Health Conditions

College Accommodations and Considerations

Will begin at 2:00 p.m. Eastern Time

• Audio and visuals are provided through the online webinar platform
• Access to presentation handouts was included in the email reminder you received for this session
• This session will be open-captioned

Technical Assistance

• If you experience technical difficulties
  • Use the QUESTIONS panel to let us know
  • Call 301-217-0124
Audio

• Expand the audio panel to select computer audio or phone call

Video

• Use the divider line to enlarge or reduce the video feed
Questions and Comments

• Use the QUESTIONS panel

Archive

• This webinar is being recorded and can be accessed next week
  • You will receive an email with information on how to access the archive
Presentation Accessibility

• For the benefit of participants who are not able to see the presentation slides on the webinar platform, speakers will
  • Announce slide numbers
  • Describe images that are meaningful to the content of the session

About Your Hosts…

TransCen, Inc.

• Improving the lives of people with disabilities through meaningful work and community inclusion

Mid-Atlantic ADA Center, a project of TransCen, Inc.

• Funded by National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Administration for Community Living, U.S. Department of Health and Human Services
ADA National Network

- Ten regional centers provide guidance, training, and materials on the ADA
  - 1-800-949-4232
  - ADAta.org

Health Conditions: College Accommodations and Considerations

Annie Tulkin, Founder/Director, Accessible College, LLC
Rebecca-Eli Long, PhD student at Purdue University and DREAM Board Member
Val Erwin, PhD student at Bowling Green State University and DREAM Board Member
Annie Tulkin, Accessible College

• Over 10 years in disability field
• Masters in Special Education from the University of Wisconsin, Bachelors in Secondary Education from DePaul University, Certificate in Health Coaching from Georgetown University
• Nearly 6 years as the Associate Director of the Academic Resource Center at Georgetown University (Georgetown’s Disability Support Services Office)
  • Supported undergrad, grad, and medical students with physical disabilities and health conditions with their accommodations and provided academic support services to the entire student population

Val Erwin

• Autistic, Dyslexic/LD, PTSD, Depression, Anxiety, ADHD
• PHD student studying disabled college students particularly ways policies and experiences outside the classroom affect student experience
• Dissertation is on Disabled student sexual assault survivors’ experiences with the universities response to their sexual assault
Rebecca-Eli Long (they, them, theirs)

- Autistic, has chronic pain, multiple mental illnesses
- Educational background: homeschool, community college, currently PhD student
- Interested in how arts-based research methods can challenge academic ableism
- Recent project on surveying students’ experiences with campus support services to document gaps

Agenda

- College disability stats
- Laws and accommodations in college
- College search
- College accommodations process
- Emergent themes, issues
- Self Advocacy/Self Advocacy Fatigue
- Student perspectives
- Support networks and tools
- Questions
Data


• Most disability support offices are seeing the highest increase in requests for accommodations for students with mental health conditions

College Accommodations and the Law
Laws

IDEA: Individuals with Disabilities Education Act
- Governs special ed services and support for students with disabilities, K-12
- Does not apply to private schools

504: Section 504 of the Rehabilitation Act of 1973
- Students cannot be discriminated against because of a disability
- Private schools, K-12, college

ADA: Americans with Disabilities Act
- Provides for “reasonable accommodations” in the college and employment settings

FERPA: Federal Educational Rights and Privacy Act
- Protects the privacy of a student’s education record

Accommodations

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is identified by the school and is supported by parents and teachers</td>
<td>Student must self-identify to the Office of Disability Services</td>
</tr>
<tr>
<td>Primary responsibility for arranging accommodations belongs to the school</td>
<td>Primary responsibility for self-advocacy and arranging accommodations belongs to the student</td>
</tr>
<tr>
<td>Teachers approach you if they believe you need assistance</td>
<td>Professors are usually open and helpful, but most expect you to initiate contact if you need assistance</td>
</tr>
</tbody>
</table>
Health Conditions and the ADA

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities.

**Chronic Health Conditions:** Crohn's disease, diabetes, autoimmune disorders, cancer, migraine disorders, arthritis, etc.

**Mental Health Conditions:** Bipolar, Anxiety, Schizophrenia

**Key Question:** How does this condition impact the student?

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Accommodation Considerations: Mental Health Conditions

**Academic**
Extra time, laptop in class/notetaker, flexible attendance, reduced course load

**Residential**
Single room, fewer roommates, room location

**Dining**
Allergen free, special diet
Accommodation Considerations: Chronic Health

**Academic**
Extra time, laptop in class, notetaker, flexible attendance, reduced course load, ability to stand/sit, breaks, priority registration

**Residential**
Single room, lower floor, room location, private bathroom

**Dining**
Allergen free, special diet, assistance

**Transportation**
Accessible transportation

The Student’s Role
The Student’s Role: Expectations

- Applying for accommodations
- Self advocacy
- Self awareness and knowledge
- Understanding college expectations
- Independence required

College Search

- Colleges provide varying levels of support and accommodations
- Individual colleges have their own process for requesting accommodations

Students can:

- Connect with the DSO prior to applying/committing
- Research what supports are available (look at counseling center, student health, health education)
- Identify the services that are offered: tutoring, writing center, academic support
- Identify their own medical needs and considerations when looking at colleges
Issues and Considerations

- Transfer of healthcare
- Medication management
- Mental health services on campus
- Preparation for communicating with administrators/professors

Students can:

- Connect with student health center and counseling center
- Investigate insurance
- Research healthcare providers in the area
- Work on self-advocacy skills prior to college

Self Advocacy
Self Advocacy and Students

- Seeking accommodations is the student’s responsibility
- The student is supposed to inform disability service office, provide documentation, and ask for accommodations that might help
- Once accommodations are in place, the student is then responsible for notifying instructors and making a plan to implement any accommodations
- Instructors are supposed to treat disability information as confidential and it is up to the student what information to disclose
- Student is also responsible for advocating if something goes wrong

Self Advocacy Fatigue

- This means that students have a lot of extra work to do on top of everything else college involves
- If the resources don’t exist at your college, it can feel like you’re trying to reach out for help when nothing’s there
- Sometimes not only are you advocating for yourself, but encountering a hostile campus climate as well
- This can lead to fatigue and burnout, which can make college harder to handle
- Strategies: build community, find allies, pick your battles, be upfront about the amount of work something takes
Student Perspectives

Val Erwin and Rebecca Eli-Long
Support Networks and Tools

DREAM: Disability, Rights, Education, Activism, and Mentoring

- Coalition of college disability organizations
- Nationally we create:
  - Resources Guides
  - Campaigns like #LowOnSpoons
  - Webinars
  - Information about disability and higher education
  - Disabled and Proud Conference
Other College Supports

- Disability Cultural Centers
- Trio
- Women, LGBT, and Multicultural Centers
- Counseling centers
- Psychological testing centers
- Dean of Students offices
- NAMI- National Alliance on Mental Illness (https://www.nami.org/home)
- JED- The Jed Foundation (https://www.jedfoundation.org/)
- Diabetes Organizations
- Specific Campus Chronic Illness and Traumatic Brain Injury Groups
- On campus Voc Rehab specialists

National Center for College Students with Disabilities

- Federally funded center
- Current home of DREAM
- Cedar database
- Answers questions and concerns for college students and educators
- Creates research about disabled college students experiences
- Housed with AHEAD which is the professional home of disability service professionals
CeDar Database

- You can search by name or feature
- Some universities gave more information
- Next two slides show what it looks like

CeDaR Database Basic Information

Accessibility Services - BG Campus
38 College Park Office Building
Bowling Green, Ohio 43403
Office phone 419-372-8495
Office email access@bg.edu
Website Disability office link

Accessibility Services - Firelands Campus
102 George Mylander Hall
One University Drive
Huron, Ohio 44839
Office phone 419-372-8495
Office email access@bg.edu
Website Disability office link
Number of full-time disability service staff 4.0
Number of students who have submitted disability documentation 1,000
Percent of students eligible to receive disability services 5.3%
Three most common types of disabilities disclosed by students to the disability resource office
- Attention Deficit Hyperactivity Disorder (ADHD)
- Specific learning disabilities
- Psychiatric and disabilities related to mental and emotional health
# CeDaR Database Information about Accommodations

<table>
<thead>
<tr>
<th>Other accommodations</th>
<th>Level of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietary accommodations for meal plans</td>
<td>Commonly provided</td>
</tr>
<tr>
<td>Service animals or emotional support animals</td>
<td>Commonly provided</td>
</tr>
<tr>
<td>Accommodations and services for institution-sponsored study abroad programs</td>
<td>Provided occasionally</td>
</tr>
<tr>
<td>Accommodations and services for internships, externships, field placements, or other for-credit off-campus work experiences</td>
<td>Provided occasionally</td>
</tr>
<tr>
<td>Accommodations for online courses</td>
<td>Commonly provided</td>
</tr>
</tbody>
</table>

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# Contact Annie Tulkin, Accessible College

Annie Tulkin, MS, Founder and Director, Accessible College, LLC

Email: [Info@AccessibleCollege.com](mailto:Info@AccessibleCollege.com)

Website: [www.AccessibleCollege.com](http://www.AccessibleCollege.com)

Facebook: [@AccessibleCollege](https://www.facebook.com/AcssCollege)

Twitter: [@AcssCollege](https://twitter.com/AcssCollege)

Instagram: [@AccessibleCollege](https://www.instagram.com/AccessibleCollege)
Contact Rebecca-Eli Long and Val Erwin

Rebecca-Eli Long
Twitter: @RebeccaEliLong
Email: long371@purdue.edu

Val Erwin
Email: val.marie.erwin@gmail.com

Questions
Certificates and Credits: CODE

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• If you paid for a certificate of participation or credits, check the reminder email you received about this session for instructions

• Please email the code above to ADAtraining@transcen.org by 5 PM E.T. on August 16, 2021

Thank You for Joining Us!

Mid-Atlantic ADA Center

Toll-free: **800-949-4232** (DE, DC, MD, PA, VA, WV)

Local: **301-217-0124**

[ADAinfo@transcen.org](mailto:ADAinfo@transcen.org)

[ADAinfo.org](http://ADAinfo.org)