



Health Conditions College Accommodations and Considerations

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

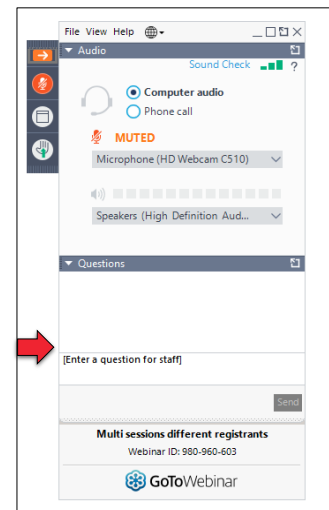
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Technical Assistance

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

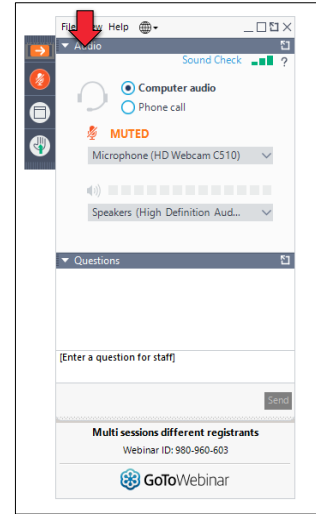


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Audio

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

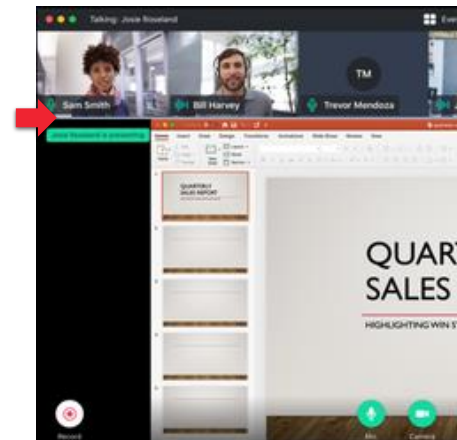


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Video

- Use the divider line to enlarge or reduce the video feed

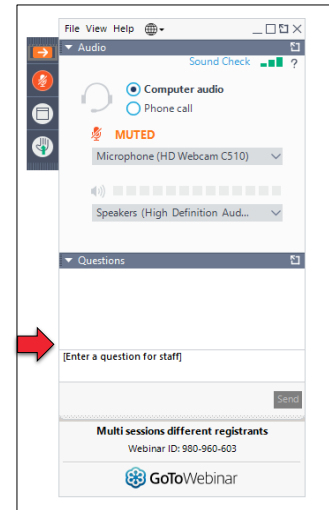


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Questions and Comments

- Use the QUESTIONS panel



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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

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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

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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

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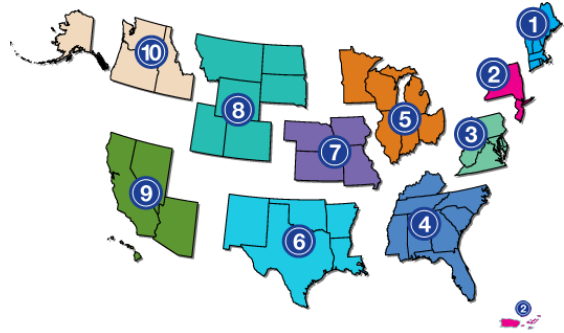


ADA National Network

- Ten regional centers provide guidance, training, and materials on the ADA

- **1-800-949-4232**

- ADAta.org



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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

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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



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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



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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



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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

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Data

- Approx. 19% of undergraduate college students report having a disability (Includes: LD, ADD, Mobility, Psychiatric and Health Conditions) Source: U.S. Department of Education, National Center for Education Statistics. (2019). Digest of Education Statistics, 2017 (2018-070).
- Most disability support offices are seeing the highest increase in requests for accommodations for students with mental health conditions

FACTS

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College Accommodations and the Law

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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

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Accommodations

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

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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

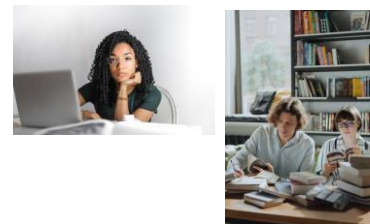
Academic

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



Residential

Single room, fewer roommates, room location



Dining

Allergen free, special diet

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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

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The Student's Role

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The Student's Role: Expectations

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



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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



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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

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Self Advocacy

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Self Advocacy and Students

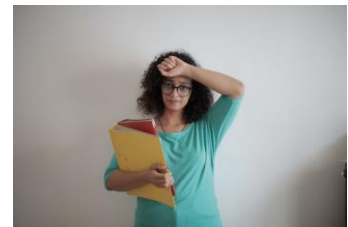
- Seeking accommodations is the student's responsibility
- The student is supposed to inform disability service office, provide documentation, and ask for accommodations that might help
- Once accommodations are in place, the student is then responsible for notifying instructors and making a plan to 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

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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



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Student Perspectives

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Val Erwin and Rebecca Eli-Long



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Support Networks and Tools

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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



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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 \(https://www.nami.org/home\)](https://www.nami.org/home)
- JED- [The Jed Foundation \(https://www.jedfoundation.org/\)](https://www.jedfoundation.org/)
- Diabetes Organizations
- Specific Campus Chronic Illness and Traumatic Brain Injury Groups
- On campus Voc Rehab specialists

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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

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CeDar Database

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



YOUR SEARCH

Search by name

Search

Only show institutions that provided detailed information about their campuses. Uncheck to show all institutions.

STATE

Alabama (71)

Alaska (6)

American Samoa (1)

Arizona (62)

Arkansas (47)

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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@bgsu.edu
Website Disability office link

Accessibility Services - Firelands Campus
 105 George Mylander Hall
 One University Drive
 Huron, Ohio 44839

Office phone 419-372-8495
Office email access@bgsu.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

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CeDaR Database Information about Accommodations

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

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Contact Annie Tulkin, Accessible College

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

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

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Instagram: [@AccessibleCollege](https://www.instagram.com/AccessibleCollege)

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Contact Rebecca-Eli Long and Val Erwin

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Questions

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Certificates and Credits: CODE

- 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**

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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

ADAinfo.org

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