Utilizing Data to Frame the Conversation on Disabilities

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Agenda

• Introduction
• Overview of USG RCLD and AMAC Accessibility
• USG Main Website
• Disability Types Profiles and Trends
• Accommodation and Assistive technology Trends
• USG Accessibility Research and Service Initiatives
The World's Largest Minority Might Surprise You!

- People with Disabilities (PWD) are recognized as the largest minority.
- 1.27 billion, PWD globally the same market size of China.
- According to the Institute on Disability, “If people with disabilities were a formally recognized minority group, at 19% of the population, they would be the largest minority group in the United States.”

Regents’ Center for Learning Disorders (RCLD)

- Psychoeducational assessments
- Training
- Outreach/education
- Consultation
- Research
AMAC Accessibility Solutions and Research Center
A Centralized Research & Development Training Center

2,700 Colleges and CGN Organizations

Results
- Cost savings
- 48% textbook reuse rate
- Data for better decisions
- Scalable Training

Scalable Customer Support
Technical Assistance | Training

Data collection and Quality Assurance

Services
- E-text books
- Braille
- Captioning
- AT Evaluations
- Web Evaluations
- Data Collection
- ICT Instruction

2,700 Colleges and CGN Organizations

UNIVERSITY SYSTEM OF GEORGIA

ACADEMIC & STUDENT AFFAIRS HANDBOOK
Procedural guide for implementing best policies related to Academic Affairs

Search the handbook

3.11 Students With Learning Disorders
(Last Modified on April 6, 2011) Report a broken link

SOURCE:
BOR POLICY 415. STUDENTS WITH DISABILITIES
The USG is committed to providing equal educational opportunities to all students. USG institutions offer students with disabilities a variety of services and accommodations to ensure that both facilities and programs are accessible. The information provided on working with students with disabilities is an overview of the resources available and the policies and procedures in place that are intended to facilitate accessibility and academic success.

All institutions of the USG shall adopt the common criteria for documenting disabilities and employ a common methodology for providing services to students with diagnosed disabilities.

The criteria for documenting disabilities can be found in Appendix D. Specific documentation guidelines for nine disability categories are described in Appendix.
A Personal Snap Shot | Meet Lakisha

**Academic Challenges**
- Inaccessible electronic information (i.e. textbooks and e-forms)
- Inaccessible web/database applications (LMS and websites)
- Instructional and resource video’s
- Writing notes and completing e-forms
- Building navigation access (Beacon technology)

**Solutions | Accommodations Access**
- Accessible Digital Content (i.e., textbooks)
- Text-to-speech software (i.e., JAWS/NVDA)
- Braille (i.e. STEM)
- Accessible web applications (i.e., 508 and WCAG 2.0 compliance)
- Video descriptions
- Refreshable braille reader
- Beacon navigation technology

Environment is the barrier, not Lakisha

Challenges of serving students with disabilities

• Access to documentation
• Consistency of eligibility/service determinations across institutions
• Accessibility of materials/information/AT training
• Degree completion
• Inclusive campus climate
• Providing effective instruction to diverse students
• Accessing data to evaluate these issues
What have we assessed and addressed?

- **RCLD**
  - Cost of documentation
  - Consistency of eligibility and service determinations
  - Training
  - Research
  - Consultation

- **AMAC Accessibility**
  - Cost of accommodations
  - Post-production of accessibility of materials
  - Assistive technology
  - Intervention research
  - Resources

What data are we collecting?

- **USG BOR Annual Survey on Services for Students with Disabilities**
  - Who are we enrolling?
  - What services are they receiving?
  - Other: Organizational, financial, personnel, accommodations, accessible material production
What are we collecting? What we know...

Percent of college students with a disability (1-11)

What are we collecting? What we know...

USG Total Disabilities
What are we collecting?

- Deaf/Hard of Hearing
- Blind/Loss of Vision
- Mobility Disorders (e.g., MS, cerebral palsy)
- Systemic/Chronic Health Disorders (e.g., diabetes, colitis, arthritis, lupus)
- Communication Disorders
- Acquired Brain Injury
- Autism Spectrum Disorders
- AD/HD
- Learning Disabilities
- Psychological Disorders

What are we collecting? What we know...

National Percentage Distribution Disability Among Postsecondary SWDs (11)
What are we collecting? What we know...

What are we collecting? What we know...

- **Learning Disabilities**
  - Skill
  - Application
  - Fluency

- **ADHD**
  - Inattention
  - Impulsivity
  - Executive dysfunction

- **Psychological Disorders**
  - Social Anxiety Disorder
  - Generalized Anxiety Disorder
  - Major Depression
What else could we be collecting?

- Transition
- Degree completion
- Seeking services
- Campus climate
- Faulty knowledge/perceptions
- Information and Communication Technologies (ICT) Accessibility
  - Webpages
  - Content
  - Applications (LMS)
  - Kiosk
  - Student response devices

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### Transitioning to college (National data, 8, 12-14)

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<tbody>
<tr>
<td>General population Youth</td>
<td>54.0²</td>
<td>63¹</td>
<td>62.6²</td>
<td></td>
<td>67⁴</td>
<td>69¹</td>
</tr>
<tr>
<td>Youth with Disabilities</td>
<td>26.3²</td>
<td></td>
<td>45.6²</td>
<td>55³</td>
<td>60⁴</td>
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Note: ¹ immediately, ² within 4 years of high school, ³ within 6 years, ⁴ within 8 years
What else could we be collecting?

### Degree Completion (14)

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<tr>
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<th>General population</th>
<th>With disabilities</th>
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<tbody>
<tr>
<td>Any postsecondary</td>
<td>52.4</td>
<td>40.7</td>
</tr>
<tr>
<td>2-year or community college</td>
<td>22.4</td>
<td>41.3</td>
</tr>
<tr>
<td>Vocational, business, or technical</td>
<td>65.5</td>
<td>56.7</td>
</tr>
<tr>
<td>4-year college or university</td>
<td>51.2</td>
<td>34.2</td>
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Note: Among students out of high school up to 8 years

What else could we be collecting?

- **Not seeking services**
  - 63% of students identified in HS as having a disability did not consider themselves to have a disability upon entering college. (14)
  - 76% who received SPED services in HS did not seek services in college (15)
  - 83% with LD did not seek accommodations in college. (15)
What else could we be collecting?

<table>
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<th>Campus Climate</th>
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<tr>
<td>• Perceptions of campus climate impact college adjustment (16)</td>
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<tr>
<td>• Faculty describe campuses as more inclusive/supportive than students (17)</td>
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<tr>
<td>• Students indicate discomfort with sharing their disabilities with faculty (17)</td>
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<tr>
<td>• Self-advocacy explained significant variance in predicting GPA (18)</td>
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<tr>
<td>• Faculty have positive attitudes toward SWDs but often negative toward mental health and cognitive disabilities (19)</td>
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<table>
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<th>Campus Initiatives</th>
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<tr>
<td><strong>The GT Virtual Faculty Classroom Accessibility Resource</strong></td>
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<tr>
<td>• An Online Tutor for Accessible Course Development project,</td>
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<tr>
<td>• Partnership of AMAC Accessibility, GT’s Office of Institute Diversity, and the Center for 21st Century Universities (C21U)</td>
</tr>
<tr>
<td>• Undertaking a structured approach to assist faculty in designing and developing their courses in ways that incorporate accessibility and are inclusive of the needs of diverse learners.</td>
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What else could we be collecting? <<ADD VIDEO LINK>>

<table>
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<th>Faculty and Staff</th>
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<tr>
<td>• Often unfamiliar with disability rights laws (19-22)</td>
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<tr>
<td>• Often do not have sufficient knowledge to make appropriate accommodations (23)</td>
</tr>
<tr>
<td>• Often unfamiliar with university services for SWDs (20)</td>
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</table>
What else could we be collecting?

• Faculty concerns:
  • All diagnoses and accommodations are not perceived as legitimate. (24, 25)
  • Need for accommodations not sufficiently verified. (24, 26)
  • DS offices pressure faculty to grant accommodations. (24)
  • DS offices do not seek faculty input. (26)
  • Accommodations compromise career preparation. (24, 26)
  • Accommodations lower academic integrity. (27)

What we have done?

• What have we addressed?
  • Affordable documentation
  • Consistency of eligibility and service determinations
  • Available consultation
  • Affordable accommodations
  • Statewide training and technical assistance

• What are we collecting?
  • Who are our students receiving services?
  • What services are they receiving?

• USG Web Accessibility Group. WAG currently offers web accessibility information and assistance through a wiki, listserv, and monthly online meetings where expert presenters are invited to share best practices and solutions.
What do we need to learn?

- Are there barriers preventing seamless transition to USG?
- Are SWDs seeking services once reaching college?
- Are SWDs being retained and reaching graduation?
- How could we improve our campus climate?
- What types of training do faculty need?

USG RCLD Research Resources

**Documentation**


**ADHD**

USG RCLD Research Resources

Depression/Anxiety


• Nelson, J. M., & Gregg, N. (2012). Depression and anxiety among transitioning adolescents and college students with ADHD, dyslexia, and comorbid ADHD/dyslexia.

Accommodations


ICT100X  |  ICT Accessibility Training
Massive Open Online Course (MOOC)

Learn how to identify issues and design solutions for information and communication technology (ICT) accessibility for students, customers, and employees with disabilities.

• Foundations of ICT
• ICT Accessible Design
• Assistive Technology
• Accessible Documents and Multimedia
• Evaluate and Repair Websites for Accessibility
• ICT Accessibility Operations
Access Georgia (AccessGA) Professional Training

• Supports agencies with ICT accessibility

International Association of Accessibly Professionals (IAAP)

• Professional, Student, and Organization Membership

Professional Certification and Specialist Credentials

• The Certified Professional in Accessibility Core Competencies (CPACC) credential

• The Web Accessibility Specialist (WAS) credential is a technical level exam for an individual with at least an intermediate level of detailed technical knowledge