 18-21 with intellectual disabilities in college and community settings: Models and implications of success. *Information Brief, 5*(5). Minneapolis: National Center on Secondary Education and Transition, University of Minnesota. Retrieved from: http://www.ncset.org/publications/info/NCSETInfoBrief_5.5.pdf.

"This brief provides an overview of some successful models of transition services being implemented in postsecondary settings, describes one such model implemented by the Baltimore City Public School System in three local colleges, and presents some of the implications and strategies for success of this model" (p. 1).

Grigal, M., Hart, D., & Migliore, A. (2011, May). Comparing the transition planning, postsecondary education, and employment outcomes of students with intellectual and other disabilities. *Career Development for Exceptional Individuals, 34*(1), 4-17.

This article describes a secondary analysis of variables from the National Longitudinal Transition Survey 2 (NLTS-2) database. Specifically, students with intellectual disability (ID) were compared to students with other disabilities regarding post-school transition goals listed on their IEPs/Transition Plans, contacts/referrals made to outside agencies during transition planning, participation of other agencies/organizations in transition planning (e.g., vocational rehabilitation and higher education representatives), and students' postsecondary education and employment outcomes. Students with ID were less likely to have postsecondary education or competitive employment goals and outcomes and more likely to have sheltered and supported employment goals and outcomes compared to students with other disabilities. Contacts with and participation of external professionals in IEP/Transition Plan meetings also differed between the two groups of students.

Hendricks, D. R., & Wehman, P. (2009, June).Transition from school to adulthood for youth with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 24*(2), 77-88.

> The transition from school services to adulthood can be particularly difficult for many adolescents with autism spectrum disorders (ASD). Although some individuals with ASD are able to successfully transition, most are faced with significant obstacles in multiple areas as they attempt to negotiate their way into college, work, community participation, and independent living. This article contains a review of research related to the transition from school to adulthood for youth with ASD in the areas of education, employment, community living, and community integration. These key areas of the transition process are crucial for success in adulthood. A summary of principal conclusions drawn from the current literature and suggestions for future research are provided.

Hitchings, W. E., Retish, P., & Horvath, M. (2005). Academic preparation of adolescents with disabilities for postsecondary education. *Career Development for Exceptional Individuals, 28*(1), 26-35.

> This study assesses the preparation of high school students with disabilities for postsecondary education. Transition planning information for 110 students from Grades 10 through 12 was reviewed. We found that (a) interest in attending postsecondary education declined from 77% to 47% over a 3-year period, (b) only four students had 4-year plans leading to postsecondary education, and (c) students were not enrolled in college preparatory classes or were transferred from college preparatory classes despite the students' expressed interest in postsecondary education. Recommendations are presented to address the continuing problem of preparing students with disabilities for postsecondary education.

Janiga, S. J., & Costenbader, V. (2002, September/October). The transition from high school to postsecondary education for students with learning disabilities: A survey of college service coordinators. *Journal of Learning Disabilities, 35*(5), 463-470.

> Federal legislation requires that students with disabilities receive services to assist them in the transition from high school to postsecondary life. Transition services must address students' understanding of their disability, learning strengths and weaknesses, career decision—making skills, and preparation for the increased demands of postsecondary education. This study surveyed coordinators of special services for students with disabilities at 74 colleges and universities in New York State. Respondents provided their perceptions of how well the students they served had been prepared by the transition services they had received in high school. Overall, little satisfaction with transition services was expressed. Respondents were most satisfied with high schools' provision of updated evaluations for students prior to enrollment in college, and they rated students' preparation for self-advocacy as the greatest weakness of current transition services.

Kallio, A., & Owens, L. (2004, Fall). Opening doors to postsecondary education and training: Planning for life after high school: A handbook for students, school counselors, teachers, & parents. *The Journal for Vocational Special Needs Education, 26*(3), 23-41. Retrieved January 15, 2009 from http://specialpopulations.org/Chapters%20-%20Vol26-3/Opening%20Doors_26_3.pdf.

> This is a reprint of a handbook designed as a guide to help students with disabilities preparing for postsecondary education in Wisconsin.

Kato, M. M., Nulty, B., Olszewski, B. T., Doolittle, J., & Flannery, K. B. (2006, September/October). Postsecondary academies: Helping students with disabilities transition to college. *Teaching Exceptional Children, 39*(1), 18-23.

Despite many barriers, a group of Oregon educators began to discuss ideas about how they could provide information that would build skills to improve the entry and success rate for high school students with disabilities in postsecondary education. These educators included high school, community college, and university staff. Nulty et al detail the Postsecondary Academies, which serve as a program support repositories of information and where high school students gain the knowledge and experience necessary for student success in a postsecondary environment.

Kirkendall, A., Doueck, H. J., & Saladino, A. (2008). Transitional services for youth with developmental disabilities: Living in college dorms. *Research on Social Work Practice OnLine First.*

This study evaluates the impact of a college-based dormitory program on transitioning youth with intellectual disabilities. A qualitative study, with interviews at pre and post, was conducted to evaluate the program's impact. Data were collected with semistructured interviews from young adults with intellectual disabilities who participated in a college-based residential program and their parents or guardians. Three general themes emerged from the data: Participants reported experiences that were (a) typical of normative life transitions, (b) typical of growing pains associated with significant life transitions and learning new skills, and (c) one step forward. Results indicate that the experience of living away from home for the first time was in some ways comparable to that of a typical college student. Improvement in life skills, including increased awareness of personal goals, enhanced vocational goals, increased maturity or assertiveness, was reported. Respondents were generally satisfied with the program.

Lukose, S. (2000). The transition to college for students with disabilities in New York State. *Career Development for Exceptional Individuals, 23*(2), 223-235.

This study assesses the services provided to students with disabilities in 30 postsecondary education institutions across New York State. The study determines the type and degree of assistance offered, and gauges how high school counselors could better serve college-bound students. Results indicated that while respondents urged high schools to encourage college-bound students to advocate for themselves, the most frequent types of service provided by colleges did not promote autonomy. Reasons for these findings are discussed and strategies for improving the school-to-college transition are suggested.

Madaus, J. W. (2005, January/February). Navigating the college transition maze: A guide for students with learning disabilities. *Teaching Exceptional Children, 37*(3), 32-38.

Madaus describes the multiple challenges that go beyond those faced in high school when a student with learning disability goes to a postsecondary setting. The differences between high school and postsecondary settings are described along with several common misconceptions. Details of the discussion are presented.

Madaus, J. W., & Shaw, S. F. (2006, November). The impact of the IDEA 2004 on transition to college for students with learning disabilities. *Learning Disabilities Research & Practice, 21*(4), 273-281.

The newly reauthorized Individuals with Disabilities Education Act of 2004 contains several significant changes that will directly impact students with learning disabilities (LD) who are preparing for transition to postsecondary education. These modifications include transition planning, reevaluations, new criteria for the diagnosis of LD, and the summary of performance requirement. This article presents an overview of pertinent changes in each of these key areas, as well as discussion of how these modifications will impact students in transition. Recommendations are offered for secondary and postsecondary personnel regarding these changes.

Miller, E. (2004, July). *Autism: Challenges relating to secondary transition.* Alexandria, VA: Project Forum at NASDSE. Retrieved from: http://www.projectforum.org/docs/ autism_secondary_transition.pdf.

"The purpose of this document is to describe the efforts of several state education agencies (SEAs) to address the needs of transition-aged students with autism, describe the major barriers to providing effective secondary transition services to this population and generate policy recommendations" (p. 1).

Milsom, A., & Hartley, M. T. (2005, June). Assisting students with learning disabilities transitioning to college: What school counselors should know. *Professional School Counseling, 8*(5), 436.

Learning disability is an umbrella term providing a common language for a wide range of professionals, including teachers and counselors (Thomas & Woods, 2003). Neurologically based learning disabilities manifest themselves in different ways (Brinckerhoff, 1994). According to the Individuals with Disabilities Education Act (IDEA) of 1990, students with learning disabilities may have weaknesses in one or more areas including reading, writing, spelling, listening, speaking, thinking, and mathematics. All students are unique in terms of which of these characteristics they possess. Students with learning disabilities can benefit from developing specific knowledge and skills that may increase their chances of successfully completing postsecondary degrees. School counselors can play important roles as advocates, collaborators, and direct service providers. This article is a review of critical student knowledge and skill areas as well as school counselor roles in the implementation of postsecondary transition planning services for students with learning disabilities.

Morningstar, M. E., Frey, B. B., Noonan, P. M., Ng, J., Clavenna-Deane, B., Graves, P., Kellems, R., McCall, Z., Pearson, M., Bjorkman Wade, D., & Williams-Diehm, K. (2010, August). A preliminary investigation of the relationship of transition preparation and self-determination for students with disabilities in postsecondary educational settings. *Career Development for Exceptional Individuals, 33*(2), 80-94.

This study examined the relationship between high school transition preparation (school and family based) and self-determination among postsecondary students with disabilities. Seventy-six participants from 4-year universities completed a two-part online survey. The first part of the survey measured three dependent variables: psychological empowerment, hope, and locus of control. The second part measured the independent variable quality of high school transition preparation. Correlational analyses were conducted between the quality of a student's high school transition preparation and perceived self-determination (i.e., psychological empowerment, hope, and locus of control). Although significant correlations existed among the scales used to measure self-determination, the relationships between high school preparation and the role of families and self-determination was of interest.

National Joint Committee on Learning Disabilities. (2007, Fall). The documentation disconnect for students with learning disabilities: Improving access to postsecondary disability services. *Learning Disability Quarterly, 30*(4), 265-274.

This report by the National Joint Committee on Learning Disabilities (NJCLD) outlines important concerns about documentation issues related to students with disabilities as they transition from high school to postsecondary settings. These issues center on the "disconnect" between the nature and extent of disability documentation generated during a student's public school career and the documentation required to access services at the postsecondary education level. There is no easy answer to this problem given the legal, practical, and philosophical differences between these two educational settings, and it is clear that new ways of thinking about the documentation for accessing services in post secondary education for students with learning disabilities (LD) need to occur. One of the main tenets of this paper is that all persons involved in the successful and equitable transition of individuals with LD to postsecondary institutions need to understand each other's constraints and perspectives. This understanding will be greatly enhanced when there is a shared goal of helping all students receive services to which they are entitled and when educators from each level commit to communicating with each other. The purpose of this report is to outline the issues affecting documentation for postsecondary disability services and to suggest ways to bridge the gap between secondary and postsecondary settings.

Neubert, D. A., & Moon, M. S. (2006). Postsecondary settings and transition services for students with intellectual disabilities: Models and research. *Focus on Exceptional Children, 39*(4), 1-8.

"Preparing high school students for college and employment that leads to adult self-sufficiency is a daunting task for educators (Lerner & Brand, 2006; Spence, 2007). This task becomes more complicated as technology changes rapidly, as policy makers mandate standards that all students must meet, and as schools evolve to serve more students with linguistic, academic, and social challenges. For students with intellectual disabilities (ID), their families, and the educators who provide services in the public schools, the complexity of this task increases further. We use the term students with intellectual disabilities to include students with mental retardation, autism, traumatic brain injury, and multiple disabilities who are likely to need ongoing, individualized supports in order to participate in inclusive communities (U.S. Department of Education, 2004; U.S. Equal Employment Opportunity Commission, 2004). In some states these students receive an alternative diploma or certificate rather than a high school diploma (Johnson & Thurlow, 2003). Obtaining adequate support to participate in educational opportunities, attaining long-term funding for post-school services, and locating employment sites for individual students with ID require creative collaborative ventures and changes in policy (Hart, Zimbrich, & Ghiloni, 2001; Neubert, Moon, & Grigal, 2004; Stodden & Whelley, 2004). Models are available allowing some students with ID to access college courses and to explore employment options that reach beyond sheltered work during their final years of public schooling (Doyle, 2003; Grigal, Neubert, & Moon, 2001; Hall, Kleinert, & Kearns, 2000; Hart, Zafft, & Zimbrich, 2001; Pearman, Elliott, & Aborn, 2004). These models can provide a blueprint for replicating similar services and for identifying issues to address through research and policy efforts" (p. 1).

Neubert, D. A., & Redd, V. A. (2008). Transition services for students with intellectual disabilities: A case study of a public school program on a community college campus. In S. H. deFur (Ed.), Transition to Postsecondary Education [Feature Issue]. *Exceptionality, 16*(4), 220-224.

Students with intellectual disabilities aged 18-21 are increasingly receiving transition services on college campuses during the last years of public schooling. These students may attend college

courses, work in the community, access community recreational activities, and engage in age-appropriate experiences with peers without disabilities. However, there is little research that documents the types of practices included, the perspectives of consumers, or the outcomes of these transition services. Results from this case study depict how one public school program on a community college campus incorporated recommended transition practices and how students with intellectual disabilities and their families perceived these practices.

Newman, L. (2005, Winter). Changes in postsecondary education participation of youth with disabilities. *The Journal for Vocational Special Needs Education, 27*(2), 30-38. Retrieved from: http://specialpopulations.org/Chapters%20Vol%2027-2/JVSNE%20V27-2%20Wagner%20Ch4.pdf.

"This chapter examines changes between 1987 and 2003 in the postsecondary education enrollment of youth with disabilities who had been out of secondary school up to 2 years, as measured in the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS2). It focuses on participation in three types of institutions—2-year/community colleges; 4-year colleges; and postsecondary vocational, technical, or business schools. The section begins with a discussion of change over time in youth's experiences with programs designed to help those who dropped out of high school earn a high school diploma. It continues with an examination of changes in enrollment rates at postsecondary institutions for youth with disabilities as a whole and for youth who differed in their disability category, high-school-exit status, age, gender, household income, and race/ethnicity, when significant. It concludes with findings regarding changes in the extent to which students attended postsecondary school full- or part-time" (p. 30). This is a chapter excerpted from: Changes Over Time in the Early Postschool Outcomes of Youth with Disabilities. A Report of Findings from the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS2).

Oesterreich, H. A., & Knight, M. G. (2008, May). Facilitating transitions to college for students with disabilities from culturally and linguistically diverse backgrounds. *Intervention in School and Clinic, 43*(5), 300-304.

"This article examines how the intersection of race, class, and disability informs the responsibilities of special educators. A diverse set of practices needs to be used with working-class African American, Latino/Latina, and Native American students with disabilities to increase their social and cultural capital and support their prospective college-going identities" (p. 300-301).

Rioux-Bailey, C. (2004, March). *Students with disabilities and access to community college: Continuing issues and new directions.* Washington, DC: The George Washington University HEATH Resource Center. Retrieved from: http://www.heath.gwu.edu/files/active/0/2004_community_college_access.pdf.

"Much has been written for students with disabilities, their family members, and educators about community college as a postsecondary option. This information typically focuses on the differences between high school and community college, such as differences in legislative protections and various ways to access auxiliary aids and services. Yet many students, family members, and educators remain uninformed about the questions they should be asking about the transition from high school to community college programs; the policies that determine admittance to, and continued enrollment in, community college programs; and the strategies and resources that may impact successful outcomes" (p. 1)

Roberts, K .D. (2010). Topic areas to consider when planning transition from high school to postsecondary education for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 25*(3), 158-162.

For many individuals with an autism spectrum disorder (ASD), attending and completing postsecondary education is a viable option. However, success in postsecondary education for these individuals may require more planning and ongoing support than students without an ASD. This article provides educators and transition support personnel with a range of topics to consider when working with students with ASD and their families to develop a comprehensive transition plan. These topic areas include career exploration, academic goal setting and preparation, assessing and knowing learning styles, self-advocacy skills, reasonable accommodations, academic supports, interagency collaboration, technology, and time management skills.

Sanderson, A. (2001, June). Disabled students in transition: A tale of two sectors' failure to communicate. *Journal of Further and Higher Education, 25*(2), 227-240.

This article explores in particular the need for proactive communications between the Further Education (FE) and Higher Education (HE) sectors to ensure that disabled students in transition are appropriately supported. The need for two-way communication was identified along with other significant issues in a research project at the University of Nottingham. The project explored the provision for disabled students available in HE against that which disabled students in both FE and HE institutions stated they required. Issues relating to transition are explored within this short article.

Shaw, S. F., Madaus, J. W., & Dukes, L. L. (2010). *Preparing students with disabilities for college success: A practical guide to transition planning.* Baltimore, MD: Paul H. Brookes Publishing Co.

This is a comprehensive, accessible guide for making successful transitions to postsecondary education for students with high-incidence or hidden disabilities. Recent evidence has shown that college may be the most productive way to 'level the playing field' for students with disabilities, and this book provides the information teachers, related services personnel (e.g., counselors, school psychologists) and parents need to help students succeed. This book supports the efforts of parents and professionals to foster successful transition to college for students with mild - moderate, non-visible disabilities such as learning disabilities, autism spectrum disorders, ADHD, and more. It not only fosters access to postsecondary education, but provides guidance for preparation so that students with disabilities have the skills to succeed and graduate. While outlining the complexities that students with disabilities face in the transition to college, this book also presents a variety of practical solutions and strategies to help students throughout the process. Through the use of vignettes, tips, and activities, each chapter translates the most up-to-date research in a user-friendly format that can be used to guide students with disabilities and their families.

Shields, B. A., Saladino, A., Proctor-Szilgvi, A. F., & Doueck, H. J. (2008). An integrative model for developing transition-based dormitory experiences for individuals with developmental disabilities on college campuses. *Journal of Transformative Education, 6*(1), 82-94.

This article explores the efficacy of placing individuals with developmental disabilities into college campus dormitories in the interest of facilitating transition into adulthood. Developmental challenges for participants and families are addressed, in addition to concerns for normalization, self-determination, and the broader concepts of social inclusion and community integration. An

interactive model that incorporates the perspectives of participants, parents, local agency providers, and the hosting college is recommended.

Stodden, R. A., & Zucker, S. H. (Eds.). (2004). Transition of Youth with Disabilities to Postsecondary Education [Special Topical Issue]. *Education and Training in Developmental Disabilities, 39*(1).

For the past decade, educators, parents, and others have shown a sustained interest in developing viable postsecondary education and other life-long learning opportunities for young persons with intellectual disabilities after they leave high school settings. These efforts are reflected through a number endeavors, such as collaborative high school-community college partnerships, 18-21 postsecondary programs supported under the Individuals with Disabilities Education Act, and parent developed programs focused upon providing the least restrictive and most age appropriate learning setting for young persons with intellectual disabilities. These activities have received little exposure or attention in the disability or learning literature. Further, little attention has been focused upon documentation of these efforts or toward generating data that provide evidence of the value or impact of such programs upon the quality of post-school life for persons with intellectual disabilities. This special topical issue of *ETDD* is one of the first attempts to compile peer-reviewed articles in this area of study and present them to the field. The purpose of this issue of *ETDD* is to present an organized collection of peer-reviewed articles focused upon issues faced by young persons with intellectual disabilities and those who support them as they prepare for and transition to postsecondary education and other life-long learning activities. Articles in this special topical issue include:

- Postsecondary Education and Persons with Intellectual Disabilities: An Introduction
- Activities of Students with Significant Disabilities Receiving Services in Postsecondary Settings
- Transition Services Model: Partnership for Student Success
- Changing Systems for Transition: Students, Families, and Professionals Working Together
- College Career Connection: A Study of Youth with Intellectual Disabilities and the Impact of Postsecondary Education
- Community College: A Pathway to Success for Youth with Learning, Cognitive, and Intellectual Disabilities in Secondary Settings
- Person-Centered and Collaborative Supports for College Success

Stodden, R. A., Galloway, L. M., & Stodden, N. J. (2003, Fall). Secondary school curricula issues: Impact on postsecondary students with disabilities. *Exceptional Children, 70*(1), 9-25.

Supporting and teaching students with disabilities to learn rigorous, standards-based curriculum in secondary school is a complex and difficult issue for educators. This article presents an overview of issues surrounding standards-based curricula and individualized education for youth with disabilities in secondary school settings. Specifically examined are (a) the complex needs of students with disabilities in learning rigorous standards-based curricula, (b) the needs of educators to effectively teach this population standards-based curricula, and (c) the contextual factors that impact teaching and learning standards-based curricula in secondary schools. Also, some exemplary and promising practices that enable students and schools to meet the goals set out by current legislation are described, and recommendations are made for practitioners.

Trainor, A. A. (2008, November). Using cultural and social capital to improve postsecondary outcomes and expand transition models for youth with disabilities. *Journal of Special Education, 42*(3), 148-162.

The terms cultural and social capital, conceptualized by education philosopher and researcher Pierre Bourdieu, play an important role in the lives of youth with disabilities during transition into adulthood. Although research, legislation, and practice acknowledge the importance of resources that are established via social networks, insufficient attention has been dedicated to the forms of capital possessed by young adults with disabilities or to teachers' expectations of the role of capital in achieving postsecondary outcomes. Studies of capital inform postsecondary transition research and practice in key areas including self-determination, parent participation, access to appropriate curriculum, and linkages to adult services. Expanding the foci of postsecondary transition to include the study of capital may increase the efficacy of transition planning and instruction for youth with disabilities from other marginalized groups.

Vreeburg Izzo, M., Simmons-Reed, E., McArrell, B., Murray, A. J., Harris, L. B., & Short, A. (2011, January). *Promoting transition through learning communities for students with disabilities: A how-to guide.* Columbus, OH: Nisonger Center, Ohio State University for Ohio Rehabilitation Services Commission and Ohio Board of Regents. Retrieved from http://nisonger.osu.edu/media/OBR-RSC_Replication_Guide_v8.pdf.

"Learning communities are as diverse as their participants. They are designed to serve a variety of purposes and can be coupled with other transition services delivered by school and agency personnel. They can be large or small in number and can range in format from a type of academic class offered weekly in a semester to a residential experience where students are housed together for one week. Regardless of its shape, size, or function, the ultimate goal of a student learning community (SLC) is to deliver transition services through a structured and highly interactive forum that prepares students for their transition to college and careers. ...In this guide, we suggest using the SLC model as a means of delivering seamless transition services to enhance students' movement to college and careers" (pp. 4-5).

Waldegrave Leake, D., Burgstahler, S., & Vreeberg Izzo, M. (2011). Promoting transition success for culturally and linguistically diverse students with disabilities: The value of mentoring. *Creative Education, 2*(2), 121-129.

Youth with disabilities are less likely to enroll in and complete postsecondary education programs and transition to employment than their non-disabled peers, and this is especially so for those from culturally and linguistically diverse (CLD) backgrounds. To help provide insight into factors influencing the transition process, a multi-site study was conducted using survey interviews, focus groups, and case studies, with a focus on CLD youth with disabilities. The importance of mentoring emerged as a consistent theme. Most participants cited informal mentors as role models and key motivators for gaining the social, academic, and career supports needed for success. They identified the relationships of individuals who served as mentors and what they did that helped them gain fresh perspectives and take steps toward personal, academic, and career goals. The insights gained from the research participants support greater use of mentoring to help this population.

Webb, K. W., Patterson, K. B., Syverud, S. M., & Seabrooks-Blackmore, J. J. (2008, October). Evidenced based practices that promote transition to postsecondary education: Listening to a decade of expert voices. In S. H. deFur (Ed.), Transition to Postsecondary Education [Feature issue]. *Exceptionality, 16*(4), 192-206.

As increasing numbers of students with disabilities access postsecondary education, research studies and literature reviews have investigated the needs of these students who chose to pursue postsecondary education. These articles included studies that (a) asked students with disabilities to identify needs and (b) summarized needs in literature reviews about students with disabilities in

postsecondary education. This article summarizes needs and recommendations from college students with disabilities and authors who reviewed related literature from 1995-2006. The summary includes needs in five areas: self-determination, social skills, academic preparation, accommodations, and assistive technology (AT). Each of these areas of need is described and recommendations for practice are discussed. The purpose of this article is to identify a set of evidence-based transition practices that will address these needs and increase the likelihood of success for students who enroll in postsecondary education institutions.

Webster, D. D. (2004). Giving voice to students with disabilities who have successfully transitioned to college. *Career Development for Exceptional Individuals, 27*(2), 151-175.

A qualitative study, using the journals of 22 university students with disabilities, was conducted in order to learn more about their transitioning process and success in college. Findings include identification of the skills, abilities, and knowledge that college students with disabilities perceived as contributing to their transition to and success in college. The following major themes were identified. College students with disabilities (a) are insightful and reflective regarding their transition and postsecondary needs, (b) are college students first and foremost, (c) want and need access to disability-related knowledge, (d) want opportunities to develop the skills necessary to become self-determined adults, and (e) need opportunities to explore boundaries. If students with disabilities are to receive the kinds of educational opportunities and supports they deem important, more emphasis must be placed on person-centered planning toward self-determination.

Weiss, M. P., Hutchins, B. C., & Meece, J. L. (in press). The postsecondary educational plans of rural youth with disabilities and their nondisabled peers. *Career Development and Transition for Exceptional Individuals.*

A national sample of students with disabilities and their nondisabled peers in rural high schools responded to a survey about their postsecondary plans and how they were preparing for them. The study included 3,318 11th- and 12th-grade students from 73 randomly selected schools. Findings indicate that 78.5% of students with disabilities and 90.7% of their nondisabled peers plan to continue their education after high school. Only 4.5% of students with disabilities were enrolled in a college preparatory program. A greater percentage of students with disabilities participated in career exploration activities such as job mentoring, internships, and cooperative education programs than expected, and they found teachers and school staff important sources of information. Implications of these findings are discussed.

Wills, J. (2008). *Preparing all youth for academic and career readiness: Implications for high school policy and practice.* Washington, D.C.: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. Retrieved from: http://www.ncwd-youth.info/assets/reports/preparing_all_youth_for_academic_and_career_readiness.pdf.

This paper identifies the challenges in practice and policy for successful post-school outcomes and it offers recommendations on how states, local school districts and individual high schools can prepare all youth, including youth with disabilities, with the academic and career readiness skills. Based on two symposia and a year-long research effort, this paper identifies five broad policy and practice areas: (1) Instruction, Curriculum and Structure; (2) Assessment Practices; (3) Graduation Requirements; (4) Community and Family Connections; and (5) Data Quality Challenges. The paper suggests that by addressing these areas, a range of high school policy makers at the national, state,

and local levels can improve their approaches for meeting the multiple and complex challenges of all their students.

Wisconsin Department of Public Instruction, with Heffron, T. (2004, Fall). A Wisconsin Postsecondary Guide to Disability Documentation. *The Journal for Vocational Special Needs Education, 27*(1), 4-21. Retrieved from: http://specialpopulations.org/Vol27%2D1%5FTOC/Vol27-1_Heffron.pdf.

This is a reprint of a guide created to assist organizations in determine their role in understanding needed documentation for students with disabilities transitioning from PK-12 to Wisconsin postsecondary education.

Woods, L. L., Sylvester, L., & Martin, J. E. (2010, August). Student-directed transition planning: Increasing student knowledge and self-efficacy in the transition planning process. *Career Development for Exceptional Individuals, 33*, 106-114.

This study examined the effectiveness of a new school to adult life transition planning lesson package titled Student-Directed Transition Planning. The Student-Directed Transition Planning lessons teach transition terms and concepts to provide a means to increase self-determination skills and student participation in transition IEP (Individualized Education Program) meeting discussions. An experimental pre--post design utilizing random assignment of secondary-aged students with IEPs determined differences between intervention and control groups in knowledge of transition terms and concepts, and self-efficacy perceptions of the transition planning process. Study results indicated that students receiving Student-Directed Transition Planning instruction experienced a statistically significant knowledge gain, and an increase in perceived self-efficacy in 7 out of 10 transition planning process indicators.

Zagar, D., & Alpern, C.S. (2010). College-based inclusion programming for transition-age students with autism. *Focus on Autism and Other Developmental Disabilities, 25*(3), 151-157.

Considerations for college-based programming for transition-age students with autism spectrum disorders (ASD) are addressed in this article, with particular attention to social communication supports necessary to facilitate student success. An overview of current literature related to college-based programming and support for students with ASD in the area of social communication is presented, along with a preliminary survey of the perceptions of youth regarding their social communication competency. The need for support in this area is highlighted based on student evaluations of their ability and needs as well as on information gathered through an examination of current literature. Recommendations are offered for enhancing development of social communication skills for students with ASD in college-based programs.

UNIVERSAL DESIGN IN EDUCATION

"…universal design in education (UDE) promotes the consideration of people with a broad range of characteristics in all educational products and environments. UDE goes beyond accessible design for people with disabilities to make all aspects of the educational experience more inclusive for students, parents, staff, instructors, administrators, and visitors with a great variety of characteristics."

--Burgstahler, 2006, p. 1

The resources in this section cross categories as universal design in education focuses making on all aspects of education inclusive as possible. Information is also included on universal design for instruction and universal design for learning.

Bernacchio, C., Ross, F., Robinson Washburn, K., Whitney, J., & Wood, D. R. (2007). Faculty collaboration to improve equity, access, and inclusion in higher education. *Equity & Excellence in Education, 40,* 56–66.

> This article documents the Critical Friends Group (CFG) process five university colleagues used to blend the theoretical frameworks of Universal Design for Learning (Rose & Meyer, 2002) and Interactive Phase Theory (McIntosh, 1990) as tools to increase equity and access in our classrooms. Using the CFG reflective approach, the faculty collaboratively reviewed their syllabi and implemented innovations in their classroom practice. This article presents a theory of action that emerged as well as nine tensions related to teaching and participation in a learning community. Implications for equity and access in higher education and future inquiry are presented.

Brizee, A., Sousa, M., & Driscoll, D. L. (2012, December). Writing centers and students with disabilities: The user-centered approach, participatory design, and empirical research as collaborative methodologies. *Computers and Composition, 29*(4), 341-366.

> This article discusses issues of accessibility and how user-centered and participatory approaches can inform empirical research to guide the Universal Design of virtual spaces and influence writing center efforts for students with disabilities. Because this article describes how to integrate usability/accessibility testing for online and in-person services, it can work as a model for writing centers struggling with the challenges of serving students with disabilities. Toward this end, the article discusses two generations of usability testing on a large, well-established online writing lab (the Purdue OWL), as well as the collaborative projects that emerged between the usability team and campus disabilities services as a result of this testing. The article concludes with heuristics and generative questions that may assist readers in developing similar projects tailored to their own contexts.

Burgstahler, S. (2006). *Universal design in education: Principles and applications.* Seattle: DO-IT, University of Washington. Retrieved from**:** [http://www.calstate.edu/ accessibility/downloads/UD_in_Edu_Principles_Applications.pdf](http://www.calstate.edu/accessibility/downloads/UD_in_Edu_Principles_Applications.pdf)**.**

"While courses, technology, and student services are typically designed for the average student, *universal design in education* (UDE) promotes the consideration of people with a broad range of characteristics in all educational products and environments" (p. 1).

Burgstahler, S. E., & Cory, R. C. (Eds.). (2008). *Universal design in higher education: From principles to practice.* Cambridge, MA: Harvard Education Press.

Describes strategies for implementing universal design in higher education, from individual classrooms to entire campuses. Includes information for diverse academic fields and courses.

Dolmage, J. (2005, Fall). Disability Studies pedagogy, usability and Universal Design. *Disability Studies Quarterly, 25*(4). Retrieved from: http://www.dsq-sds.org/article/view/627/804.

"In fall of 2004, I took part in a small research project at my institution, Miami University of Ohio, to assess the use of "universal design" in three classes taught at the undergraduate level. I will briefly recount my experience in collecting students' responses and suggestions about these classes both online, and by means of a focus group. I hope this story provides some insight into the practical ways Universal Design for Learning (UDL) is used in courses. But I want this account to do more: it will show how UDL must change and adapt, specifically by embracing "usability" and by more actively involving students in the redefinition of what we do. Overall, then, this Commentary provides the opportunity to share some experience-based thoughts about the ways that inclusion, negotiation and collaboration might shape the evolution of Disability Studies pedagogy."

George, M., & Newby, W. (2008, Spring). Inclusive instruction: Blurring diversity and disability in law school classrooms through universal design. In A. Bernstein (Ed.), Lawyers with Disabilities [Symposium]. *University of Pittsburgh Law Review, 69,* 475-498. Retrieved from: http://lawreview.law.pitt.edu/issues/69/69.3/03Newby-George.pdf.

"This Article addresses the difficult issues faced by law schools in determining the use of accommodations for students with disabilities in the context of the Americans with Disabilities Act of 19901 (ADA) and, in particular, for those with "invisible disabilities," such as learning disabilities, emotional disabilities, and attention disorders. Because the manner in which accommodations are delivered is specific for each university and fact intensive for each student, there often is confusion about the role played by accommodations in supporting an educational process while providing equal access in academic environments as mandated by the ADA. We suggest an alternative to the exclusive use of accommodations as the vehicle through which access is attained. We argue that law schools should adopt Universal Design for Instruction (UDI) principles as the foundation of pedagogical practice in law school classrooms and for assessment of learning outcomes. Changes based on these principles have the potential to provide access for students with disabilities without altering the essential nature of the curriculum and program objectives" (p. 475).

Higbee, J. L. (Ed.). (2003). *Curriculum transformation and disability (CTAD): Implementing universal design in higher education.* Minneapolis: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota. Retrieved from: http://cehd.umn.edu/CRDEUL/books-ctad.html.

"The purpose of this book is to introduce readers to the concepts of Universal Design (UD) and Universal Instructional Design (UID). This collection of essays addresses learning both within and outside the classroom, recognizing the role higher education plays in developing the `whole' person (American Council on Education, 1937, 1949; National Association of Student Personnel Administrators, 1989). Chapters authored by faculty members are intended to provide insights into teaching strategies that can be implemented in a variety of disciplines. It is hoped that these ideas will be helpful to both disabilities services staff members and faculty when exploring how to create universal learning experiences. Similarly, concepts introduced in the student affairs section of this book can be applied to multiple student services. This book is available free of charge online (www.gen.umn.edu/research/crdeul or www.gen.umn.edu/research/ctadj) as well as in hard copy so that individual chapters can be downloaded for purposes of discussion and for use in faculty and staff development" (p. 1).

Higbee, J. L., & Goff, E. (2008). *Pedagogy and student services for institutional transformation: Implementing universal design in higher education.* Minneapolis: Center for Research on Developmental Education and Urban Literacy, College of Education and Human Development, University of Minnesota, Minneapolis, MN. Retrieved from: http://cehd.umn.edu/passit/docs/PASS-IT-Book.pdf.

"This book builds on the work of many professionals, not only in education, but in the field of architecture as well. Universal Design (UD) began as an architectural concept, a proactive response to legislative mandates as well as societal and economic changes that called for providing access for people with disabilities (Center for Universal Design [CUD], 2007). Universal Design promotes the consideration of the needs of all potential users in the planning and development of a space, product, or program—an approach that is equally applicable to architecture or education. It also supports the notion that when providing an architectural feature—or educational service, for that matter—to enhance accessibility and inclusion for one population, we are often benefiting all occupants or participants. One of the most often cited examples is the curb cut, which is used by people on roller blades or skate boards, parents pushing strollers, travelers hauling luggage, people making deliveries with hand carts, and others, as well by people with disabilities. Similarly, many people benefit from the provision of automatic doors, elevators, door handles instead of knobs, and so on" (p. 1).

Kalivoda, K. S. (2003). Creating access through universal instructional design. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Multiculturalism in developmental education* (pp. 25-34). Minneapolis: University of Minnesota, the Center for Research on Developmental Education and Urban Literacy. Retrieved from: http://www.cehd.umn.edu/CRDEUL/pdf/monograph/4-a.pdf#page=31.

This purpose of this qualitative study was to apply the Theory of Planned Behavior to understanding faculty attitudes toward the use of Universal Instructional Design in the college classroom. This study explores the beliefs, attitudes, and behavior of faculty toward Universal Instructional Design while providing examples of ways to enhance the learning environment for students with disabilities. The Theory of Planned Behavior was used to provide a theoretical framework for the individual faculty interviews and for the analysis of data. Utilization of the theory provided information about common objections to universally designed curricula and appropriate methods of intervention to influence faculty behavior.

Lombardi, A. R., & Murray, C. (2011). Measuring university faculty attitudes toward disability: Willingness to accommodate and adopt Universal Design principles. *Journal of Vocational Rehabilitation, 34*(1) 43–56.

Today, more students with disabilities attend four year institutions, but may struggle to succeed within these settings. University faculty attitudes and practices contribute to the success or failure of students in these postsecondary settings. In this study, we developed, administered, and evaluated a measure of faculty attitudes and perceptions toward students with disabilities. Results from 289 faculty members indicated that responses loaded on eight reliable factors pertaining to (a) Fairness in Providing Accommodations, (b) Knowledge of Disability Law, (c) Adjustment of Course Assignments and Requirements, (d) Minimizing Barriers, (e) Campus Resources, (f) Willingness to Invest Time, (g) Accessibility of Course Materials, and (h) Performance Expectations. Group comparisons by faculty gender, rank, college/school, and prior disability-focused training indicated more positive attitudes toward providing accommodations and adopting Universal Design principles among faculty who are female, nontenured, housed within the College of Education, or had prior disability-focused training experiences. These findings suggest that faculty attitudes and perceptions toward disability and their willingness to accommodate and adopt Universal Design principles can be reliably assessed. The potential usefulness of such assessments for practices within postsecondary environments are discussed.

Parker, D. R., Embry, P. B., Scott, S. S., & McGuire, J. M. (2003). *Disability service providers' perceptions about implementing Universal Design for Instruction (UDI) on college campuses* [Tech. Rep. No. 03]. Storrs, CT: Center on Postsecondary Education and Disability, University of Connecticut. Retrieved from: http://www.facultyware. uconn.edu/files/Tech_Report_03_disability_service_providers.pdf.

Two focus groups were conducted with 16 disability providers from two-year and four-year, public and private postsecondary institutions. Service providers reported increasingly diverse student populations on their campuses and a broad range of concerns from faculty regarding the inclusion of students with learning disabilities (LD) or Attention-Deficit/Hyperactivity Disorder in higher education. When asked to share their perspectives on Universal Design for Instruction (UDI) as a proposed model for addressing these concerns, service providers noted strengths and weaknesses. Participants also described their role in promoting UDI on campus and identified resources and support they would need to carry out this role.

Pliner, S. E. (2004, June). Universal Instructional Design [Special Issue]. *Equity & Excellence in Education, 37*(2).

"This special issue starts with an historical and theoretical overview of UID that also makes conceptual linkages among the articles that follow. The historical roots and current applications of UID (Pliner & Johnson) are balanced, in the second article, with a forward-looking examination of connections between UID and social justice education (Hackman & Rauscher). These two articles, taken together, argue for an understanding of UID as a form of social justice education. The third (Berger & Van Thanh) also presents a macro analysis of UID, contextualized within an organizational rubric. Specifically, an analysis of organizational structures within higher education is an essential prerequisite to its implementation within specific higher education contexts. The fourth article on faculty development and UID (Ouellett) provides a transition from the support and development of faculty consciousness of the place of UID in their teaching, to a range of specific faculty applications. This article is followed by four accounts of specific UID applications—to Communications (Johnson), Psychology courses (Mino), World Languages (Van Handle), and Assistive Technology (Campbell)" (pp. 103-104).

Rickerson, N., Souma, A., & Burgstahler, S. (2004, March). *Psychiatric disabilities in postsecondary education: Universal design, accommodations and supported education.* Paper presented at the National Capacity Building Institute Issues of Transition and Postsecondary Participation for Individuals with Hidden Disabilities, March 31-April 1, 2004, Honolulu, Hawaii. Retrieved from http://www.ncset.hawaii.edu/ institutes/mar2004/papers/pdf/Souma_revised.pdf.

This article provides a call for increased awareness and academic support for students with psychiatric disabilities in postsecondary education. The limited literature in this area is reviewed. The authors correct misunderstandings about these types of disabilities and provide information to increase faculty, administrator, and staff awareness regarding the rights and needs of postsecondary students with psychiatric disabilities. Three areas of focus are highlighted: typical academic accommodations, application of principles of universal design of instruction; and supported education through advising, counseling, and postsecondary preparation courses. Further research is encouraged.

Rose, D. H., Harbour, W. S., Johnston, C .S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles and their applications. *Journal of Postsecondary Education and Disability, 19*(2), 135-151.

Authored by the teaching staff of T-560: Meeting the Challenge of Individual Differences at the Harvard Graduate School of Education, this article reflects on potential applications of universal design for learning (UDL) in university courses, illustrating major points with examples from T-560. The article explains the roots of UDL in cognitive neuroscience, and the three principles of UDL: multiple means of representing information, multiple means of expressing knowledge, and multiple means of engagement in learning. The authors also examine the ways UDL has influenced their course goals and objectives, media and materials, teaching methods, and assessment techniques, including discussion groups, lectures, textbooks, and the course website. The authors emphasize the ongoing developmental nature of the course and UDL principles as tools or guidelines for postsecondary faculty, rather than a set of definitive rules. UDL is proposed as a way to address diversity and disabilities as constructs of individuals and their environment in higher education classrooms.

Roberts, K. D., Park, H. J., Brown, S., & Cook, B. (2011, Winter). Universal design for instruction in postsecondary education: A systematic review of empirically based articles. *Journal of Postsecondary Education and Disability, 24*(1), 5-15.

Universal Design for Instruction (UDI) in postsecondary education is a relatively new concept/framework that has generated significant support. The purpose of this literature review was to examine existing empirical research, including qualitative, quantitative, and mixed methods, on the use of UDI (and related terms) in postsecondary education. The criteria used to select articles included in this review were: (a) empirical studies in peer-reviewed journals, (b) articles published in 2000 or after, and (c) articles on the use of UDI, Universal Design for Learning (UDL), Universal Instructional Design (UID), and Universal Design (UD) in postsecondary education settings. Eight articles met the search criteria. This limited number of empirically based articles led to the conclusion that more research needs to be conducted on the use of UDI in postsecondary education. The primary recommendation for future research is to operationalize the principles of UDI and investigate its impact on the outcomes of postsecondary education students with and without disabilities.

Scott, S. S., McGuire, J. M., & Foley, T. E. (2003, January). Universal design for instruction: A framework for anticipating and responding to disability and other diverse learning needs in the college classroom. *Equity & Excellence in Education, 36*(1), 40-49.

"...the purpose of this article is to further examine Universal Design applied to instruction as a means of promoting educational access to higher education, not only for students with disabilities but also for a broad range of diverse learners now very much a part of the fabric of higher education" (p. 41).

Scott, S. S., McGuire, J. M., & Shaw, S. F. (2003). Universal design for instruction: A new paradigm for adult instruction in postsecondary education. *Remedial and Special Education, 24*(6), 369-379.

Postsecondary education has experienced rapid change in its student population. College students with learning disabilities (LD) represent a growing presence on college campuses across the country. Traditional means of meeting the learning needs of college students with LD through retrofitted changes and accommodations to classroom instruction have proven limited. Universal Design for Instruction (UDI) offers a new paradigm for approaching equal educational access. This article will describe UDI and discuss its implications for enhancing learning for students with learning disabilities and other diverse learners.

Silver, P., Bourke, A., & Strehorn, K. C. (1998). Universal instructional design in higher education: An approach for inclusion. *Equity & Excellence in Education, 31*(2), 47-51.

"This pilot study, sponsored by the University of Massachusetts Center for Teaching, was an attempt to engage university faculty members in the definition of universal instructional design from their perspective, to describe how they would implement such an approach, and to identify barriers to implementation within a university setting" (p. 48).

Utschig, T. T., Moon, N. W., Todd, R. W., & Bozzorg, A. (2011, June). Faculty efficacy in creating productive learning environments: Universal design and the lens of students with disabilities. *The International Journal of Process Education, 3*(1), 51-63. Retrieved from: http://www.processeducation.org/ijpe/2011/efficacy.pdf.

We present findings from the SciTrain University project, particularly as it relates to faculty development efforts. SciTrain University is a program sponsored by the U.S. Department of Education to improve the accessibility of science, technology, engineering, and mathematics (STEM) education for students with disabilities. In this case study we investigate two broad research questions. First, what do participants learn about creating productive learning environments for all students, including disabled learners, as a result of program participation? Second, what actions have been elicited among various stakeholders toward improving the classroom learning environment, particularly for students with disabilities? In this paper we highlight some of the main features of SciTrain University including workshops and web modules for faculty development. We then introduce the project assessment and evaluation process. Next, we discuss the impact this project has produced for a set of 15 faculty participants. Impacts include transferring ownership of the learning process to students through several classroom activities such as group note taking; creating a greater sense of community through enhanced online communication tools such as forums; and expanding assessment of student learning into the classroom using multiple modes of learning within a class period. Finally, we discuss the potential broader impacts of the SciTrain University project.

Walters, S. (2010, October). Toward an accessible pedagogy: Dis/ability, multimodality, and universal design in the technical communication classroom. *Technical Communication Quarterly, 19*(4), 427-454.

This article explores the challenges and opportunities that the rising numbers of students with disabilities and the changing definition of disability pose to technical communication teachers and researchers. Specifically, in a teacher-researcher study that combines methods from disability studies, I report on the effectiveness of multimodal and universal design approaches to more comprehensively address disability and accessibility in the classroom and to revise traditional impairment-specific approaches to disability in technical communication.

Zeff, R. (2007). Universal design across the curriculum. In T. S. Glickman & S. C. White (Eds.), Managing for Innovation [Special Issue]. *New Directions for Higher Education, 137*, 27-44.

"Sometimes an idea emerges out of a confluence of events and moves beyond its original use. The idea of universal design, though originally developed for making the physical environment accessible to the disability community, is one such idea. When applied to higher education, universal design brings a framework for making learning more accessible and instruction more responsive and inclusive to all students." (p. 27)

VISUAL IMPAIRMENTS

This section focuses on resources specific to those with visual impairments which may be identified as blindness, deaf-blindness, or print disabilities.

Asuncion, J. V., Fichten, C. S., Barile, M., Nguyen, M. N., Martiniello, N., Budd, J., Ferraro, V., Wolforth, J., & Malik, R. (2008, July 7-11). eLearning and postsecondary students with visual impairments. In *Proceedings of the 9th International Conference on Low Vision, Vision 2008, Montreal, Quebec, Canada.* Retrieved from: http://www.adaptech.org/cfichten/abeLearningAndPostsecondaryStudentsWithVisual.pdf.

This presentation highlights results from two studies carried out over the last three years which included postsecondary students who self-identified as either being totally blind (n=29) or having low vision (n=139). The first study looked at the accessibility of eLearning in Canadian colleges and universities. The second examined the information and computer technology needs of postsecondary students with disabilities and how adequately these were being met both on and off-campus. CD-ROM tutorials used in class or labs and live online voice-based chat were identified as the least accessible forms of eLearning by students who were totally blind and those who had low vision, respectively. Training on the use of computer technologies provided at school was identified as inadequate by students who are totally blind. Other areas, such as the extent to which the technology is up-to-date and technical support adequacy were seen as only somewhat or moderately meeting needs of both groups.

Bishop, D., & Rhind, D. J. A. (2011, September). Barriers and enablers for visually impaired students at a UK higher education institution. *British Journal of Visual Impairment, 29*(3), 177-195.

> The present study explored the factors which represent barriers and enablers to participation in Higher Education for students who are visually impaired. Semi-structured interviews were conducted with nine visually impaired students who were studying at a Higher Education Institution in the United Kingdom. Interpretative Phenomenological Analysis revealed four higher-order themes: the student's attitude (i.e. self identity, positive aspects of being visually impaired, engagement with support), institutional provision (i.e. campus navigability, central services support, school-level support), external support (i.e. travelling to and from campus, external financial support) and others' attitudes (i.e. parental attitudes, staff attitudes). These findings are discussed with reference to how institutions may enhance the experience of not only visually impaired, but all Higher Education students.

Chanock, K., Stevens, M., & Freeman, S. (2011). A "visible" woman: Learning with a student who is deaf-blind at university. *Review of Disability Studies: An International Journal, 7*(2), 48-57.

> This article presents a case study of an undergraduate student with Deaf-blindness working with an interpreter and an academic skills adviser to develop her writing for the disciplines. It highlights the mutual learning this involves: about strategies for communication, issues of inclusion, and perspectives on disability.

Dermody, K., & Ms. Norda Majekodunmi, N. (2011). On-line databases and the research experience for university students with print disabilities. *Library Hi Tech, 29*(1), 149-160.

> *Purpose:* The purpose of this paper is to present findings of a study which examined the searching experience of university students with a print disability and their use of screen reading software to navigate three proprietary databases.
>
> *Design/methodology/approach*: Participants completed a series of tasks in three different online databases using their screen reading software. Screen recording software provided video and audio documentation of the process. Survey data was collected pre and post study as well as after each database search session.
>
> *Findings*: The paper provides insights on the information seeking behaviour of students with print disabilities as well as the barriers encountered while navigating online databases using screen reading software.
> *Research limitations/implications*: The study focuses only on a small sample of university students with print disabilities and therefore lacks a control group of non-print disabled students against which the results could be measured.
>
> *Practical implications*: Database vendors are aware of the barriers their databases pose for users of screen readers. It is in the best interest of vendors to assist libraries in promoting the accessible features that already exist in their databases. Libraries can assist students by providing database instruction tailored to users of screen readers and by assisting database vendors in usability feedback and in marketing options.
>
> *Originality/value*: Participants consisted of students with learning, visual and mobility disabilities and who were native users of screen reading software. There is a lack of research on the intersection

of databases design and its impacts on the information literacy skills of students with print disabilities. This paper provides some insights on the first step in the information seeking process (gathering information) by students with a print disability and the barriers encountered.

Enjelvin, G. D. (2009, August). Teaching French to a non-sighted undergraduate: Adjusting practices to deliver inclusive education. *Journal of Further and Higher Education, 33*(3), 265-279.

This article sets out to illustrate the needs of a registered blind undergraduate student embarking upon a post-A-level French course at the University of Northampton. It also reflects upon (1) some of the challenges faced by the higher education (HE) tutors concerned and (2) the key adjustments put into place with a view to adopting differentiation strategies and creating a supportive, enabling, and inclusive teaching/learning (T/L) environment whilst maintaining academic standards. Because language students' exposure to the written word is deemed essential to the development of their accuracy, many effective traditional 'sighted' activities are generally used to that effect. This article outlines the alternative tasks that had to be designed, some with a user-friendly handheld electronic voting system named Qwizdom, others with WimbaCreate, a Microsoft Word add-on for converting Word documents into accessible web pages. Last but not least, this article also provides suggestions for future, anticipatory adjustments to teaching strategies and (T/L as well as assessment) materials in line with the lessons learnt from the last two academic years.

Harpur, P., & Loudoun, R. (2011). The barrier of the written word: Analysing universities' policies to students with print disabilities. *Journal of Higher Education Policy and Management, 33*(2), 153-167.

One of the biggest challenges confronting university students with print disabilities, such as blindness, is accessing the written word. In the past it was necessary to read text books onto cassette tape or turn them to Braille so these students could access the text books. Technological advances are making university life increasingly accessible for students with print disabilities. Using a combination of survey data and policy searches, the paper examines whether Australian universities are enabling students with print disabilities to take advantage of these technological advances. Results revealed that Australian universities are not ensuring that students with print disabilities have timely access to textbooks required for their university studies as a result of a combination of factors including inefficiencies caused by the statutory agency which regulates copyright, and by some universities having policies to provide minimal support to these students. These findings are discussed alongside a range of reforms which take into consideration publishers' copyright concerns, universities' cost limitations and the desire of students with print disabilities to gain access to textbooks.

Kajee, L. (2010, November). Disability, social inclusion and technological positioning in a South African higher education institution: Carmen's story. In R. J. Balfour (Ed.), Language Policy and Practice in South Africa, Part II [Feature Issue]. *Language Learning Journal, 38*(3), 379-392.

In South Africa, higher education policy documents propose technology and resource-based teaching and learning to prepare youth for the knowledge and information society, and for a socially transformed society. However, the extent to which these policies are being implemented is still uncertain. This article reports on a technology-based English course that incorporates face-to-face and online modes of delivery at a South African university. The aim of the paper is to examine how the only blind participant among a group of sighted participants positions herself and engages with the technological practices of the university, as well as the course, given the recommendations of the policies. Included is a discussion of how she constructs her identity and negotiates meaning in the course. The construction of identity is explored from a post-modern view that old identities, which

stabilised the social world, are in decline, giving rise to new identities and fragmenting the modern individual as a unified subject. I explore views of identity as how people understand their relationship in the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future. I also draw on discussions of positioning and self. Finally, I suggest implications that such a study might have for pedagogy, practice and policy in higher education institutions in South Africa.

Kim, D. S., Lee, H., & Skellenger, A. (2012, May). Comparison of levels of satisfaction with distance education and on-campus programs. *Journal of Visual Impairment and Blindness, 106*(5).

Introduction: The study compared the level of satisfaction of 101 graduates with a distance education versus an on-campus program.

Methods: A self-administered anonymous survey was used to gather information about satisfaction from the recent graduates of a university personnel preparation program in visual impairments (response rate = 57.7%). The survey measured graduates' satisfaction with their programs in six subareas: (1) faculty-student interaction, (2) student-student interaction, (3) fairness of evaluations, (4) organization of courses, (5) adequacy of the difficulty of courses, and (6) practicum or internship experience.

Results: The program modality was not a significant predictor of overall satisfaction with a program once we controlled for the confounding variables, including age, program area, and presence of visual impairments (-.277 â€" .226, 95% CI). However, it was a significant independent predictor of faculty-student interaction (-.616 â€" -.012, 95% CI) and student-student interaction (-.875 â€" -.073, 95% CI).

Discussion: There was no significant difference in the two groups of graduates' overall satisfaction with the program, but although the findings are preliminary in nature, the graduates from the on-campus program indicated a higher level of faculty-student and student-student interactions. Implications for practitioners: Given the findings of this study, prospective students who are interested in university personnel preparation programs in visual impairments may consider distance education programs an option that may satisfy them. Similarly, these programs may consider continuing their distance education programs as a satisfactory option for many students. However, the lower level of faculty-student and student-student interactions perceived by the distance education graduates may suggest a need to ensure a mechanism that facilitates such interactions more effectively.

Klinkosz, W., Sekowski, A., & Brambring, M. (2006, November). Academic achievement and personality in university students who are visually impaired. *Journal of Visual Impairment & Blindness, 100*(11), 666-675.

This study compared academic achievement by sighted versus visually impaired students at Polish universities and analyzed potential between-group differences on various personality traits and their impact on academic grades. Although there was no main effect of visual status on academic achievement, there were some significant differences between the personality traits of the visually impaired and sighted groups.

Leibs, A. (2006, Spring). Connect & conquer: Why teachers should help disabled students connect with resources. *Disability Studies Quarterly, 26*(2). Retrieved from: http://www.dsq-sds.org/article/view/699/876.

"As a blind writer and sometime student of human potential, I think there is no greater gift teachers can give disabled students than to encourage and help facilitate their taking ownership of crucial educational resources that exist just for them.

Too often in special education, teachers, administrators, and even state education department personnel procure materials for students, without ever training the students to cultivate their own relationships with institutions. A great opportunity exists for providers of pre-service training for special education teachers: helping students take responsibility for their resources can increase academic performance, sense of independence, and self-esteem while making the day-to-day management of classroom participation more efficient for teachers.

I will illustrate how this approach might make a difference in one key area, that of reading, among students who are blind or visually impaired. It seems clear that the concept can also apply to other cognitive skills and among students with other types of impairments.

I wrote my book, *A Field Guide for the Sight-Impaired Reader* (Liebs, 1999) after realizing I had spent years cultivating resources and developing reading strategies that could be taught to a visually impaired student in an hour or two.

All the resources I needed to excel in school existed, but my Individual Education Plan focused on Braille and typing, the primary skills of the two teachers assigned to me. They brought me tapes from Recording for the Blind & Dyslexic (RFB&D), but lied to me about my ability to acquire the tapes on my own, in part to keep me from dropping their classes.

Learning how RFB&D memberships work, which for me happened by accident the summer before I began college, launched my world of reading, motivated me to track down all essential resources, and stimulated me to revisit my education to see how others could benefit. What I concluded boils down to four basic steps: connecting to resources, creating context among them, building confidence, and, eventually, gaining control of one's reading life."

McDonnall, M. C. (2010, May). The employment and postsecondary educational status of transition-age youths with visual impairments. *Journal of Visual Impairment & Blindness, 104*(5), 298-303.

The subpopulation of youths with visual impairments who do not attend postsecondary school may be most in need of extensive transition services to assist them in moving to adult roles in the community. Because so many youths with visual impairments attend postsecondary school, die majority of transition services seem to focus on them.

Myers, K. A., & Bastian, J. J. (2010, May-June). Understanding communication preferences of college students with visual disabilities. *Journal of College Student Development, 51*(3), 265-278.

Increased enrollment of college students with disabilities raises concerns regarding appropriate communication. Faculty and administrators' lack of knowledge, false assumptions, and fear of the unknown may lead to an inequitable educational experience for students with visual disabilities. The purpose of this qualitative study was to determine the preferences in communication styles and techniques of students with visual disabilities in their interactions with others within the higher education setting. The results of 35 interviews indicated respect for others, comfort during interactions, and awareness of disability issues are key factors leading to effective communication between persons with and without visual disabilities.

Pacheco, E. (2011). Transition to tertiary education and visual impairment: The role of online CoPs [Paper 147]. In P. B. Seddon & S. Gregor, Program Co-chairs, *The Pacific Asia Conference on Information Systems (PACIS) 2011 Proceedings.* Brisbane, Australia: Queensland University of Technology. Retrieved from http://aisel.aisnet.org/pacis2011/147.

This research-in-progress paper presents an outline of my research project. The purpose of the research project is to understand and explain how the process of transition to tertiary education among visually impaired students in New Zealand can be supported through the use of online communities of practice (online CoPs). A qualitative research has been chosen as the most suitable approach to examine the perspectives and needs of this group of students. Additionally to its empirical contribution, this research project will contribute theoretical knowledge to the scholarly community. I propose a model that is compounded by activity theory, the theory of student departure and factors affecting visually impaired students' transition.

Schneider, K. (2005). Disability and academe: Views from both sides of the teacher's desk. *Review of Disability Studies: An International Journal, 1*(4), 53-55.

Personal history of going through higher education as a blind person and a thirty year career of teaching, counseling, supervising and administrating is used to illustrate changes and constants in the ways academe deals with a disability.

Scherer, H. L., Snyder, J. A, & Fisher, B. S. (2010, November 17). *Victimization risk among a national sample of disabled and deaf college students.* Paper presented at the ASC Annual Meeting, San Francisco Marriott, San Francisco, California. Retrieved from http://www.allacademic.com/meta/p431569_index.html.

Recent estimates from the 2007 National Crime Victimization Survey demonstrate that individuals with physical and cognitive disabilities experience a significantly higher risk of violent and sexual victimization than those without disabilities. Although these findings are important for establishing that disabled individuals are more likely to be victimized, they do not shed light on the specific lifestyle and routine activities of disabled victims that may influence their risk of victimization. Using data from the 2008 American College Health Association's (ACHA) National College Health Assessment II (NCHA-II), we apply the lifestyle-routine activities theory to subsamples of hearing impaired, physically disabled, and visually impaired students to determine what lifestyle factors influence their risk of victimization for violent and sexual offenses. The ACHA-NCHA-II is a large-scale survey administered to college students (N=26,685) in the US that includes specific and direct measures of lifestyle and routine activities. We hypothesize that differences in risk of victimization among physically disabled and hearing and visually impaired students can be attributed to variations in lifestyle and routine activities. Additionally, we predict that while controlling for lifestyle characteristics, disabled and impaired students will be more likely to be victimized than those without disabilities due to their heightened vulnerabilities.

Xiaomei, Z., Zhen, L., Gang, Z., & Yi, S. (2012, November). Construction of teaching aids network system for higher education of people with visual impairment. In *2012 Fifth International Conference on Intelligent Networks and Intelligent Systems (ICINIS): Proceedings of a meeting held 1-3 November 2012, Tianjin, China* (pp. 344-347). Available: http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=6376559.

With the popularity of higher education, more and more people with visual impairment receiving higher education. Education is precondition for the people with disabilities to realize "equality participation share", which shows important contents of education equity. This paper studied the current situation and issues for higher education of people with visual impairment in China, Construction of teaching aids network system for higher education of people with visual impairment, promote the informatization development of higher special education.

WEB ACCESSIBILITY, ON-LINE LEARNING, TECHNOLOGY, AND COMPUTING

This section merges together several important topics in inclusive postsecondary education, and covers a broad range of information from the accessibility of university websites to accommodating specific disabilities using technology to considering university students with disabilities as digital citizens.

Anderson, C., Cherup, S. & Anderson, K. (2009). Using technology with students with mild disabilities: A review of literature. *Contemporary Issues in Technology and Teacher Education. 9*(3), 337-355. Retrieved from http://www.editlib.org/p/26077.

This article presents a review of the research on technology integration in the area of literacy for individuals with mild disabilities. It describes relevant legislation, including how special education technology is impacted by the No Child Left Behind Act (2001). Included studies focus on research in the core content areas of reading and written language most likely to impact inclusive classrooms. In the area of reading, research has investigated such technologies as the use of computer-assisted instruction and text-to-speech synthesis in reading instruction. Written language research in special education technology has studied the use of word processors, text-to-speech synthesis, word prediction, and spelling and grammar checkers.

Asuncion, J. V., Fichten, C. S., Barile, M., Nguyen, M. N., Martiniello, N., Budd, J., Ferraro, V., Wolforth, J., & Malik, R. (2008, July 7-11). eLearning and postsecondary students with visual impairments. In *Proceedings of the 9th International Conference on Low Vision, Vision 2008, Montreal, Quebec, Canada.* Retrieved from: http://www.adaptech.org/cfichten/abeLearningAndPostsecondaryStudentsWithVisual.pdf.

This presentation highlights results from two studies carried out over the last three years which included postsecondary students who self-identified as either being totally blind (n=29) or having low vision (n=139). The first study looked at the accessibility of eLearning in Canadian colleges and universities. The second examined the information and computer technology needs of postsecondary students with disabilities and how adequately these were being met both on and off-campus. CD-ROM tutorials used in class or labs and live online voice-based chat were identified as the least accessible forms of eLearning by students who were totally blind and those who had low vision, respectively. Training on the use of computer technologies provided at school was identified as inadequate by students who are totally blind. Other areas, such as the extent to which the technology is up-to-date and technical support adequacy were seen as only somewhat or moderately meeting needs of both groups.

Badge, J. L., Dawson, E., Cann, A. J., & Scott, J. (2008, May). Assessing the accessibility of online learning. *Innovations in Education and Teaching International, 45*(2), 103-113.

A wide range of tools is now available to enable teaching practitioners to create web-based educational materials from PowerPoint presentations, adding a variety of different digital media, such as audio and animation. The pilot study described in this paper compared three different systems for producing multimedia presentations from existing PowerPoint files. The resulting resources were tested by a group of disabled students and a group of non-disabled students. Our findings show that there were statistically significant differences between the two groups in relation to their interaction with the resources. In particular, the students with disabilities were significantly more active in using the available controls to customise the running of the presentations. The data suggest that future work on why students with accessibility issues made different uses of these resources could encourage practitioners' deployment of multimedia resources for the benefit of all learners.

Ball, S. (2009, June). Accessibility in e-assessment. *Assessment & Evaluation in Higher Education, 34*(3), 293-303.

E-assessment offers many opportunities to broaden the range of tools at the assessor's disposal and thereby improve the overall accessibility of the assessment experience. In 2006, TechDis commissioned a report, produced by Edexcel, on the state of guidance on accessibility at the various stages of the assessment process--question design, construction of delivery software and so on. The findings from this report are briefly presented herein, and discussion is invited from all relevant stakeholders to ascertain priority areas for the development of guidance for the sector.

Barden, O. (2011) *"We're superhuman, we just can't spell." Using the affordances of an online social network to motivate learning through literacy in dyslexic sixth-form students.* EdD thesis, University of Sheffield. Retrieved from: http://etheses.whiterose.ac.uk/1953/3/Barden%2C_Owen.pdf.

This is a study of the use of Facebook as an educational resource by five dyslexic students at a Sixth Form College in north-west England. Through a project in which teacher-researcher and student-participants co-constructed a Facebook group page about the students' scaffolded research into dyslexia, the study examines the educational affordances of a digitally-mediated social network. An innovative, flexible, experiential methodology combining action research and case study with an ethnographic approach was devised. This enabled the use of multiple mixed methods including participant-observation, interviews, video, dynamic screen capture and protocol analysis. This range of methods helped to capture much of the depth and complexity of the students' online and offline interactions with each other and with Facebook as they contributed to the group and co-constructed their Facebook page. The philosophy and concepts of the New Literacy Studies and multimodality (Cope & Kalantzis, 2000; Kress & van Leeuwen, 1996, Kress 2010), and rigorous qualitative analytical procedures are used to construct a substantive grounded theory (Charmaz, 2006) of the students' engagement with the social network and hence its educational potential. The study assesses the students' motivation to learn through literacy, the role of identities, and considers the pedagogical principles their use of the network evokes. It concludes that Facebook offers an affinity space which engages the students in active, critical learning about and through literacy (Gee, 2004 & 2007). Little if any research has apparently been documented on the potential of digital media to engage and motivate dyslexic students, nor to integrate models of dyslexia, radical perspectives on literacy and social models of disability (Herrington & Hunter-Carsch, 2001). This study begins to address this oversight and imbalance.

Barden, O. (in press). "...If we were cavemen we'd be fine": Facebook as a catalyst for critical literacy learning by dyslexic sixth-form students. *Literacy.*

This article is derived from a study of the use of Facebook as an educational resource by five dyslexic students at a sixth form college in north-west England. Through a project in which teacher-researcher and student-participants co-constructed a group Facebook page about the students' scaffolded research into dyslexia, the study examined the educational affordances of a digitally mediated social network. An innovative, flexible, experiential methodology combining action research and case study with an ethnographic approach was devised. This enabled the use of multiple mixed methods, capturing much of the rich complexity of the students' online and offline interactions with each other and with digital media as they contributed to the group and co-constructed their group Facebook page. Social perspectives on dyslexia and multiliteracies were used to help interpret the students' engagement with the social network and thereby deduce its educational potential. The research concludes that as a digitally mediated social network, Facebook engages the students in active, critical learning about and through literacies in a rich and complex semiotic domain. Offline dialogue plays a crucial role. This learning is reciprocally shaped by the students' developing identities as both dyslexic students and able learners. The findings suggest that social media can have advantageous applications for literacy learning in the classroom. In prompting learning yet remaining unchanged by it, Facebook can be likened to a catalyst.

Barnard-Brak, L., & Sulak, T. (2010). Online versus face-to-face accommodations among college students with disabilities. *American Journal of Distance Education, 24*(2), 81-91.

Although both the number of online learning opportunities and students with disabilities in higher education has increased over the last two decades, students with disabilities may be overlooked. The purpose of this study was to examine attitudes toward requesting accommodations in the online learning environment among college students with disabilities compared with requesting accommodations in the face-to-face learning environment. Accommodations refer to those adjustments and modification made to instructional and/or curricular requirements in order for students with disabilities to fully participate in a course (Rehabilitation Act of 1973). Results indicate that students with disabilities did not have significantly different attitudes toward requesting accommodations as a whole in the face-to-face versus online learning environments. Results, however, do indicate that students who report having visible disabilities appear to have more positive attitudes toward requesting accommodations in the online versus face-to-face learning environment compared with students who report having hidden disabilities.

Black, N. E. (2005). Blessing or curse? Distance delivery to students with invisible disabilities. *Journal of Library Administration*, *41*(1), 47-64.

The student with learning disabilities faces various challenges in an academic environment. As more students with learning disabilities enter post-secondary institutions, this poses a variety of considerations both for the student and for the librarian. The technology offers tremendous opportunities for disabled persons, and it stands to reason that more learning disabled persons may pursue distance education as a viable alternative to higher education. To date, there is very little literature examining the learning disabled student in a distance learning environment. This paper explores the implications for the distance librarian serving the needs of the distant student with learning disabilities by discussing the literature related to the learning disabled student in an academic environment, the profile of learning disabled students, challenges, models for success, and adaptive technology. The paper also makes reference to the standards, professional principles, and legislation that inform and guide the practices integrated into distance library service.

Blaser, A. W. (2012). Chapter 7: Trial and error with assistive, accessible, augmentative technology. In J. E. Aitken, J. P. Fairley, & J. K. Carlson (Eds.), *Communication technology for students in special education and gifted programs* (pp. 94-97). Hershey, PA: ICI Global.

This essay describes my experiences since 1995, teaching at the university level, and using assistive technology. My hope and purpose in writing this essay is that my experiences will not be "exceptional," since technology works at its best when it is "seamless" and mundane.

Burgstahler, S., & Lamb, P. (Eds.). (2003, Fall). Empowering Students with Disabilities as They Transition to College and Careers [Special issue]. *Journal of Special Education Technology, 18*(4). Retrieved from: http://jset.unlv.edu/18.4/issuemenu.html.

This issue of *JSET* is devoted to papers presented at the Technology Capacity Building Institute, Empowering Students with Disabilities as They Transition to College and Careers, which was held in Seattle on April 7 and 8, 2003. The event was sponsored by the National Center on Secondary Education and Transition (NCSET), the National Center for the Study of Postsecondary Educational Supports (NCSPES), and Disabilities, Opportunities, Internetworking and Technology (DO-IT). The purpose of the Institute was to discuss how stakeholders, students with disabilities and their families, K-12 educators, college disabilities support staff, vocational rehabilitation counselors, local, state, and federal policy makers, textbook and technology publishers, and employers can assure that:

- all individuals with disabilities have access to technology that promotes positive academic and career outcomes.
- all people with disabilities use technology in ways that contribute to positive postsecondary academic and career outcomes and self-determined lives.
- there is a seamless transition of availability of technology for all people with disabilities as they move from K-12 to postsecondary to career environments.

Articles include:

- The Role of Technology In Preparing Youth With Disabilities For Postsecondary Education And Employment
- The Interdependent Roles of All Players in Making Technology Accessible   Findings from the Study of Transition, Technology and Postsecondary Supports for Youth with Disabilities: Implications for Secondary School Educators
- Assistive Technology, Universal Design, Universal Design for Learning: Improved Opportunities
- The Role of the Vocational Rehabilitation Counselor in Procuring Technology to Facilitate Success in Postsecondary Education for Youth with Disabilities
- Employer Perspectives on Hiring and Accommodating Youth in Transition

Christ, T. (2008). Technology support services in postsecondary education: A mixed methods study. *Technology and Disability, 20*(1), 25-35.

Technology has a profound effect upon the lives of students with disabilities. This mixed methods longitudinal analysis of technology supports began with exploratory factor analysis of repeatedly administered nationally represented surveys of disability support providers. This was followed by a qualitative cross case analysis of three purposefully selected postsecondary institutions and longitudinal study of one of the sites across four levels (coordinator, supervisors, support staff, and students) that underwent a 40% budget reduction. Qualitative thematic coding using grounded theoretical procedures were used with 40 interviews to confirm cross-validate and corroborate

findings. This repeated sorting, coding and comparisons of themes created categories to more readily distinguish how technology is viewed and used in postsecondary education. Results from all three phases clearly indicate that assistive technology was highly valued and supported by the participants in the study. The survey revealed that providing assistive technology was a top priority, the cross case analysis indicated that appropriate technological services and training reduced student dependency, and the longitudinal analysis across four levels revealed the coordinators priority to improve technology by updating hardware and software, training and reconfiguring staff, and collaborating with departments across campus continued to improve student success despite reduced funding and staff.

Chung, Y., Behrmann, M., Bannan, B., & Thorp, E. (2012, June). Perspectives of high tech augmentative and alternative communication users with cerebral palsy at the post-secondary level. *Perspectives on Augmentative and Alternative Communication, 21*(2), 43-55.

In this qualitative case study, we investigated the perspectives of users of high tech augmentative and alternative communication (AAC) systems regarding their AAC systems, suggestions for others, and their successes and barriers. The five participants in this study had cerebral palsy and were at the postsecondary education level or the employment status. We found 5 main themes during the investigation: (a) day-to-day challenges; (b) experiences with AAC; (c) perceptions of preferable features and future AAC; (d) suggestions to others, including communication partners, professionals in the AAC field, and/or potential AAC users; and (e) adopted strategies. We will interpret these findings from three perspectives: (a) the participants' perspectives on AAC; (b) their perspectives on other people; and (c) their personal insights on themselves. Overall, participants indicated that AAC systems were indispensable in their daily lives, school settings, and work environments. However, all of the participants preferred to use their natural speech if possible, and thought that their AAC device was not a replacement for speech. Rather, they perceived their AAC device as a tool for useful and flexible communication.

Cooper, M. (2006). Making online learning accessible to disabled students: An institutional case study. Research in Learning Technology, 14(1), 103-115.

Based on the authors' reflections on experience working at the Open University, approaches to making online learning accessible to disabled students are considered. The considerations are applicable to all concerned with online learning and indeed anyone seeking to trade, disseminate information and mediate services online. In reflecting on the Open University experience of making online material accessible, pedagogic, organisational and cultural issues are highlighted and it is argued that it is important to address these issues in order to effect the organisational change needed to ensure that accessibility challenges are effectively met.

Crow, K. (2008, January). Four types of disabilities: Their impact on online learning. *TechTrends, 52*(1), 51-55.

The writer provides guidance for designers and developers of online learning materials on some of the issues and challenges that confront online learners who have disabilities. He offers an overview of four major disability categories--visual impairments, hearing impairments, motor impairments, and cognitive impairments. Furthermore, he presents a number of common-sense recommendations for making online learning materials more accessible to learners who have disabilities.

Dermody, K., & Majekodunmi, N. (2011). On-line databases and the research experience for university students with print disabilities. *Library Hi Tech, 29*(1), 149-160.

Purpose: The purpose of this paper is to present findings of a study which examined the searching experience of university students with a print disability and their use of screen reading software to navigate three proprietary databases.

Design/methodology/approach: Participants completed a series of tasks in three different online databases using their screen reading software. Screen recording software provided video and audio documentation of the process. Survey data was collected pre and post study as well as after each database search session. *Findings*: The paper provides insights on the information seeking behaviour of students with print disabilities as well as the barriers encountered while navigating online databases using screen reading software.

Research limitations/implications: The study focuses only on a small sample of university students with print disabilities and therefore lacks a control group of non-print disabled students against which the results could be measured. *Practical implications*: Database vendors are aware of the barriers their databases pose for users of screen readers. It is in the best interest of vendors to assist libraries in promoting the accessible features that already exist in their databases. Libraries can assist students by providing database instruction tailored to users of screen readers and by assisting database vendors in usability feedback and in marketing options.

Originality/value: Participants consisted of students with learning, visual and mobility disabilities and who were native users of screen reading software. There is a lack of research on the intersection of databases design and its impacts on the information literacy skills of students with print disabilities. This paper provides some insights on the first step in the information seeking process (gathering information) by students with a print disability and the barriers encountered.

Dunn, S. (2003, October). *Return to SENDA? Implementing accessibility for disabled students in virtual learning environments in UK further and higher education.* London, England: City University.

A virtual learning environment (VLE) is a form of e-learning software that allows online interactions of various kinds to take place between tutors and learners. Within the last five years, over 80% of UK further education (FE) and higher education (HE) institutions have acquired a VLE.

During this period, the Special Educational Needs and Disability Act (SENDA) has been introduced, which requires UK education institutions to ensure that disabled students are not treated less favourably than their non-disabled peers.

With appropriate use of web technologies and an understanding of user requirements, learning material presented on a web-based VLE can, in theory at least, be made accessible to disabled students.

This study, which combines an extensive literature and web review with a survey and interviews, reveals a widespread lack of accessibility in VLE materials. The inaccessible elements are both within the VLE software itself, and within the content the institutions put into the VLEs. This lack of accessibility is shown to have a number of origins, principal amongst them: NEW PARA bulleted list a lack of awareness within FE and HE about the needs of disabled students a lack of user-centred design processes (on the part of VLE developers and education institutions) a lack of knowledge of web technologies on the part of VLE content authors a general 'skills gap' in the area of instructional design, and a lack of strategic leadership within institutions in tackling the overall issue of inclusive learning and teaching.

A series of recommendations for ways to tackle these and other causes of inaccessible learning provision is addressed to the principal VLE stakeholder groups.

This report is also available in HTML, Word 2000 and PDF formats at http://www.saradunn.net/VLEproject/index.html.

Edmonds, C. D. (2004, March). Providing access to students with disabilities in online distance education: Legal and technical concerns for higher education. *American Journal of Distance Education, 18*(1), 51-62.

Students with disabilities who enroll in online courses continue to experience barriers to participation. Although no single U.S. law or court decision requires educators to provide online courses in a format that is accessible to all students, a patchwork of federal and state laws apply to online education in various ways.

Erickson, W., Trerise, S., Lee, C., Van Looy, S. & Bruyere, S. (2008, February). *Community college websites and barriers to access* [Impact Brief #27]. Ithaca, NY: School of Industrial and Labor Relations, Cornell University. Retrieved March 30, 2009 from http://digitalcommons.ilr.cornell.edu/briefs/42.

Community colleges, on average, serve 335 students with disabilities, although that number climbs to 5,000 at the largest college surveyed for this project. Nearly all community colleges that participated in the survey rely on the web for a variety of student services, but only half have instituted requirements regarding web accessibility for individuals with disabilities. Actual evaluations of accessibility and ease of use revealed that none of the websites analyzed complied with all federal standards on accessibility, and many web pages encompassed usability obstacles (e.g., unfamiliar terminology, unintuitive navigation schemes, and hard-to-read design elements) that affected disabled and non-disabled individuals alike.

Erickson, W., Trerise, S., VanLooy, S., Lee, C. & Bruyere, S. (2009). Web accessibility policies and practices at American community colleges. *Community College Journal of Research and Practice, 33*(5), 403-414.

Community colleges are increasingly using the Internet for admissions and financial aid applications. The use of online processes has serious implications for students with disabilities, such as visual and learning problems, who may encounter difficulties with the Web sites if they are not designed in an accessible and usable way. A survey of student services leaders at community colleges across the country was conducted to evaluate the use of the Web for a variety of student processes. Also investigated was the awareness of issues related to Web accessibility for students with disabilities. Nearly 700 colleges responded, representing a 79% response rate. While 90% offered online access to course catalogs, class schedules, and online courses, only half said that their school had requirements for accessible Web content. These results indicate that significantly more work needs to be done to inform community college administrators and Web developers about these issues.

Espadinha, C., Moniz Pereira, L., Moreira da Silva, F., & Brisson Lopes, J. (2011). Accessibility of Portuguese public universities' sites. *Disability & Rehabilitation, 33*(6), 475-485.

The aim of this study is to characterise the accessibility of all Public Portuguese Universities' homepages and the support services they offer to disabled students. We employed two different online automatic tools: using the '*eXaminator*' to determine the conformance of websites to checkpoints; using '*HERA*' to identify any automatically detectable errors or checkpoints. The choice of these tools was according to the Portuguese Government recommendation, to public in general, as the ones best suited to perform accessibility check-ups. Thus, we used those tools to present a brief

characterisation of the sites' accessibility. The data collection took place in 2007, 2008 and 2009 to identify differences. Following this work, we chose all the sites that stated to have specific services to support disabled students and made a detailed analysis to: (a) identify existing university services to disabled students; (b) identify possible relations among the accessibility' scores in the universities that offer services to disabled students. The main results of this study were as follows: schools overall accessibility of the webpage were not acceptable and only 12.5% sites had information regarding supporting services to disabled students. The data collected identified an overall web accessibility improvement during the 2007–2008, followed by a stabilisation of the results.

Fichten C. S., Asuncion, J. V., Barile, M., Genereux, C., Fossey, M., Judd, D., Robillard, C., De Simone, C., & Wells, D. (2001, September). Technology integration for students with disabilities: Empirically based recommendations for faculty. *Educational Research and Evaluation, 7*(2&3), 185-121.

In 3 empirical studies we examined the computer technology needs and concerns of close to 800 college and university students with various disabilities. Findings indicate that the overwhelming majority of these students used computers, but that almost half needed some type of adaptation to use computers effectively. Data provided by the students and by a small sample of professors underscore the importance of universal design in a variety of areas: courseware development, electronic teaching and learning materials, and campus information technology infrastructure. Sex and age of students were only minimally related to attitudes toward computers or their use in our samples. Key findings summarize the problems faced by students with different disabilities as well as the computer related adaptations that are seen as helpful. These are used to formulate concrete, practical recommendations for faculty to help them ensure full access to their courses.

Fichten, C. S., Asuncion, J. V., Robillard, C., Fossey, M. E., & Barile, M. (2003, Spring). Accessible computer technologies for students with disabilities in Canadian higher education. *Canadian Journal of Learning and Technology, 29*(2). Retrieved from http://www.cjlt.ca/index.php/cjlt/article/view/41/38.

Two studies explored how well English and French speaking colleges and universities in Canada address availability and access to new computer and information technologies for individuals with disabilities. In Study 1, 156 professionals who provide disability-related supports on campus responded to structured interview questions. In Study 2, 40 professionals who work in Quebec's Francophone junior/community college system (CEGEP) participated. Results showed that most institutions had specialized adaptive computer equipment, though colleges were less likely than universities, and loan programs providing adaptive computer equipment were seen as very effective. Respondents believed they were not very knowledgeable about adaptive computer technologies and those from Francophone institutions scored lower than from Anglophone institutions. The needs of students were seen as moderately well met, with Francophone respondents more favorable than Anglophone. Respondents from Anglophone universities expressed different needs than those from Anglophone colleges or Francophone institutions. Disability service providers wished students were better equipped and prepared for the postsecondary experience, computer based teaching materials used by professors were more accessible, and more extensive support services for adaptive hardware and software available. We provide recommendations based on universal design principles that are targeted at those involved in technology integration in postsecondary education.

Fichten, C., Asuncion, J. V., Barile, M., Fossey, M., & de Simone, C. (2000, October). Access to educational and instructional computer technologies for post-secondary students with disabilities: Lessons from three empirical studies. *Learning, Media and Technology, 25*(3), 179-201.

Access issues based on three Canadian empirical studies of the use of computer and information technologies by college and university students with physical, sensory, and learning disabilities are presented. Data were obtained between fall 1997 and spring 1999 from: (1) focus groups with students with disabilities (n = 12); (2) structured interviews with students with disabilities (a = 37) and with post-secondary personnel responsible for providing services to them (n = 30); (3) questionnaires completed by post-secondary students with disabilities (n= 725). Findings indicate that the overwhelming majority of students with disabilities use computers and the Internet, but that 41 % of them need some type of adaptation to use computers effectively. Key findings emphasize advantages of computer technologies and delineate barriers to full access. Types of computer, information and adaptive technologies used by students with different disabilities are presented and emerging trends are highlighted. The goal is (1) to sensitize educational and instructional technologists, professors and planners involved in the implementation of educational media into post-secondary education curricula and (2) to demonstrate that designing for accessibility from the outset creates a more equitable learning environment that provides opportunities for all students.

Foley, A. R. (2007). Distancing education: Understandings of disability and the provision of access to content. *International Journal of Instructional Media, 34*(1), 17-27.

The rapid growth of the Internet has changed the ways people communicate, teach, and learn, while at the same time increasing the isolation of those who do not have access to these technologies. This paper outlines common standards intended to ensure that web content is accessible to all users and places those standards in the context of contemporary conversations regarding access to web content. An entry point for this discussion is the politics and practice of web accessibility within higher education; excerpts from a technology discussion LISTSERV are analyzed. Within in this analysis a number of issues are considered including the legal, rhetorical, and technical strategies deployed to avoid development of broadly accessible web materials, the socially constructed nature of such terms as "disabled" and "accessible," the real effects of inaccessibility to students utilizing educational technologies, and implications for educators and policy makers.

Fossey, M. E., Asuncion, J.V., Fichten, C.S., Robillard, C., Barile, M., Amsel, R., Prezant, F., & Morabito, S. (2005). Development and validation of the Accessibility of Campus Computing for Students with Disabilities Scale (ACCSDS): Service providers' perspective. *Journal of Postsecondary Education and Disability, 18*(1), 23-33. Retrieved July 10, 2009 from http://omega.dawsoncollege.qc.ca/cfichten/ abDevelopmentAndValidationofTheAccessibilityofCampus.doc.

Responses by 156 Canadian college and university professionals who provide disability-related services to students were used to construct, develop, and validate the Accessibility of Campus Computing for Students With Disabilities Scale (ACCSDS): Service Provider Version. This is a 19-item, self-administered tool that evaluates institutional computing accessibility for students with disabilities from the perspective of disability service providers. The measure contains 4 empirically derived subscales: Access to Adaptive Computers, Infrastructure and Collaboration, Academic Inclusion, and Adaptive Technology Competence. Results indicate that these 4 factors account for 54% of the variability in total scores. The data also show good internal consistency for the subscales and the full scale. Data concerning validity show strong relationships between scores and a key criterion variable. The ACCSDS can be used to evaluate disability service providers' views about an institution's technology accessibility, to provide empirical data to influence information and instructional technology policy, and to pinpoint areas of strength as well as areas needing improvement.

Francis, C. D. P. (2012). *Students with disabilities experience in higher education online courses: An exploratory study of self-efficacy, use of assistive technologies and mobile media.* Unpublished doctoral dissertation, University of Southern California, Rossier School of Education. Retrieved from: http://gradworks.umi.com/35/14/3514169.html.

The overarching aim of this mixed methods study was to explore the online experiences of students with disabilities, with particular focus on students' use of assistive technologies, mobile media and self-efficacy. Using a multifaceted an integrative approach, this study considered a framework of universal design, Scherer's Matching Person and Technology model and theories such as social cognitive theory to help strengthen the study by using theory triangulation (Denzin, 1978; Patton, 2002).

The study site was a large Community College in Southern California. Students who met the criteria for the study, voluntarily chose to participate in either the quantitative survey portion of the study (n=42) or the qualitative semi-structured interview (n=9) or both (n=9). The findings suggest that students' awareness of accommodations, their use of assistive technologies, use of mobile media, instructor feedback, instructor engagement with students and organization of the instructor were key factors in their learning and experience in an online academic environment. The results from the quantitative analysis indicated that students' perceptions of support offered in face to face versus online courses made no statistical difference; participants reported having high self-efficacy in their own beliefs and expectations to successfully complete the course; and they were most often able to meet their own grade and learning expectations in the online course.

The implications of this study indicate the need for instructor engagement and feedback, the need for professional development to online instructors, and educational institutions, and perhaps an online tutorial and discussion forum for students to engage with instructors in online courses. The study also supports the notion that when curriculum is not designed through the lens of Universal design, where access to accommodations and resources are embedded in the course itself, it can lead to students with disabilities feeling unsupported by their educational institutions and overwhelmed in their academic course work, decreasing motivation and performance.

French, S. (1994). Teaching on the telephone: The experience of a disabled tutor and her students. *Open Learning: The Journal of Open, Distance and e-Learning*, *9*(3), 43-45.

Article detailing the experience of a tutor with visual impairments teaching a course on disability via telephone, long before modern day teleconferencing and technologies were developed.

Godden, R. H. (2011). Getting medieval in real time. *postmedieval: a journal of medieval cultural studies,* 2(3), 267–277.

From making it easier to collaborate and share work to making manuscripts available through digital imaging, the emergence of new technologies such as email, digital media, Facebook, and Twitter have radically re-shaped what it means to do academic work. This essay explores the timeliness of these new technologies. Firstly, by 'timeliness' I do mean a sense of fortuitous timing. As an academic with a physical disability, the advent of email and electronic databases full of searchable journal articles could not have been more timely. Without tools like these, pursuing a PhD would have been far more laborious than it already was. But by 'timeliness' I am also asking the following question: How do we describe the time of the academic? Using my personal experiences as a starting point, I consider the intersection of Disability Studies and recent work on time and temporality in order to provide the beginnings of an answer. Rather than conceiving the time of the academic as that of working in

solitude in our own pockets of time, I suggest that we consider how the social capabilities of new technologies produce a sense of being-together, of working at the same time.

Goodman, G., Tiene, D., & Luft, P. (2002). Adoption of assistive technology for computer access among college students with disabilities. *Disability & Rehabilitation, 24*(1/2/3), 80-92.

> *Purpose:* Fourteen college students with disabilities identified factors that influenced them to adopt or reject Assistive Technology (AT) for the personal computer in order to assess the effectiveness of a college course on adapted computer use.
>
> *Method:* Forty-eight items were developed for a Q sort to represent both positive and negative statements in each of the three areas of Scherer's model (milieu, person and technology). The model was modified to include specific statements about the training experience. A series of three interviews were administered to the students during the year following completion of the class.
>
> *Results:* Factor analysis of the Q sorts indicated that the participants had a unanimously positive experience. Three factors (`a positive experience', `I'm OK, you're not OK', and `support') emerged from the Q sort analysis. The training programme, the technology provided, and the characteristics of the individuals in the class all seemed to contribute to the success of the experience. Seventy-five percent of the students who took the class adopted at least some of the AT a year later.
>
> *Conclusions:* This study supports the need for specific training programmes and course work for college students with disabilities who are interested in improving computer access skills.

Grabinger, R. S., Aplin, C., & Ponnappa-Brenner, G. (2008, January). Supporting learners with cognitive impairments in online environments. *TechTrends, 52*(1), 63-69.

> The writers explore how learners with cognitive impairments can be supported in online environments. After highlighting the problem of mental illness, psychiatric disabilities, and cognitive impairments in postsecondary education, they set out a construct to guide the development of more flexible teaching methodologies within universal design for learning and explore the uses of new Web 2.0 applications for teaching and learning.

Gray, J., Harrison, G., Sheridan-Ross, J., & Gorra, A. (2008). Using a computer aided test to raise awareness of disability issues amongst university teaching staff. In K. Miesenberger, J. Klaus, W. Zagler, & A. Karshmer (Eds.), *Computers Helping People with Special Needs: 11th International Conference, ICCHP 2008, Linz, Austria, July 9-11, 2008 Proceedings* [Lecture Notes in Computer Science] (pp. 198-206). Heidelberg: Springer Germany.

> A computer-based test has been created as a training tool to raise awareness among university academic staff of some common experiences faced by people with visual, mobility, hearing and cognitive difficulties when using a computer. This test simulates experiences of disabled students who use computers and take computer-based tests, and provides advice and guidance to university teaching staff on how they may best cater for the needs of such students. The paper discusses the reasons for creating such a tool in such a format, its structure and content, and the outcome of its presentation to several groups of participants. Feedback from students with disabilities is to be used in the future development of the test.

Heiman, T. (2006, Winter). Assessing learning styles among students with and without learning disabilities at a distance-learning university. *Learning Disability Quarterly, 29*(1), 55-63.

> Differences in the learning styles of students with and without learning disabilities (LD) at a distance-learning university were examined. Two hundred and twelve students answered self-report questionnaires on their learning styles. Results revealed that students with LD preferred to use more step-wise processing, including memorizing and drilling, than NLD students. In addition, students with LD reported a higher need for self-regulation strategies than their NLD peers, including controlling their learning process, self-orientation, planning, monitoring, and continuous evaluation of their learning process and results. LD students also claimed to lack regulation, noting their difficulties with the learning process. Findings are discussed in relation to how distance-learning universities can better cultivate the abilities of their LD and NLD students.

Heiman, T., & Shemesh, D. O. (2012, July/August). Students with LD in higher education: Use and contribution of assistive technology and website courses and their correlation to students' hope and well-being. *Journal of Learning Disabilities July/August 2012 vol. 45 no. 4 308-318.*

> This study examined the extent and patterns of usage of web courses, and their contribution to the academic and social perceptions of 964 undergraduate students with and without learning disabilities studying in higher education. Students were asked to complete four questionnaires examining the usage patterns of various adaptive technologies and their contribution to the student. The questionnaires assessed *Perceptions of Learning through Online Usage; Accessibility of Campus Computing; Hope Scale and Subjective Well-being Scale*. A detailed examination of the usage patterns of online courses revealed that, compared to the comparison group, students with LD log more often into the course sites, going into the forum more frequently and leaving significantly more messages on the forum than students in the comparison group. Findings indicated that students with LD are more familiar with assistive technology and use it more than the comparison group. Students with LD reported higher scores on the *Hope* scale, they felt an increased drive to find different pathways to attain their goals, as well as being motivated to pursue those goals, and their subjective well-being was higher that of the students in the comparison group.

Holmes, A., & Silvestri, R. (2012, March). Assistive technology use by students with LD in postsecondary education: A case of application before investigation? *Canadian Journal of School Psychology, 27*(1), 81-97.

> An increasing number of students with Learning Disabilities (LD) are enrolling in postsecondary education (PSE). Assistive technology (AT) is often provided to these students to circumvent academic deficits. This article will focus on research at the PSE level and students with LD to (a) identify AT service delivery practices, (b) describe the most frequently used ATs, (c) review research on the efficacy of AT to circumvent academic deficits, and (d) provide suggestions for future research on AT efficacy and for formulation of recommendations within psychoeducational reports. The use of AT by PSE students with LD appears to have moved ahead of research, proving or even testing the effectiveness of ATs in supporting the learning needs of this population.

Jeffs, A., & Richardson, J. T. E. (2010). Perceptions of academic quality and approaches to studying among disabled and nondisabled students in distance education. *Studies in Higher Education, 35*(5), 593-607.

There is little systematic evidence on the experience of disabled students in higher education. In this study, equal numbers of disabled and nondisabled students taking courses with the UK Open University were surveyed with regard to their approaches to studying and perceptions of the academic quality of their courses. Students with dyslexia or other specific learning difficulties, students with mental health difficulties and students with fatigue were more likely to exhibit a surface approach, and less likely to exhibit organised studying, than were nondisabled students. In the first two groups, this was associated with lower ratings of the quality of their courses. Nevertheless, the differences were not large, either in absolute terms or in the proportion of variance in the students' scores that they explained. The impact of disability on students' perceptions of the academic quality of their courses and on their approaches to studying appears to be relatively slight.

Junco, R., & Salter, D. W. (2004, Winter). Improving the campus climate for students with disabilities through the use of online training. *NASPA Journal, 41*(2), 263-276.

As one strategy to improve the campus climate for students with disabilities, the Project Opportunity and Access online training program was evaluated for its ability to change the attitudes of faculty and student affairs staff. The Attitudes Towards Disabled Persons Scale was used to measure attitudes towards individuals with disabilities. Because previous contact has been shown to be related to attitudes, eight items from the Contact with Disabled Persons Scale were included in the demographics questionnaire. An ANCOVA revealed that attitudes were significantly better for those individuals who took the training program, although gender appeared to be a mediating variable. Based on these findings, online training may provide a cost-effective means for improving the campus climate for students with disabilities.

Kann, C. H. (2001). Computer needs of students with disabilities. *Planning for Higher Education, 30*(1), 35-42.

A study identified operational computer lab models being used at higher education institutions to accommodate the computer needs of students with disabilities and to develop an instrument to assist administrators as they evaluate their programs to implement such models. Study findings presented the case that institutions have to address the issue of access to computer technology by all students. These findings are supported by studies that showed legislative initiatives that mandate disability accommodations, increasing numbers of students with disabilities enrolling in U.S. colleges and universities, increasing numbers of computers on campuses, and the requirement for use of computers by college students.

Kim, D. K., Lee, H., & Skellenger, A. (2012, May). Comparison of levels of satisfaction with distance education and on-campus programs. *Journal of Visual Impairment and Blindness, 106*(5).

Introduction: The study compared the level of satisfaction of 101 graduates with a distance education versus an on-campus program.

Methods: A self-administered anonymous survey was used to gather information about satisfaction from the recent graduates of a university personnel preparation program in visual impairments (response rate = 57.7%). The survey measured graduates' satisfaction with their programs in six subareas: (1) faculty-student interaction, (2) student-student interaction, (3) fairness of evaluations, (4) organization of courses, (5) adequacy of the difficulty of courses, and (6) practicum or internship experience.

Results: The program modality was not a significant predictor of overall satisfaction with a program once we controlled for the confounding variables, including age, program area, and presence of visual impairments (-.277 â€" .226, 95% CI). However, it was a significant independent predictor of faculty-student interaction (-.616 â€" -.012, 95% CI) and student-student interaction (-.875 â€" -.073, 95% CI).

Discussion: There was no significant difference in the two groups of graduates' overall satisfaction with the program, but although the findings are preliminary in nature, the graduates from the on-campus program indicated a higher level of faculty-student and student-student interactions.

Implications for practitioners: Given the findings of this study, prospective students who are interested in university personnel preparation programs in visual impairments may consider distance education programs an option that may satisfy them. Similarly, these programs may consider continuing their distance education programs as a satisfactory option for many students. However, the lower level of faculty-student and student-student interactions perceived by the distance education graduates may suggest a need to ensure a mechanism that facilitates such interactions more effectively.

Kim-Rupnow, W. S., & Burgstahler, S. (2004, Spring). Perceptions of students with disabilities regarding the value of technology-based support activities on postsecondary education and employment. *Journal of Special Education Technology, 19*(2), 43-56.

Transitioning from high school to employment or postsecondary education is a critical juncture in any person's life. For students with disabilities, the complexities associated with such pivotal decisions are compounded, increasing the need for transition preparation and ongoing support to develop self-determination, social, academic, and career skills. Although many programs have offered services to students during transition periods, there is little empirical research on the long-term impact of specific support activities, including those that employ computers and the Internet. This article reports the results of a retrospective survey of participants in a technology-based exemplary transition program for college-bound youth. It reports how participants perceive the impact of key components, including technology-enriched summer study and year-round computer and Internet activities, on their self-determination, social, college, and career skills. Recommendations for applications to transition programs as well as future research are provided.

Kinash, S., Crichton, S., & Kim-Rupnow, W. S. (2004, March). A review of 2000-2003 literature at the intersection of online learning and disability. *American Journal of Distance Education, 18*(1), 5-19.

Literature published between 2000 and 2003 at the intersection between online learning and disability can be classified into didactic, descriptive, research, and opinion pieces. In this article, two research pieces surveying the literature are reviewed. The resounding theme throughout the literature is that improving accessibility of online learning for students with disabilities will promote best practices in online learning for all students.

Konur, O. (2007, June). Computer-assisted teaching and assessment of disabled students in higher education: the interface between academic standards and disability rights. *Journal of Computer Assisted Learning, 23*(3), 207-219.

Computer-assisted teaching and assessment has become a regular feature across many areas of the curriculum in higher education courses around the world in recent years. This development has resulted in the 'digital divide' between disabled students and their nondisabled peers regarding their

participation in computer-assisted courses. However, there has been a long-standing practice to ensure that disabled students could participate in these courses with a set of disability adjustments that are in line with their learning modalities under the headings of presentation format, response format, timing, and setting adjustments. Additionally, there has been a set of supporting antidiscriminatory disability laws around the world to avoid such divide between disabled students and their nondisabled peers. However, following a successful precedent in Davis v. Southeastern Community College (1979), the opponents of disability rights have consistently argued that making disability adjustments for disabled students to participate in computer-assisted courses would undermine academic and professional standards and these laws have resulted in a 'culture of fear' among the staff. This paper challenges such myths and argues, based on a systematic review of four major antidiscriminatory laws, that universities have full academic freedom to set the academic standards of their computer-assisted courses despite the introduction of such laws and that there has been no grounds for the perceived culture of fear about the consequences of the participation of disabled students in computer-assisted courses.

Lartz, M. N., Stoner, J. B., & Stout, L. (2008, Fall). Perspectives of assistive technology from Deaf students at a hearing university. *Assistive Technology Outcomes and Benefits, 5*(1), 72-91. Retrieved from: http://www.atia.org/files/public/ATOBV5N1 ArticleSEVEN.pdf.

The purpose of this study was to investigate the perspectives of Deaf students attending a large 'hearing' university regarding their use of assistive technology (AT). Individual, semi-structured interviews were conducted with nine participants and responses were videotaped and transcribed from sign language to English. A collective case study approach was used to analyze the data. Three primary categories concerning perspectives of AT emerged from the qualitative analysis: (a) self-reported use of assistive technology and overall benefits, (b) barriers to AT use, and (c) facilitators to AT use. Discussion centers on the struggle to balance the triad of information that deaf students encounter in the university classroom and offers recommendations to assist deaf students in 'hearing' classrooms at the university level.

Martinez-Marrero, I., & Estrada-Hernandez, N. (2008, January). Assistive technology: An instructional tool to assist college students with written language disabilities. *TechTrends, 52*(1), 56-62.

During the academic year 1999-2000, nine percent of all undergraduate students enrolled in post-secondary institutions reported having disabilities, and of those, 11% were learning disabilities or attention deficit disorder. Although literature is accumulating about the integration and use of assistive technologies (AT) for students with disabilities in educational settings, greater emphasis has been placed on K-12 (Male, 2003; Ulman, 2005) than post-secondary education.

McDonnell, J., Jameson, J. M., Riesen, T., Polychronis, S., Crockett, M. A., & Brown, B. E. (2011, May). A comparison of on-campus and distance teacher education programs in severe disabilities. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 34*(2), 106-118.

Distance teacher education programs employing videoconferencing technology and other online teaching tools are increasingly being used to prepare teachers of students with disabilities in rural and remote communities. This evaluation study compared the effectiveness of a distance and an on-campus teacher education program for teachers of students with severe disabilities. Teacher candidates in the distance cohort received the same program of study as candidates in the on-campus program except that the coursework was delivered through videoconferencing technology instead of

traditional, face-to-face instruction. Instructional activities for candidates in both cohorts were supported through online instructional tools (i.e., Web CT) and on-site field supervision from university clinical faculty members and cooperating professionals from the local school districts. A variety of measures were used to assess candidates' acquisition of content and their ability to apply the knowledge and skills acquired through the program of study. The results indicate that there were no significant differences between students in the distance and on-campus teacher education cohorts on the measures of learning. The implications of the findings for further research are discussed.

Michaels, C. A., Pollock Prezant, F., Morabito, S. M., & Jackson, K. (2002, Winter). Assistive and instructional technology for college students with disabilities: A national snapshot of postsecondary service providers. *Journal of Special Education Technology, 17*(1), 5-14.

A survey of 488 postsecondary service providers to students with disabilities found respondents valued and reported knowledge of assistive technology (AT) by themselves and faculty. Costs of technology and upgrades were perceived as the greatest barriers, whereas provider expertise, student awareness/knowledge of AT, and administration support were perceived as factors facilitating AT access.

Moshinsky, A., & Kazin, C. (2005, January). Constructing a computerized adaptive test for university applicants with disabilities. *Applied Measurement in Education, 18*(4), 381-405.

In recent years, there has been a large increase in the number of university applicants requesting special accommodations for university entrance exams. The Israeli National Institute for Testing and Evaluation (NITE) administers a Psychometric Entrance Test (comparable to the Scholastic Assessment Test in the United States) to assist universities in Israel in selecting undergraduates. Because universities in Israel do not permit flagging of candidates receiving special testing accommodations, such scores are treated as identical to scores attained under regular testing conditions. The increase in the number of students receiving testing accommodations and the prohibition of flagging have brought into focus certain psychometric issues pertaining to the fairness of testing students with disabilities and the comparability of special and standard testing conditions. To address these issues, NITE has developed a computerized adaptive psychometric test for administration to examinees with disabilities. This article discusses the process of developing the computerized test and ensuring its comparability to the paper-and-pencil test. This article also presents data on the operational computerized test.

Mull, C. A., & Sitlington, P. L. (2003). The role of technology in the transition to postsecondary education of students with learning disabilities: A review of the literature. *The Journal of Special Education, 37*(1), 26-32.

This article summarizes findings regarding the use of technology in helping students with learning disabilities succeed in postsecondary education settings. The primary purposes of this article are to (a) identify the specific technology recommendations found in the literature, (b) identify issues related to using these recommendations in the transition to postsecondary education, and (c) provide recommendations for planning for the transition to postsecondary education.

Papadopoulos, M., & Pearson, E. (2011). A System to Support Accurate Transcription of Information Systems Lectures for Disabled Students [Paper 35]. In P. Seltsikas, D. Bunker, L. Dawson, & M. Indulska (Eds.), *Proceedings of the Australiasian Conference on Information Systems ACIS 2011 - Identifying the Information Systems Discipline, Sydney, Australia, 30th November-2nd December 2011.* Retrieved from: http://aisel.aisnet.org/acis2011/35.

Despite the substantial progress that has been made in the area of Automatic Speech Recognition, the performance of current systems is still below the level required for accurate transcription of lectures. This paper explores a different approach focusing on automation of the editing process of lecture transcripts produced by ASR software. The resultant Semantic and Syntactic Transcription Analysing Tool, based on natural language processing and human interface design techniques, is a step forward in the production of meaningful post-lecture materials, with minimal investment in time and effort by academic staff and responds to the challenge of meeting the needs of students with disabilities. This paper reports on the results of a study to assess the potential of SSTAT to make the transcription process of Information Systems lectures more efficient and to determine the level of correction required to render the transcripts usable by students with a range of disabilities.

Parker, D. R., & Banerjee, M. (2007). Leveling the digital playing field: Assessing the learning technology needs of college-bound students with LD and/or ADHD. *Assessment for Effective Intervention, 33*(1), 5-14.

As increasing numbers of students with learning disabilities (LD) or attention- deficit/hyperactivity disorder (ADHD) transition to postsecondary education, they encounter a heightened need for proficiency with a wide range of learning technologies. Whereas the Individuals With Disabilities Education Improvement Act of 2004 (IDEIA) requires consideration of a student's assistive technology training needs in high school, the Americans With Disabilities Act does not require any evaluation or training services for postsecondary students with disabilities. In an era of measurable outcomes, it is critical for secondary school personnel to consider effective assessments and relevant interventions when college-bound students with cognitive disabilities lack proficiency with these technologies. Survey research at a highly competitive public university found significant differences between the technology needs, preferences, and fluency of undergraduates with and without disabilities. This article presents findings from that study as well as implications for teachers and evaluators who assist students with LD and ADHD in their transition planning for postsecondary education.

Raskind, M. H., & Higgins, E. L. (1998, January/February). Assistive technology for postsecondary students with learning disabilities: An overview. In B. R. Bryant (Ed.), Assistive Technology [Special Issue]. *Journal of Learning Disabilities, 31*(1), 27-40.

The number of postsecondary students with learning disabilities has increased dramatically over the last several years. This increase, coupled with federal legislation mandating "academic adjustments" for students with disabilities, has prompted the development of postsecondary learning disability support service programs. One support service that has begun to attract considerable attention is assistive technology. The purpose of this article is to provide an overview of assistive technology as it relates to postsecondary students with learning disabilities by (a) briefly tracing the development of assistive technology service for postsecondary students with learning disabilities; (b) identifying basic models of assistive technology service delivery and specific services; (c) providing a description of specific assistive technologies; (d) reviewing research on the effectiveness of assistive technology

with postsecondary students with learning disabilities, with a focus on the authors' 3-year federally funded study; and (e) concluding with a summary and recommendations.

Reynolds, K., Sharpton, W., Scott, R. & Klein, D. (2011). One course, five incarnations: The process of transforming a traditional on-campus course into a synchronous web delivered course that also meets the needs of adult learners with disabilities. In *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011* (pp. 2788-2798). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/38257.

This presentation and paper focuses upon the evolution of a single university level teacher education course in low incidence disabilities (specifically the education of Deaf/Hard of Hearing students) and the process of trying five increasingly intensive technology rich formats for its presentation. Instructor and student impressions were collected along this 15 year journey and will be shared. Also discussed will be steps to making certain all learners, including those with hearing, visual, mobility, and learning disabilities, can access materials and course sessions especially in the web-based interactive videoconferencing format.

Richardson, J. T. E. (2010). Course completion and attainment in disabled students taking courses with the Open University UK. *Open Learning: The Journal of Open, Distance and e-Learning*, *25*(2), 81-94.

This investigation compared outcomes in disabled and non-disabled students taking courses by distance learning with the Open University UK in 2003. Students with mental health difficulties showed poorer course completion than non-disabled students. Students with restricted mobility and students with other disabilities showed lower pass rates than non-disabled students. Students with dyslexia or other specific learning difficulties showed lower pass rates and poorer grades than non-disabled students. Finally, students with multiple disabilities showed poorer course completion, lower pass rates and poorer grades than non-disabled students. Accommodations to support disabled students in distance education need to be focused on different groups of students with particular disabilities.

Richardson, J. T. E. (2009). The attainment and experiences of disabled students in distance education. *Distance Education, 39*(1), 87-102.

In an earlier study of disabled graduates from campus-based institutions in the UK, students who had previously declared that they had an unseen disability were less likely to obtain good degrees (with first-class or upper second-class honours). The present study investigated the role of disability as a factor in the attainment and experiences of 2351 distance-learning students awarded first degrees by the UK's Open University in 2002-2003. In contrast to the earlier study, students who had previously declared that they were dyslexic, were deaf or hard of hearing, or had multiple disabilities were also less likely to obtain good degrees. In a self-report questionnaire, graduates with multiple disabilities provided lower ratings of the quality of their courses and their personal development. Nevertheless, the attainment and overall experience of graduates who reported disabilities that they had not previously declared to the University were similar to those of graduates with no disability.

Richardson, J. T. E., Long, G. L., & Foster, S. B. (2004). Academic engagement in students with a hearing loss in distance education. *Journal of Deaf Studies and Deaf Education, 9*(1), 68-85.

This investigation compared 267 students with a hearing loss and 178 students with no declared form of disability who were taking courses by distance learning in terms of their scores on an abbreviated version of the Academic Engagement Form. Students with a hearing loss obtained lower scores than students with no disability with regard to communication with other students, but some felt that communication was easier than in a traditional academic situation. Students who were postvocationally deaf had lower scores than students with no disability on learning from other students, but they obtained higher scores on student autonomy and student control. In general, the impact of a hearing loss on engagement in distance education is relatively slight.

Roberts, K. D., &. Stodden, R. A. (2005). The use of voice recognition software as a compensatory strategy for postsecondary education students receiving services under the category of learning disabled. *Journal of Vocational Rehabilitation, 22*(1), 49-64.

Research on the use of voice recognition software (VRS) as a compensatory strategy for written language difficulties, often experienced by postsecondary education students receiving services under the category of learning disabled, is minimal, with one study [13] reporting findings. Higgins and Raskind [13] found writing samples of their subjects, completed with VRS, had higher holistic scores than samples completed with assistance from a transcriber, and without assistance. The research presented in this article builds on this finding through investigation of research questions that address ongoing use of VRS, influence of VRS on writing performance, and variables that influence both of these areas. Key findings include ongoing use of the software being dependent upon need and personal issues; written performance improvements contingent upon need; and key variables influencing ongoing use, including: time, ease of use/acquisition of skills, personal issues, use of Standard English, disability (area affected), and the use of other effective compensatory strategies. This article outlines characteristics of individuals who may benefit from using the software, implications for specific populations, and direction for future research.

Rowland, C. (2000). *Accessibility of the internet in postsecondary education: Meeting the challenge.* Paper presented at Universal Web Accessibility Symposium, WebNet World Conference on The WWW and Internet, San Antonio Texas. Retrieved from http://www.webaim.org/articles/meetchallenge/.

"The winds of change have blown over postsecondary education. As Internet technologies transform our educational experiences, so these technologies create a wide chasm. There is a very real divide between students who do and do not have access to the Internet in education today. As our nation grapples with issues of physical access to hardware, software, the web, and a National Information Infrastructure, decision-makers *must* be mindful of those with different issues of access. These individuals are those with disabilities and their issues of access are related to the environment of the Internet today."

Sarnoff, S. (2001). Ensuring that course websites are ADA compliant. *Journal of Technology in Human Services, 18*(3), 189-201.

This paper explores how social work course websites can meet recommendations for ADA compliance. It addresses the current and expected rules for compliance, the types of disabilities that require accommodations and the accommodations that each requires. It discusses the software and hardware features and options available to students with disabilities. It also discusses software available to web authors to create accessible websites and identify noncompliant features. Following these guidelines will enable students with disabilities to fully benefit from online courses-and will offer benefits to users who do not have disabilities, as well.

Schmetzke, A. (2001). Web accessibility at university libraries and library schools. *Library Hi Tech, 19*(1), 35-49.

> The Americans with Disabilities Act (ADA) mandates that library programs and services must be accessible to people with disabilities. In an era in which much information resides in digitalized form on the WWW, the ADA's mandate must be interpreted as applying not only to physical space but also to cyberspace. Just as in the physical world, proper design is a crucial issue. Only accessibly designed Web pages ensure that all people, including those with print disabilities, have access to Web-based information. Previous studies indicate that a large proportion of campus and university library Web pages are not accessible. This study looks at the universities that, according to *US News & World Report*, have the nation's 24 most highly ranked schools of library and information science (SLIS). The findings give cause for concern. It is reasonable to assume that low Web page accessibility at the nation's leading library schools reflects a lack of awareness about this issue among the leaders and trainers in the library profession.

Seale, J. (2006). Disability, technology and e-learning: Challenging conceptions. *ALT-J, 14*(1), 1-8.

> "In considering the role that technology and e-learning can play in helping students access higher education and an effective learning experience, a large amount of the current research and practice literature focuses almost exclusively on accessibility legislation, guidelines and standards, and the rules contained within them…. One of the major problems of such an approach is that it has drawn higher education practitioners into thinking that their objective is to comply with rules. I argue that it is not….The objective should be to address the needs of students. The danger of only focusing on rules is that it can constrain thinking and therefore practice. We need to expand our thinking beyond that of how to comply with rules, towards how to meet the needs of students with disabilities, within the local contexts that students and practitioners are working." (p. 1)

Seale, J. (Ed.). (2006). *E-learning and disability in higher education: Accessibility research and practice.* New York: Routledge.

> Most practitioners know that they should make e-learning accessible to students with disabilities, yet it is not always clear exactly how this should be done. *E-Learning and Disability in Higher Education* evaluates current practice and provision and explores the tools, methods and approaches available for improving accessible practice.
>
> Examining the social, educational and political background behind making e-learning accessible in higher and further education, this book considers the role of and provides advice for, the key stake-holders involved in e-learning provision: lecturers, learning technologists, student support services, staff developers and senior managers.
>
> Key topics covered include:
>
> - the opportunities that e-learning can offer students with disabilities
> - the impact of accessibility legislation, guidelines and standards on current e-learning practices
> - the reliability and validity of accessibility related evaluation and repair tools practical guidelines for 'best practice' in providing accessible e-learning experiences.

Seale, J. (in press). When digital capital is not enough: Reconsidering the digital lives of disabled university students. *Learning, Media and Technology*.

The relationship that disabled university students have with both their technologies and institutions is poorly understood. This paper seeks to illuminate this relationship using the conceptual lens of digital capital. The results from a study that explored the technology experiences of 31 disabled students studying in one university were analysed with a view to revealing evidence for both cultural and social digital capital. The analysis suggests that disabled students possess significant levels of both cultural and social capital, but that there are times when this capital is compromised or insufficient to enable students to fully benefit from technologies. Possessing digital capital does not appear to guarantee complete inclusion into university life.

Seale, J. K. (2006). The rainbow bridge metaphor as a tool for developing accessible e-learning practices in higher education. *Canadian Journal of Learning and Technology, 32*(2). Retrieved from http://www.cjlt.ca/index.php/cjlt/article/view/56/53.

This paper explores the extent to which existing accessibility metaphors can help to develop our conceptualizations of accessible e-learning practice in higher education and outlines a proposal for a new rainbow bridge metaphor for accessible e-learning practice. The need for a metaphor that reflects in more depth what we are beginning to understand about how to how to bring about that change, who should bring about that change, and what the result of such a change might be is identified. One such metaphor that could help us do this is the metaphor of a rainbow bridge. The stakeholders of accessible e-learning within higher education may understand the rainbow bridge as a useful metaphor in that the colours of the rainbow can represent all the main stakeholders in accessibility; the different views that different people can have of the same rainbow can represent different but related views of accessibility; and crossing the rainbow bridge to higher awareness can represent the awareness that is required in order to develop accessible e-learning practice.

Seale, J., Draffan, E.A., & Wald, M. (2010). Digital agility and digital decision-making: Conceptualising digital inclusion in the context of disabled learners in higher education. *Studies in Higher Education, 35*(3), 445-461.

Digital inclusion in higher education has tended to be understood solely in terms of accessibility, which does little to further our understanding of the role technology plays in the learning experiences of disabled students. In this article, the authors propose a conceptual framework for exploring digital inclusion in higher education that attempts to broaden the way in which it is understood. The conceptual framework encompasses two strands: one that focuses on technology, personal and contextual factors, and one that focuses on resources and choices. This framework will be used to present and discuss the results of a study which aimed to explore the e-learning experiences of disabled students at one higher education institution. The discussion will focus particularly on concepts of digital agility and digital decision-making, and will consider the potential implications for the empowerment of disabled students.

Sharpe. M. N., Johnson, D. R., Izzo, M., & Murray, A. (2005). An analysis of instructional accommodations and assistive technologies used by postsecondary graduates with disabilities. *Journal of Vocational Rehabilitation, 22*(1), 3-11.

The objective of this study was to examine the range of instructional accommodations and assistive technologies used by postsecondary graduates with disabilities. Based on the rationale that such information can provide important information regarding "inputs" of a measured outcome, in this case, successful graduation from a postsecondary institution, the findings of this study will help us to better understand the nature of supports that may facilitate persistence among postsecondary students with disabilities. Using a structured-interview approach, postsecondary graduates (N = 139) were asked to identify instructional accommodations and assistive technologies provided to them in secondary and postsecondary settings. Findings of this study show that generally, instructional

accommodations and assistive technologies are provided at much higher rates at the postsecondary level. With regard to users of assistive technology, the majority of graduates indicated that they accessed and learned to use the technology by themselves or with the assistance of a family member. Study findings also suggest that graduates were generally satisfied with the types of instructional accommodations and assistive technology supports provided to them at the postsecondary level.

Simoncelli, A. & Hinson, J. (2010). Designing online instruction for postsecondary students with learning disabilities. *Journal of Educational Multimedia and Hypermedia, 19*(2), 211-220. Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/33205.

This research details the methodologies that could be used to better deliver online course content to students with learning disabilities. Research has shown how the design of the course affects the students' attitudes and performance. This article details the methodology and pedagogical side of the delivery including instructional methods that research has shown to be beneficial to students with learning disabilities. Some of these include digitally delivered instructional audio, various textual interactions between the students, and other assistive methodologies. This research is a case study of a 21-year-old college student with dyslexia during an online history course which used several different content delivery methods in order to teach the students in the class. This research provides an insight into the impact that these online instructional methods have on the students' attitudes and learning strategies. The results help explain the behavior of the participants of this study and how they reacted to the online environment in which they were placed.

Stodden, R. A., Roberts, K. R., Picklesimer, T., Jackson, D., & , Chang. C. (2006). An analysis of assistive technology supports and services offered in postsecondary educational institutions. *Journal of Vocational Rehabilitation, 24*(2), 111-120.

The National Center for the Study of Postsecondary Education Supports (NCSPES) at the University of Hawai'i at Manoa-Center on Disability Studies (CDS) conducted a study that consisted of one survey distributed twice (the second distribution was two years after the first) to a national sample of approximately 1,600 Disability Support Coordinators working in postsecondary educational institutions. The survey focused on the types and frequency of educational supports, accommodations, and services offered to students with disabilities attending two- and four-year postsecondary institutions. This article reports on the findings from two sections of the survey: one, that asked the respondents to address their institutions capacity to offer assistive technology (AT) supports, accommodations, and services as needed by students with disabilities; and another that addressed the availability of distance learning access opportunities. A comparison of findings, over the two-year period, is presented and includes a significant increase in all types of AT supports, accommodations, and services other than AT evaluations; and an increase in the provision of distance learning access opportunities.

Stoneham, J. (2005, August). The accessibility of the community college classroom to students with disabilities. In S. Burgstahler (Ed.), Promising Practices: Accessible Information Technology in Education [Special Issue]. *Information Technology and Disabilities E-Journal, XI*(1). Retrieved from: http://people.rit.edu/easi/ itd/itdv11n1/stoneham.htm.

Community and technical colleges, especially those located in rural regions face significant challenges in effectively addressing the educational needs of students with disabilities and in maintaining information equality as they struggle to keep pace with technology. Blue Ridge Community College (BRCC) in the Appalachian region of North Carolina developed a practice to assess current educational technology accessibility, implement faculty training, and upgrade adaptive technology on

its two campuses. The project included the input of a student advisory board, the development of faculty training materials, the creation of a disability services handbook, an assessment by the NC Assistive Tech Project, and the proposal of procurement policies.

Sullivan, A. G. (2005). Notes from the field: Building campus capacity to achieve & maintain electronic accessibility. *The Journal for Vocational Special Needs Education, 27*(3) 30-34. Retrieved January 15, 2009 from [http://specialpopulations.org/Chapters%20 Vol%2027-3/JVSNE_Vol27-3_NotesfromField.pdf](http://specialpopulations.org/Chapters%20Vol%2027-3/JVSNE_Vol27-3_NotesfromField.pdf).

"A university or college campus' electronic accessibility policy should be comprehensive, addressing all parts of Section 508—the accessibility of a campus' Information Technology (i.e. software and hardware) as well as its campus Web sites and digital document collections.

The *Web Accessibility for All* Project makes four specific recommendations that will strengthen and deepen campus/institutional policy documents:

- Policies should include the recommendation that each unit's/department's strategic plan include a specific element that addresses accessibility— including current status and plans for improvement.
- Policies should include as members of key decision making/policy groups one or more students and/or staff with disabilities.
- Policies should make explicit reference to making libraries' electronic documents and other digital collections, such as those in museums, accessible.
- Policies should include reference to accessibility determination procedures as part of the university's hardware/software acquisition process." (p. 30)

Taber, E. (2011). Visions of *Star Trek*: Technology working for students with disabilities in college writing programs. In L. Davis & L. Stewart (Eds.), *Teachers as avatars: English studies in the digital age* [New Dimensions in Computers and Composition] (pp. 85-97). New York: Hampton Press, Inc.

"Due to better transition planning and available college-level support, students with disabilities— physical, communication, cognitive, and social—are entering college English classrooms in increasing numbers, and technology is following them. Although this chapter examines areas of technology that assist students with various types of disabilities, instructors need not understand the intricacies of every adaptive device in use in today's classroom. Instead, we work in collaboration with campus disabled student developmental centers in meeting the needs of students who require accommodations. Above all, we must remember that we, not technology, drive our courses and that students with disabilities are our students" (p. 85).

Taherbhai, H., Seo, D., & Bowman, T. (2012). Comparison of paper–pencil and online performances of students with learning disabilities. *British Educational Research Journal, 38*(1), 61-74.

Literature in the United States provides many examples of no difference in student achievement when measured against the mode of test administration i.e., paper–pencil and online versions of the test. However, most of these researches centre on 'regular' students who do not require differential teaching methods or different evaluation processes and techniques. This research provides evidence that students who have learning disabilities, like their counterparts in the regular educational programme, do not lag behind in computer adaptation and use. The study, using differential item functioning analysis with an 'external' variable and an analysis of covariance, shows that items and

tests can be created to have no practical differences in the mode of administration for this special group of students, and as such, is in keeping with the trend for using online testing with its many advantages (cost savings, flexibility in administration, etc.) in lieu of the paper and pencil version of the test.

Tandy, C. & Meacham, M. (2009). Removing the barriers for students with disabilities: accessible online and web-enhanced courses. *Journal of Teaching in Social Work, 29*(3), 313-328.

The concern of this article is the difficulties faced by disabled students as technology grows and expands in academia. Although distance learning, web-based courses, and hybrid courses, among other venues, have improved the chances for many people suffering disabilities for obtaining degrees and thereby increasing their life chances, we have met new challenges as well. This work will consider the growth of these technologies and some of the difficulties they present to particular groups of students. Also, the article will explore methods of overcoming many of these problems. Finally, a general method of working with these students and their special needs is drawn from existing literature.

Thompson, T., Burgstahler, S., & Moore, E. J. (2010). Web accessibility: A longitudinal study of college and university home pages in the northwestern United States. *Disability & Rehabilitations: Assistive Technology, 5*(2), 108-114.

Over the 5-year period reported in this article, significant positive gains in accessibility were revealed on some measures, but accessibility declined on other measures. The areas of improvement are arguably the more basic, easy-to-implement accessibility features, while the area of decline is keyboard accessibility, which is likely associated with the emergence of dynamic new technologies on web pages. Even on those measures where accessibility is improving, it is still strikingly low. In Phase I of the study, institutions that received extensive training and support were more likely than other institutions to show improved accessibility on the measures where institutions improved overall, but were equally or more likely than others to show a decline on measures where institutions showed an overall decline. In Phase II, there was no significant difference between institutions who had received support earlier in the study, and those who had not. NEW PARA Results suggest that growing numbers of higher education institutions in the Northwest are motivated to add basic accessibility features to their home pages, and that outreach and education may have a positive effect on these measures. However, the results also reveal negative trends in accessibility, and outreach and education may not be strong enough to counter the factors that motivate institutions to deploy inaccessible emerging technologies. Further research is warranted toward identifying the motivational factors that are associated with increased and decreased web accessibility, and much additional work is needed to ensure that higher education web pages are accessible to individuals with disabilities.

Tsagris, D. (2010). *Exploring the use of an internal student homepage for students with learning disabilities in a postsecondary web community.* Unpublished doctoral dissertation, University of Calgary, Calgary, Alberta, Canada.

This case study explored the use of student homepages. Students in a technical college developed an individual website and used it as a self-advocacy tool in a web based community. The homepages were used as an integrated method of instruction during a summer transition program (STP) for students with Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD). After the program, students used homepages as an online method for communicating with professors about their disability. The use of 'The Student Homepages' was found to promote self-determined knowledge, skills, and attitude and to promote a social context of autonomy. The case study included

four participant groups, the teachers who delivered the STP, the students who participated in the intervention, the college professors with whom the information was shared, and the staff of the Centre for Students with Disabilities. Ten student participants were interviewed during the STP and after the first term of college. All 10 students recommended other colleges and universities use the homepages during their transition programs. It was found that the activities associated with creating their homepages were motivating and engaging. Six members of the teaching team observed and reported the high level of student engagement and motivation during the transition program. The homepages were found to promote self-determined components of self-awareness, disability awareness, and self-advocacy. Twenty college professors completed surveys about the homepage and their interaction with the students. Three college professors were interviewed. The college professors' feedback indicated that they were impressed with the efforts the students made in producing their homepages; they valued having access to additional information not ordinarily readily available. Disability staff were surveyed and confirmed the student and professor feedback as to the value of the homepages as a disability related method of communication. This case study offers disability service providers a model to integrate technology and a self-determination curriculum into a transition program and to enhance accommodation procedures by the use of student homepages.

Wald, M., Draffan, E. A., & Seale, J. (2009). Disabled learners' experiences of e-learning. *Journal of Educational Multimedia and Hypermedia, 18*(3), 341-361.

This article provides an overview and initial findings of the LExDis project which is exploring the e-learning experiences of disabled learners within a UK university in order to increase understanding of the many complex issues and interactions introduced by disabled learners' requirements for accessible e-learning, compatible assistive technologies and effective learning support. The LExDis project is relatively unique in that it is using participatory methods to enable the disabled learner's voice to be heard. By giving voice to their experiences it is hoped that authentic, rich and meaningful examples, stories and illustrations can be created that help to inform the practices of lecturers and support staff.

Wattenberg, T. (2004). Beyond legal compliance: Communities of advocacy that support accessible online learning. *The Internet and Higher Education, 7*(2), 123-139.

The promise of social inclusion, reinforced by online technologies, has not become the reality for most people with disabilities. In 2002, over 10 years after the implementation of the Americans with Disabilities Act (ADA), more people with disabilities were unemployed than at any time in the last 30 years. Most online educational environments are still not accessible to students with disabilities or those using assistive technologies. While enrollment of people with disabilities in colleges and universities has increased, few have been able to graduate, find successful employment, and move on to independent lifestyles, free of government assistance.

This paper discusses the progress towards accessible online education by summarizing the impact that accessibility case law has had on reaching accessibility goals in education and employment and evaluating alternate approaches to defining and reaching accessibility in online education.

WEB SITES AND ONLINE RESOURCES

Accommodating Students with Disabilities in Higher Education (ASD) Online Training
http://www.olympic.edu/Students/StudentServices/AccessServices/Online+Faculty+Training.htm

> *Developed with disability services offices across the U.S., this online training covers basic information for faculty about accommodations and services for postsecondary students with disabilities. While the training itself is text-heavy, there are also case studies and videos of students talking about their college experiences. (Note that users need to type "Access" when prompted for an institutional "key" during login.)*

CAST: *Teaching Every Student in the Digital Age*
http://www.cast.org/teachingeverystudent/ideas/tes/

> *Designed for K-12 teachers, but applicable to postsecondary classrooms, as well. This online book provides an introduction to universal design for instruction and its neuropsychological foundations. The interactive nature of the book also gives users a chance to see advantages and disadvantages of working in a digital medium. Also of interest is the Universal Design for Learning (http://www.cast.org/research/udl/index.html) and Teaching Every Student (http://www.cast.org/teachingeverystudent/) sections of the CAST website.*

Changing the Culture
http://www.uri.edu/disability/ctc/index.html

> *"The goal of the Changing the Culture program is to foster the development of an integrative, accepting and facilitating environment for college students who have disabilities. Negative stigmatizing can be the most limiting feature of having a disability by denying contributions to society at large. Information, knowledge and sensitivity can combat negative stigma and facilitate inclusion. But, more importantly, helping to create a community that is truly culturally competent will prevent negative stereotypes and remove future barriers for our citizens with disabilities."*

Disabilities, Opportunities, Internetworking, and Technology (DO-IT):
"The Faculty Room"
http://www.washington.edu/DOIt/Faculty/

> *This website provides concrete information about providing accommodations in higher education, as well as information about disabilities, universal design, and disability services. Most of the information is free, but there are links to other videos and publications available for purchase.*

Disabled Student Services in Higher Education
http://listserv.buffalo.edu/cgi-bin/wa?A0=DSSHE-L

> *The purpose of the list is to facilitate the sharing of information among providers of services for students with disabilities in higher education. Issues discussed include: service delivery models, legal issues pertaining to the American's with Disabilities Act and the Rehabilitation Act of 1973, publications of interest, assistive technology, counseling and career issues for students with disabilities, removing architectural and attitudinal barriers, grants and other funding sources, athletics/physical education, testing and other academic accommodations, disability awareness programming, available resources, student development theory, and other issues that relate to students with disabilities and to higher education service providers.*

Fast Facts for Faculty
http://ada.osu.edu/resources/fastfacts/index.htm

> *"The Fast Facts for Faculty publications…are information briefs designed to help college and university instructors improve the climate and quality of education for students with disabilities. Through focus group discussions, both faculty and students provided a number of recommendations to enhance the teaching-learning process within the classroom. The Fast Facts were developed in response to these recommendations and suggestions."*

Going to College
http://www.going-to-college.org/

> *This web site contains information about living college life with a disability. It's designed for high school students and provides video clips, activities and additional resources that can help you get a head start in planning for college. Through several interviews, college students with disabilities from across Virginia provided key information for the site. These video clips offer a way for you to hear firsthand from students with disabilities who have been successful. Each module includes several activities that will help you to explore more about yourself, learn what to expect from college and equip you with important considerations and tasks to complete when planning for college.*

Individual Supports to Increase Access to an Inclusive College Experience for Students with Intellectual Disabilities
http://www.education.umd.edu/oco/training/oco_training_modules/IndividualSupports/start.html

> *Offered by the On-Campus Outreach project at the U of MA. The purpose of this online training module is to provide guidance on developing an Individual Support Model (ISM) to increase access to inclusive college experiences and to improve chances for the success of students with intellectual disabilities.*

Needs Assessment for Students with Significant Disabilities
http://www.education.umd.edu/oco/oco_training_modules/

> *This needs assessment provides you with a tool that can be used to evaluate the educational services received by students 17-21 with significant disabilities to determine if changes are needed. This assessment will address students' educational setting, instructional support, inclusive opportunities, employment, recreation, adult agency eligibility, and ability to travel independently.*

Postsecondary Education
http://www.pacer.org/tatra/resources/postsecondary.asp

> *Expansive list of resources on postsecondary education created by TATRA, the Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project.*

Postsecondary Education Programs Network (PEPNet) eLearning
http://www.pepnet.org/e-learning

> *Free online learning modules for those providing services to college students who are deaf or hard-of-hearing.*

Reasonable Accommodations for People with Psychiatric Disabilities: An On-Line Resource for Employers and Educators
http://www.bu.edu/cpr/reasaccom/

> *Provides employers and educators with information about reasonable accommodations for people who have psychiatric disabilities.*

Virginia College Quest
http://www.vacollegequest.org/

> *This is a web-based project devoted to information and resources to help Virginia students with disabilities plan for and succeed in college.*

Universal Instructional Design at the University of Guelph
http://www.tss.uoguelph.ca/uid/

> *This web-based resource was developed as a result of a project at the University of Guelph on the implementation of UID. Includes an overview of the principle, tips on implementation of UID and other information.*

We Connect Now
http://weconnectnow.wordpress.com/

>"We Connect is dedicated to uniting people interested in rights and issues affecting people with disabilities, with particular emphasis on college students and access to higher education and employment issues."

PEER-REVIEWED JOURNALS ABOUT DISABILITY STUDIES AND DISABILITY IN HIGHER EDUCATION

Canadian Journal of Disability Studies
http://cjds.uwaterloo.ca/index.php/cjds/index

Critical Disability Discourse
http://pi.library.yorku.ca/ojs/index.php/cdd/index

Disability & Society
http://www.tandfonline.com/loi/cdso20

Disability Studies Quarterly (DSQ)
http://dsq-sds.org/

Journal of Postsecondary Education and Disability (JPED)
http://www.ahead.org/publications/jped

The Review of Disability Studies: An International Journal (RDS)
http://www.rds.hawaii.edu/

PROJECTS AND ORGANIZATIONS

Adaptech Research Network
http://adaptech.dawsoncollege.qc.ca/

>*The Adaptech Research Network consists of a team of academics, students and consumers. We conduct research on the use of computer, information, and adaptive technologies by Canadian college and university students with disabilities. We are based at Dawson College and are funded by both federal and provincial grants. Our work is guided by an active and enthusiastic cross-Canada bilingual Advisory Board. Our goal is to provide empirically based information to assist in decision making that ensures that new policies, software and hardware reflect the needs and concerns of a variety of individuals: college and university students with disabilities, professors who*

teach them, and service providers who make technological, adaptive, and other supports available to the higher education community.

Association on Higher Education and Disability (AHEAD)
http://www.ahead.org

"AHEAD envisions educational and societal environments that value disability and embody equality of opportunity."

DO-IT
http://www.washington.edu/DOIt/

DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.

DREAM – Disability Rights, Education Activism, and Mentoring
http://dream.syr.edu/

DREAM is an organization-in-process, initiated in the hopes of promoting a national (United States-based) disabilities agenda for post-secondary students and their allies and serving as an educational resource and source of support for both individuals and local campus-based groups. A genuinely cross-disabilities effort, DREAM aims to fully include students with the full range of disabilities--psychiatric, cognitive, developmental, mental, physical, intellectual, sensory, and psychological-- explicitly including groups who have been traditionally marginalized or under-represented within the larger Disability Community.

Heath Resource Center
http://www.heath.gwu.edu/

The George Washington University HEATH Resource Center is an online clearinghouse on postsecondary education for individuals with disabilities. Visit their "Links" pages and scroll down to the specific category you seek (for example, autism, TBI, intellectual disability, transition from high school) to find many other websites that provide information on postsecondary options for a person with autism or cognitive/intellectual disabilities.

HBCU Disability Consortium
http://www.hbcudisabilityconsortium.org/

We are a group of colleagues working in disability services at Historically Black Colleges and Universities (HBCUs) and Predominantly Black Colleges and Universities (PBCUs), working in partnership with the Taishoff Center at Syracuse University. We are identifying ways to provide culturally responsive disability services and classroom

instruction to Black and African American college students with disabilities on all campuses, while also trying to increase the number of Black and African American students with disabilities going to college and graduating with undergraduate and graduate degrees.

JISC TechDis
http://www.techdis.ac.uk/

> *The JISC TechDis mission is to support the education sector in achieving greater accessibility and inclusion by stimulating innovation and providing expert advice and guidance on disability and technology.*

Lawrence B. Taishoff Center for Inclusive Higher Education
http://soe.syr.edu/centers_institutes/taishoff_center/default.aspx

> *This new center at Syracuse University provides information, technical assistance, and programming to increase participation of people with intellectual disabilities (e.g., Down syndrome) in higher education. The "Helpful Resources" link provides resources and links to related websites.*

Learning Support for Disabled Students Undertaking Fieldwork and Related Activities
http://www2.glos.ac.uk/gdn/disabil/

> *This project of the Geography Disability Network (GDN) is a consortium of Higher Education Institutions based at Cheltenham & Gloucester, College of Higher Education, and eight other universities in England. The aim of the project was to "identify, promote and transfer the principles and good practices of how to provide learning support for disabled students undertaking fieldwork and related activities."*

Mad Student Society
http://www.madstudentsociety.com/

> *Mad Students Society (MSS), created in 2005, is a community of students who are attending or planning to attend institutions of post-secondary or adult education and have past and/or present experiences with the psychiatric and/or mental health systems. We meet monthly and communicate through an email listserv to support each other, discover tools for self-advocacy, and connect with our history and broader social movements.*

National Center on Disability and Access to Education
http://ncdae.org/index.php

> *The National Center on Disability and Access to Education (NCDAE) monitors and promotes electronically-mediated distance education policies and practices that enhance the lives of people with disabilities and their families.*

The National Center on Secondary Education and Transition (NCSET)
http://www.ncset.org/

> *NCSET coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. NCSET Topics (see http://www.ncset.org/topics/default.asp#pse on their website) are written specifically for the Web and contain information and resources within key areas that affect the lives of youth with disabilities in secondary education and transition. Each topic contains an introduction, frequently asked questions, related research, emerging practices, Web sites, and additional resources.*

National Longitudinal Transition Study-2 (NLTS2) Website
http://www.nlts2.org/index.html

> *The National Longitudinal Transition Study-2 (NLTS2) includes 12,000 youth nationwide. Information will be collected over 10 years from parents, youth, and schools and will provide a national picture of the experiences and achievements of young people as they transition into early adulthood, including information on characteristics of secondary school students in special education and their households; secondary school experiences of students in special education, including their schools, school programs, related services, and extracurricular activities; the experiences of students once they leave secondary school, including adult programs and services, social activities, etc.; the secondary school and postschool outcomes of students in the education, employment, social, and residential domains; and factors in students' secondary school and postschool experiences that contribute to more positive outcomes.*

Navigating College: A Project of the Autistic Self-Advocacy Network
http://navigatingcollege.org/

> *Website supporting the publication of <u>Navigating College: A Handbook on Self Advocacy Written for Autistic Students from Autistic Adults</u>.*

On Campus Outreach (OCO)
http://www.education.umd.edu/oco/

> *On this site, you will find articles, fact sheets, on-line training modules, contacts for programs in Maryland, and related websites on serving students with intellectual disabilities in postsecondary settings who still receive special education services in public schools.*

The Post-Secondary Disability Consortium of Central New York
http://www.ilr.cornell.edu/edi/consortium/

> *The Post-Secondary Disability Consortium of Central New York is an organization of post-secondary service providers committed to enhancing campus access for students with disabilities. The collective goals of this group are to share ideas and information, to promote further understanding and equity relative to disability issues, and to plan and implement strategies that will encourage policy changes and outcomes for the post-secondary students that we serve.*

Postsecondary Education Research Center (PERC)
http://www.transitiontocollege.net/

> *The Postsecondary Education Research Center (PERC) project, coordinated by TransCen, Inc. has a website that provides information and resources on college options for students with intellectual disabilities. The site provides answers to frequently asked questions (FAQs) related to developing or expanding services for students with intellectual disabilities in college settings. It also provides access to a free online evaluation tool, the PERC Self-Assessment Tool, that allows users to evaluate aspects of programs or services for students with intellectual disabilities on college campuses. This self-assessment tool provides a snapshot of the quality of existing services and provides users with a concise evaluation report. It also provides users with the opportunity to create an itemized action plan to that can be used to address areas in need of improvement.*

Resources for Test Takers with Disabilities and Health-related Needs
http://www.ets.org/disabilities

> *ETS is committed to providing reasonable testing accommodations for candidates with documented disabilities or health-related needs, as recognized under the Americans with Disabilities Act (ADA) Amendments Act. We treat every request for accommodations on a case-by-case basis and have established policies and procedures that give people with disabilities or health-related needs access to our tests. Some accommodations we offer include extended testing time, extra breaks, a reader, a recorder/writer of answers and a separate testing room. See also the page for "Disability Accommodations for the TOEFL® Internet-based Test (iBT™)" (http://www.ets.org/toefl/ibt/register/disabilities).*

Standing Committee on Disability
ACPA—College Students Educators International
http://www.myacpa.org/sc/scd/

> *Standing Committees are entities of ACPA designed to represent various constituencies and their interests. As such, Standing Committees serve as a vehicle for education of the association and, through the association, of higher education, and advocacy by members of those groups.*

Steps Forward Inclusive Post-Secondary Education Society
http://www.steps-forward.org/

> STEPS Forward Inclusive Post-secondary Education Society was incorporated in 2001 by a group of parents concerned that there was no place in society for their children with intellectual disabilities as they reached adulthood - no place for lifelong education, no place for employment, no place to participate as citizens. STEPS' mandate is to transform post-secondary education in the province of British Columbia by modelling inclusion for students with intellectual disabilities, starting at UBC (STEPS-Campus) and eventually expanding to other colleges and universities throughout the lower mainland and the rest of the province.

ThinkCollege.net
http://www.thinkcollege.net/

> Youth with intellectual disabilities have not had many chances to go to college. This is changing as individuals across the country begin to create opportunities for these youth to reap the benefits of postsecondary education. This website will provide information and links to anyone interested in finding out more about the possibilities.

Trace Center
http://trace.wisc.edu/

> The Trace Center's mission is"[t]o prevent the barriers and capitalize on the opportunities presented by current and emerging information and telecommunication technologies, in order to create a world that is as accessible and usable as possible for as many people as possible."

Transition Coalition
http://www.transitioncoalition.org/

> The Transition Coalition provides online information, support, and professional development on topics focusing on the transition from school to adult life for youth for transition professionals.

Web Accessibility in Mind (WebAIM)
http://www.webaim.org/

> "WebAIM's mission is to expand the potential of the web for people with disabilities by providing the **knowledge**, **technical skills**, **tools**, **organizational leadership strategies**, and **vision** that empower organizations to make their own content accessible to people with disabilities." WebAIM offers a range of information to postsecondary institutions in making their online content accessible.

VIDEOS AND MULTIMEDIA

ADA Audio Conference: "Best Practices in Accommodating Students with Autism Spectrum Disorders, Intellectual Disability and Other Emerging Groups within Post Secondary Education"
http://www.ada-audio.org/Archives/AudioConference/index.php?type=transcript&id=2009-09-15&app=1

> *Educational entities are reporting increased enrollment of individuals with a variety of disabilities that they have not traditionally been served. Questions and concerns regarding the type of accommodations needed and how the campus environment needs to respond to ensure that qualified students have an equal opportunity to participate are common on the various post secondary education list servs and blogs. This archived session had the speakers give more information for participants learn more about how some institutions have implemented programs that have effectively been able to accommodate and integrate these students.*

ADA Audio Conference: "There are no IEP's in College"
http://www.ada-audio.org/Archives/AudioConference/index.php?type=transcript&id=2008-04-15&app=1

> *This is an archived audio conference including handouts on the differences in secondary and postsecondary education for students with disabilities. Includes handouts and a link to the original audio file.*

Cassilly: How I Got to College
http://www.sig.hawaii.edu/forms/pdf/cassilly_order.pdf

> *This video describes the experiences of a remarkable young woman with intellectual challenges who attends a community college. It is the story of Cassilly and her family, how Cassilly created a place for herself on a post-secondary education campus, and the importance of that success to the quality of her life in the community. The video encourages students, their families, teachers, and counselors, to work to reduce the barriers to the inclusion of young people with intellectual challenges in post-secondary education. For a preview, visit YouTube at http://www.youtube.com/watch?v=ndYVLDFefp0.*

Online Disability Awareness Videos, University of Michigan Services for Students with Disabilities
http://ssd.umich.edu/disabilities

> *These videos promote an understanding of disability issues on campus. Of note is "And You Can Quote Me on That: Students with Disabilities at the University of Michigan."*

Through the Same Door
http://www.throughthesamedoor.com/

> *This inspiring film documents the new movement of fully inclusive education by exploring Micah´s desire for a life without boundaries. As a high school student, Micah wanted the college experience and he got it. See how it's done, learn how it works, and witness how Micah´s journey challenges us all to reexamine what we believe possible. Visit the website for links to video clips available online.*