

Disability Needs and Management within the University of Florida Experience

Summary Report to the University of Florida I-Cubed Program

Consuelo Kreider

Department of Occupational Therapy
Rehabilitation Science Program



UF UNIVERSITY of
FLORIDA
The Foundation for The Gator Nation

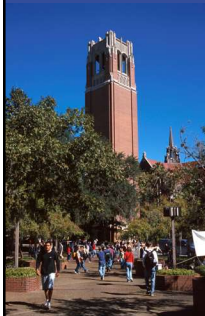
Presented to
Broadening Participation Disability Working Group
University of Florida I-Cubed Program
November 5, 2010


UF UNIVERSITY of
FLORIDA



Background

- **Many fail to complete** (Quick, Lehmann & Deniston, 2003)
- **Reduced satisfaction: Lack of understanding** (Barnard-Brack, Lechtenberger & Lan, 2010)
- **Older**
- **Less likely to be enrolled at public 4 year** (Stats in brief-NCES 2000-92)






UF UNIVERSITY of FLORIDA


Purpose

- Non-academic support must be central to campus disability services (MacLeod & Green, 2009)
- Needs of university students with disability (SWD) extend beyond the classroom
- What are these needs?



UF UNIVERSITY of FLORIDA

Overall Design



```
graph TD; A[Disability experiences?] --> C[Prioritized disability needs]; B[Needs w/ commonality?] --> C; D[Interview & focus group] --> A; E[Content analysis of published materials] --> B;
```

Disability experiences?


Needs w/ commonality?

Interview & focus group

Content analysis of published materials

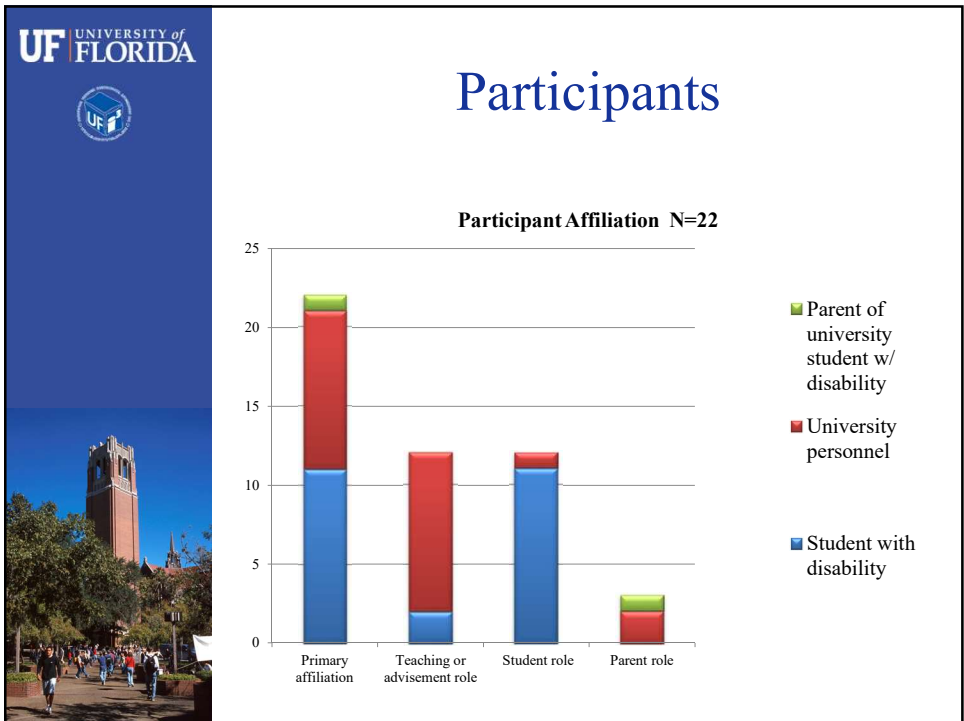
Prioritized disability needs

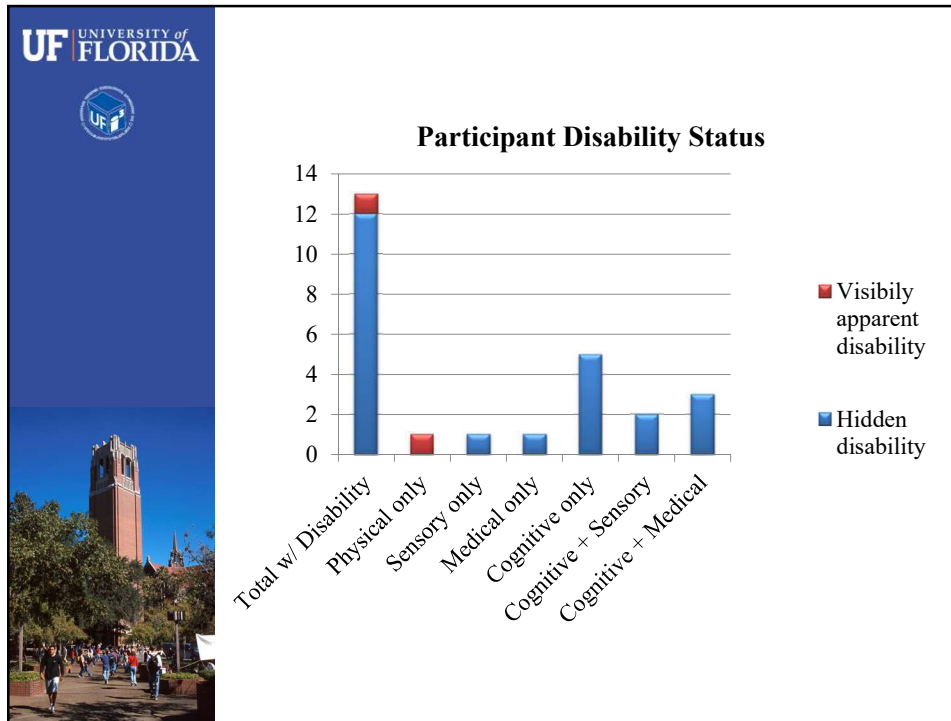
UF UNIVERSITY of FLORIDA





What are the perceptions and disability experiences of post-secondary education at UF from the perspectives of those most impacted?

QUALITATIVE SEGMENT





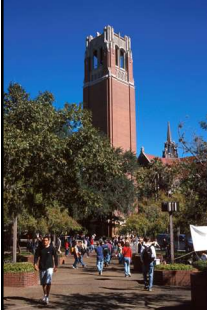

UF UNIVERSITY of FLORIDA

Data Collection

- Most **encouraging** disability-related experience at UF?
- Disheartening?
- Academics, campus life, & supports
- Institutional facilitators & barriers

UF UNIVERSITY of FLORIDA



Qualitative Findings

- *“It’s not enough to have ramps. It’s not enough to have length of the test extended. You know there are other kinds of things that have to be done”*


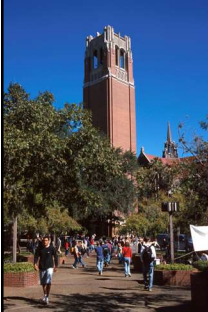
UF UNIVERSITY of FLORIDA



5 Themes



- Added complexity
- Self-determination
- Stigma & unfairness
- Negotiation & disclosure
- Support

Added complexity

- *“It’s one thing to have academic help, but everything that affects you in school affects you in your daily life too.”*

ADDED COMPLEXITY

Time management
“time and a half for exam...[no] extra time for homework”

Balancing & prioritizing
“I have to pick & choose because I have a [disability/health] priority.”

Group work
“I don’t want to slow anyone down...”

Health
“...mom’s not there to [do daily health task] and stuff like that”


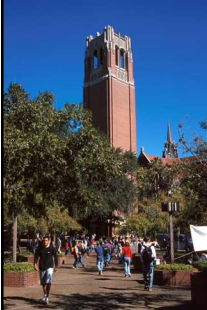
Social
“[Disability] definitely prevents me reaching out.”

...not meeting face to face.
Give me my assignment. Let me do it”

Housing
“...couldn’t handle it all, he didn’t have the skills”

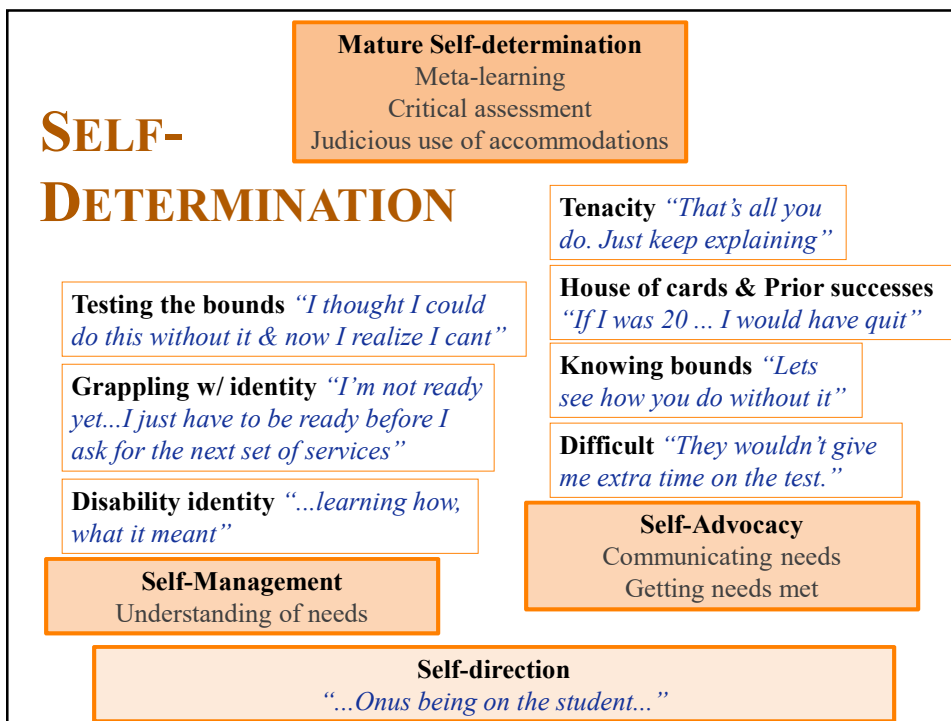
Daily life organization
Preplan daily life e.g. meals
Rely on family


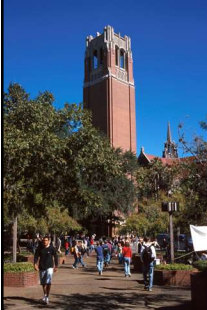
Daily grind of dealing w/ disability
Vigilance
Mindful of how disability impacts everyday situations

Self-determination

- *“...it’s up to you to fill it out. It’s up to you to pick it up. It’s up to you to deliver it to your professors and everything so it’s mainly the student’s responsibility”*



Negotiation & Disclosure

- *“I think the hardest part of that process is going to the teachers and explaining... And then like trying to not tell them what’s the disability but letting them know what’s going on.”*

The Letter
List of needed accommodations
Reasonable Accommodations


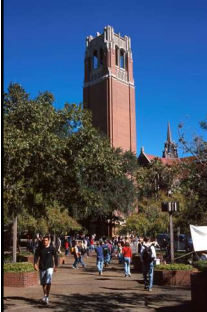
NEGOTIATION & DISCLOSURE

Weighing privacy
vs. need to justify
vs. need of instructor to understand

“Its always an awkward conversation”

Ill-equipped instructors make it harder
“...They just don’t understand that people are receiving accommodations for this kind of thing”

Easing discomfort
Identifying w/ student
Share something personal
Commend for advocating

Stigma & unfairness

- *“... I often think that they are judging me... so I rarely like to disclose...”*

Hiding disability
“He thought it would be a mark against him”


STIGMA & UNFAIRNESS

Hidden disability
“The only understanding is if I have a physically broken thing”

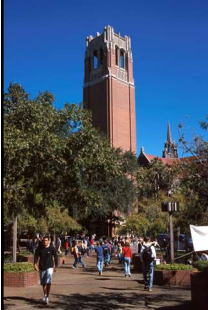
“...hold it against me because I am getting special treatment”

Conveying unfairness
*“You’re all goin’ to have an hour and a half...
SOME OF YOU are going to have a little longer”*

Burden on instructors
“Why do they get special treatment?”

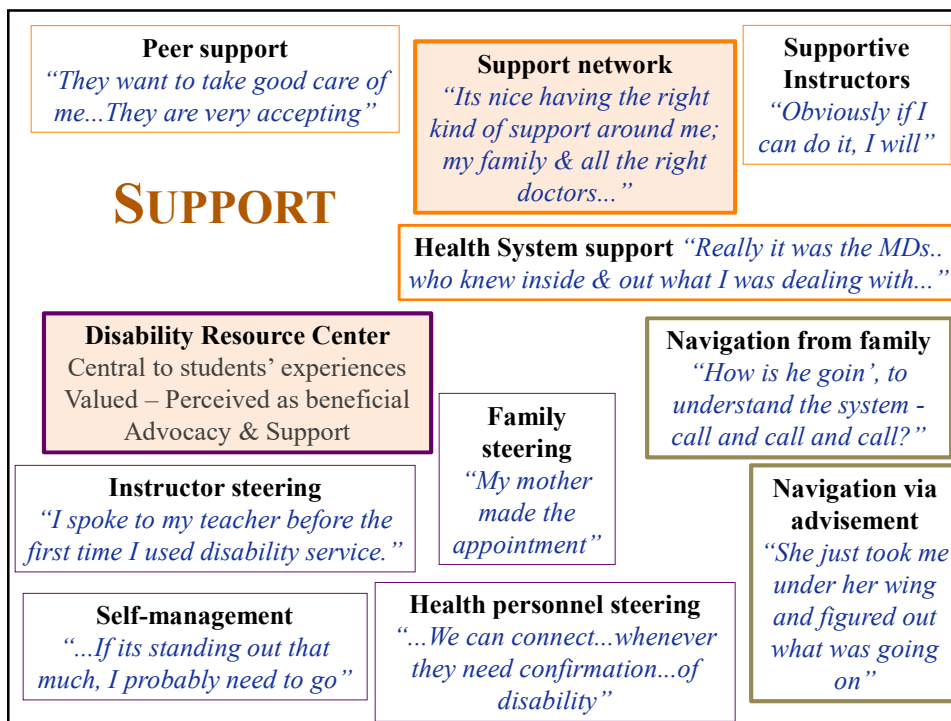


UNIVERSITY of
FLORIDA

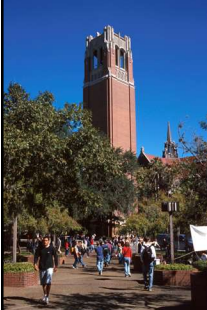



Support

- *“It’s nice having the right kind of support around me.”*



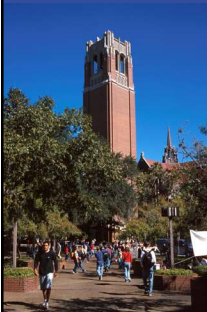

UF UNIVERSITY of FLORIDA



Frustrations with academic support


- *“I think they offer you a bunch of options. So, technically they are there, but it’s not accessible. If you need this, you can go through all these [hoops], and you can get the services.”*
- *“DRC/disability part is the shortest segment possible at the orientation”*

UF UNIVERSITY of FLORIDA



Lack of instructor information

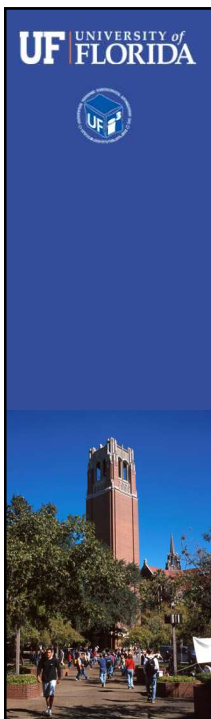
- *“...There is some professors that have some empathy but they don’t always know what to do with like the issues.”*



UF UNIVERSITY of FLORIDA

Inclusive pedagogy: Difficult but worth it

- *“I haven’t had an accommodation issue that actually didn’t end up making, helping me, do my job better.”*




UF UNIVERSITY of FLORIDA

What is the extent of commonality in the needs of college students across a broad range of disabilities?

Content Analysis

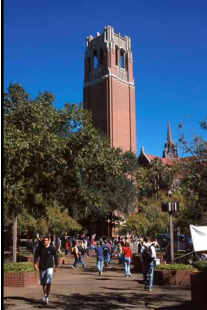
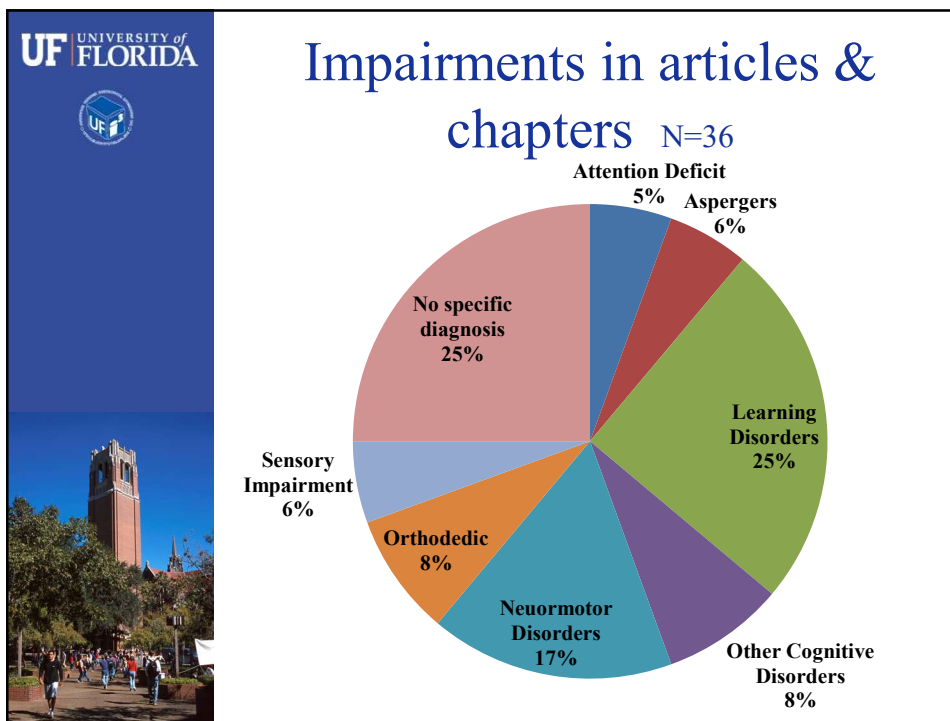
QUANTITATIVE COMPONENT

UF UNIVERSITY of FLORIDA



Subjects

- 19 published journal articles & abstracts
- 17 chapters health professions intervention resource guide
 - 15 diagnoses

UF UNIVERSITY of FLORIDA




Methods: categories


1. Self-advocacy
2. Coping
3. Fostering support networks
4. Vocational support/development
5. Social/communication training
6. Break tasks into smaller segments
7. Universal pedagogy
8. Accommodated study & test environment

UF UNIVERSITY of FLORIDA




Methods: categories


9. Mentoring/guidance/information
10. Create structure & effective cues
11. Memory & organizational aids
12. Diagnosis specific adaptive strategies
13. Additional time
14. Assistive technology
15. Environmental modifications



UF UNIVERSITY of FLORIDA

Methods: coding & analysis

- Published materials inventoried for mention of need/strategy/accommodation
 - Intervention resource guide, 3 coders
 - Unanimous coding = endorsement
- % endorsement per category
 - Higher % = greater commonality

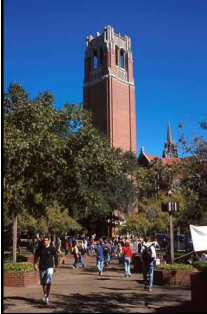



UF UNIVERSITY of FLORIDA

Results

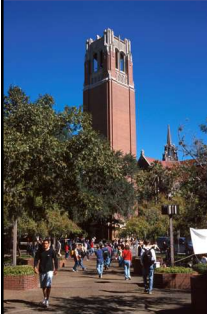

1. Self-advocacy = 56% endorsement
2. Coping = 41%
3. Fostering support networks = 41%
4. Vocational support / development = 26%
5. Social / communication training = 26%

UF UNIVERSITY of FLORIDA



CONVERGENCE OF FINDINGS

UF UNIVERSITY of FLORIDA




SELF-DETERMINATION **SELF-ADVOCACY (56%)**

ADDED COMPLEXITY **COPING (41%)**

SUPPORT **SUPPORT NETWORKS (41%)**

NEGOTIATION & DISCLOSURE **SOCIAL COMMUNICATION (41%)**



UF UNIVERSITY of FLORIDA

**STIGMA &
UNFAIRNESS**


**VOCATIONAL
DEVELOPMENT**
(26%)



UF UNIVERSITY of FLORIDA


Discussion

- Beyond the classroom needs are extensive & complex
- Strategies must be tailored – *one size fits all is one size fits none*
- Summer timing – limitation
- Faculty & staff bias
- Self-advocacy critical



UF UNIVERSITY of FLORIDA

- Academic + health needs
- Preparing for college: non-academic preps critical
 - Must begin before they get to college
 - Must be broad
 - everyday life & health navigation
- Create culture & vision of success
 - Educational
 - Work readiness
 - Self-sufficiency



UF UNIVERSITY of FLORIDA

Implications for practice

- Increase education
- Incentivize
- Increase capacity for networking supports
 - mentors that bolster networking

UF UNIVERSITY of FLORIDA




Implications for research

- Several areas of need = development & testing of innovative interventions
- Interrelated nature of needs = foster alliances: schools, families, health
- More participative inquiry: info useful in everyday lives
- More comprehensive lit review integrating educational, developmental & health



UF UNIVERSITY of FLORIDA



Acknowledgements

- Research supported by a grant from the University of Florida I-Cubed program
- Sincere thanks to Dr. Roxanna Bendixen, Yoonjeong Lim, Michelle Dubreuil, Rebecca Perrick, and those involved through NRG 7814 Summer C 2010; Dr. Barbara Lutz, Dr. Kim Cox, Hyo-Chol Ahn, Audrey Asbey, Christa Cook, Kerry Creasy, Lois Ellis, Sun Kim, Pablo Saldana, & Laura Smith.

