

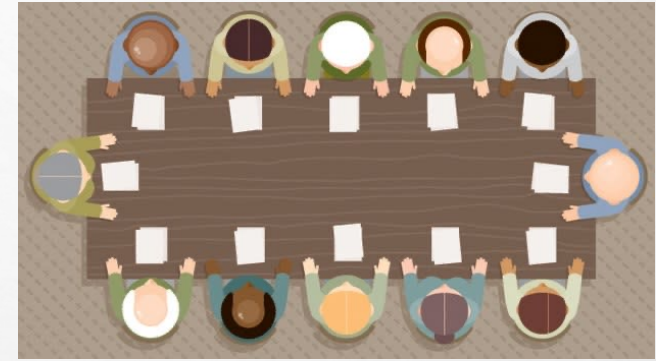
# COLLEGE EDUCATION FOR PEOPLE WITH DISABILITIES

A JOHN JAY DIVERSITY, EQUITY, AND INCLUSION WORKSHOP



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# Agenda



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1. LEARNING OBJECTIVES
2. WHO ARE JOHN JAY'S STUDENTS?
3. COLLEGE STUDENTS WITH DISABILITIES: TIMELINES & STATISTICS
4. COLLEGE STUDENTS WITH DISABILITIES: RIGHTS & POLICIES
5. COLLEGE STUDENTS WITH DISABILITIES: AWARENESS, SENSITIVITIES, & INCLUSIVITY
6. CONTACTS, RESOURCES, & EVALUATION

Please introduce yourself in the chat with your name, preferred pronouns, and department/office

# Learning objectives



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1. Participants will be understand the context and expression of common disabilities that impact John Jay students and their academic performance.
2. Participants will increase their awareness of the history of disability rights and education, of human rights and disabilities, and CUNY and John Jay policies regarding accommodations for students with disabilities.
3. Participants will become familiar with recommended practices and tools for teaching and supporting college students with disabilities.



# LEARNING OBJECTIVE #1

- Participants will be understand the context and expression of common disabilities that impact John Jay students and their academic performance.

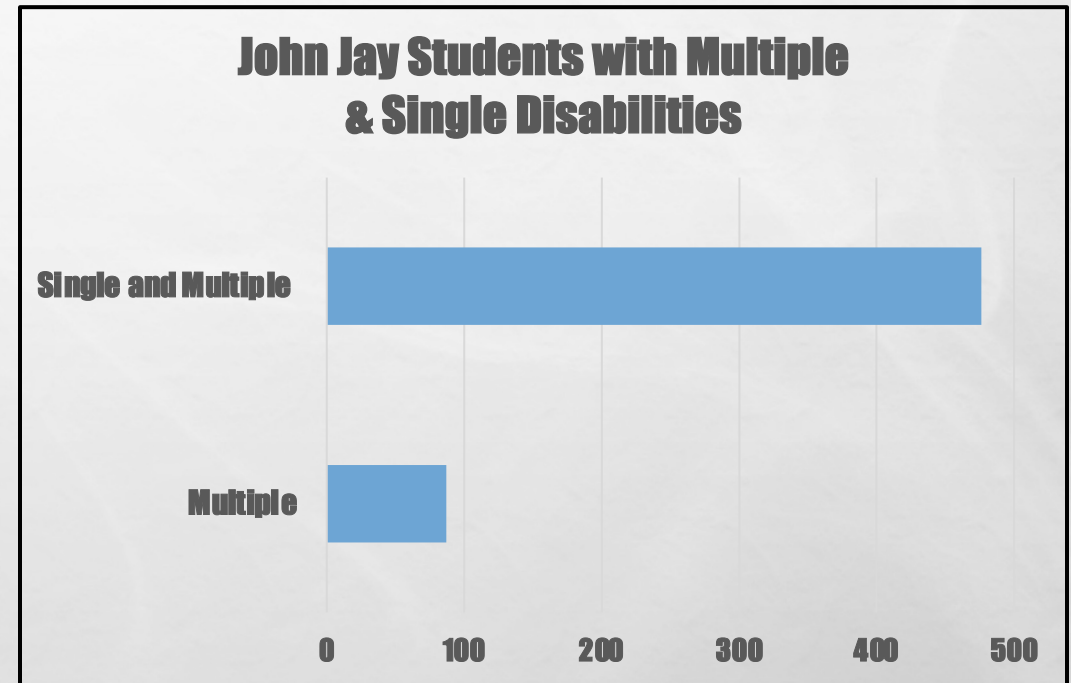
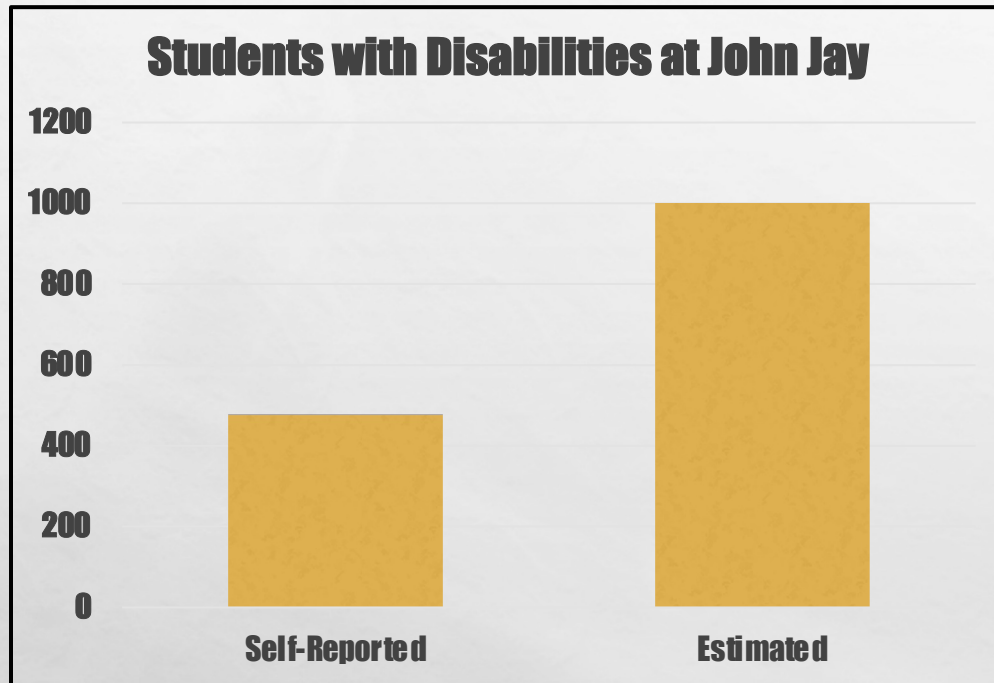
# Did you know?



- 65% percent of students who ever had a reported disability in earlier years responded that the disability was not present in college.
- Among students who responded that they did have a disability while attending college, about one-third of students (37 percent) informed their college.
- At both 4-year and 2-year colleges, between 12 and 13 percent of students informed their college of current disabilities.

Learning gain: Most of our students with disabilities do not let us know they have disabilities.

# What we know



Learning gain: Our data on student disabilities are insufficient to provide a clear picture of student needs.



# Different areas of disabilities

(examples, not comprehensive)



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- **PHYSICAL\***

- Mobility
- Gross and fine motor functions
- Sensory
- Pain

- **MENTAL HEALTH**

- Spectrum disorders
- Mood disorders
- Personality disorders

- **LEARNING**

- Memory
- Decoding
- Attention

\*(including brain injuries and birth-related physiology)

Learning gain: Disabilities can occur in and across various part of our human experience.

# What we may see in our classes

- Frequent absences
- Indications of anxiety (fight, flight, freeze, or fawn behavior in and outside class)
- Requests for extensions and extra credit without accommodation requests from the Student Disability Office
- Uneven work when students find some content and assignments accessible for reading and completing and others inaccessible for lack of appropriate visibility and organization.
- A wider range of emotional responses to prompts, questions, and discussions than might be expected during a typical class.

Learning gains: Students may not have developed sufficient awareness and self-advocacy of their own disabilities. We may make false assumptions about student behaviors and miss disability cues.



# College students with disabilities: Sensitivities

- Labeling (disabled, amputee, ADHD, any name for a condition rather than putting the student first)
- Lack of eye contact
- Ableist language and activities
- Exclusion from activities and conversations
- Pity

Watch this video: <https://youtu.Be/bww6mydj7xc>



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Learning gain: People with disabilities want positive inclusivity and engagement .

# John Jay's students with disabilities: strengths & wins



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- In recent years, John Jay students with disabilities
  - Have been active in student government (including student council president)
  - Have been active in research and creativity projects with faculty mentors
  - Have been employed in college offices as support staff for multiple administrative support functions
  - Have partnered with disabled faculty in innovative teaching and learning activities



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Learning gain: John Jay students with disabilities are John Jay students: fierce advocates and allies!



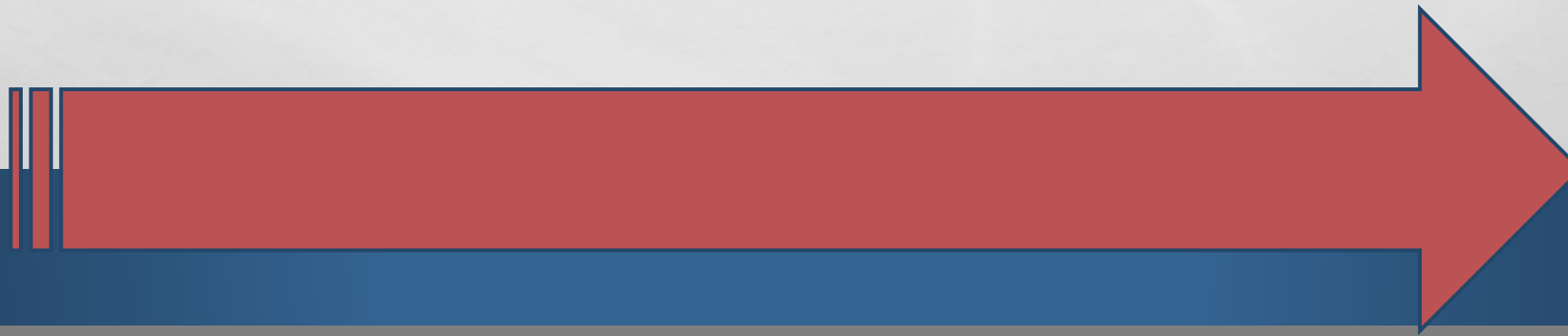
# LEARNING OBJECTIVE #2

- Participants will increase their awareness of the history of disability rights and education, of human rights and disabilities, and CUNY and John Jay policies regarding accommodations for students with disabilities.



# Disability & education: timelines

- Disabilities in college: A timeline of important legislation for handicapped students in higher education: <https://www.Timetoast.Com/timelines/disabilities-in-college> (IDEA, ADA, ADAA, ESSA)
- A timeline of learning disability history: <https://ldaamerica.Org/a-timeline-of-learning-disability-history/>



# National center for education statistics

- Students who reported a disability were more likely to use academic services, compared to their peers. Sixty-one percent of students who reported disability received help from a school office or department versus 51 percent of students who did not report a disability.
- Students who attended 4-year colleges used academic services and requested help at higher rates than students at 2-year colleges. This was true for students with disabilities and students who did not report a disability in college.

Visit <https://nces.Ed.Gov/pubsearch/pubsinfo.Asp?Pubid=2022071> to view the full report.

# Domestic civil rights

## ACCESSIBILITY IS A CIVIL RIGHT



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According to the 1990 ADA, a person with a disability is someone who:

- (A) Has a physical or mental impairment that substantially limits one or more major life activities;*
- (B) Has a history or record of such an impairment (such as cancer that is in remission);*
- (C) Or is perceived by others as having such an impairment....*

Title II of the ADA applies to public colleges and universities; it is enforced by U.S. Departments of Justice and of Education

Higher Education Opportunity Act of 2008 (HEOA): Focus on Intellectual Disability



# International human rights

## ACCESSIBILITY IS A HUMAN RIGHT

The 2006 UN convention on the rights of persons with disabilities (CRPD) does not define disability but considers it a result of interaction between the person and the environment.

CRPD, Art. 1(2) *persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.*

# International human rights

## ACCESSIBILITY IS A HUMAN RIGHT

**CRPD, ART. 24 (5)** *On higher education: states parties shall ensure that persons with disabilities are able to access general tertiary (education, vocational training, adult education and lifelong learning) without discrimination and on an equal basis with others. To this end, states parties shall ensure that reasonable accommodation is provided to persons with disabilities.*

THE **CRPD** Entered into force in 2008, but the USA has not ratified it.

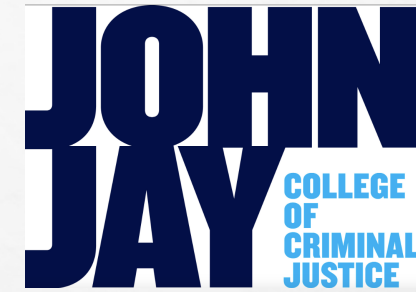
# CUNY Policies



- The City University of New York, in compliance with sections 503 and 504 of the Federal Rehabilitation Act of 1973 (“Rehabilitation Act”), the Americans with Disabilities act of 1990 (“ADA”), New York State Executive Law §296, and the New York City Human Rights Law, provides qualified individuals with disabilities the opportunity to participate in programs, activities or employment.
- CUNY prohibits retaliation against individuals for requesting reasonable accommodations or academic adjustments, appealing decisions concerning such requests, or for making or participating in claims of discrimination.



# John Jay Policies



1. Students who may be entitled to an accommodation **must be registered and approved** for accommodation with the Office of Accessibility Services (OAS).
2. The Office of Accessibility Services can provide students with an **accommodation card/letter**, which details the services to which the student is entitled.
3. Students **eligible for testing accommodations** during a test or a quiz, such as extended time, use of assistive technology, or a distraction-free room, **should notify their professors at the beginning of the semester** and provide the official OAS accommodation information.
4. **All instructors are legally required to assist in accommodating students with disabilities** to guarantee equal access to the programs and activities of the college.
5. For further instructions and information, please visit <https://www.jjay.cuny.edu/accessibility>

# LEARNING OBJECTIVE #3

- Participants will become familiar with recommended practices and tools for teaching and supporting college students with disabilities.



# Adopting disability-inclusive language

1. Favor people-first language
2. Avoid labels and stereotypes
3. Avoid condescending euphemisms



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Let's be attentive to what we say and how we say it!



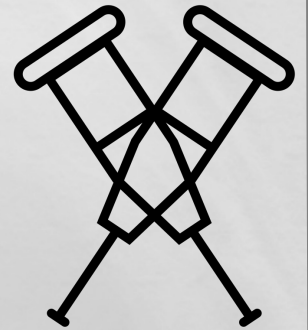
# How can we increase OUR awareness of what's happening with our students?

- Students with disabilities who are not performing well academically often
  - Have difficulty **communicating** their experiences and needs
  - Lack **trust** in their instructors and service providers
  - Haven't learned to **transfer the self-efficacy** skills they have from self-care to learning
  - Are recently diagnosed and **still learning** the basics of what their diagnoses mean and what strategies and resources they need to live fully realized lives
  - May not be aware of **the services and assistance** John Jay provides for students with multiple types of disabilities

**Recommendation: Ask students if they want to share. Ask students what they need. Provide referrals as asked.**

# Crippling the curriculum

1. “Crippling the curriculum” means giving visibility to disability in higher education and ending “ableism.”
2. Students with disabilities need to feel that they belong in higher education.
3. “Crippling the curriculum” is discipline-specific but it includes explaining the roles of people with disabilities in the fields in which we are teaching.



# Universal Design for Learning (UDL)

- “Universal design for learning (UDL) gives all students an equal opportunity to succeed.
- This approach to teaching and learning offers flexibility in the ways students access material and show what they know.
- UDL also looks for different ways to keep students motivated.

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning. It’s about building in flexibility that can be adjusted for every person’s strengths and needs. That’s why UDL benefits all learners.”

<https://www.understood.org/en/articles/universal-design-for-learning-what-it-is-and-how-it-works>



# Blackboard accessibility tools

- Blackboard offers free accessibility training to faculty and staff under the “Faculty & Staff trainings” selection on the top homepage menu.
- ***New!*** Blackboard ally offers on screen guidance and feedback on how to improve course materials, including embedded links to applicable help information for Microsoft Word, Adobe Acrobat, and related programs.
- [Blackboard accessibility support](#) includes:
  - Design accessible content
  - Using Blackboard with a hearing impairment
  - Using Blackboard with a visual impairment
  - Using Blackboard with a mobility impairment
  - Using Blackboard with a learning disability



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Blackboard

We anticipate similar support when the college moves to BrightSpace, the new learning management system.

# Zoom accessibility tools

- Zoom includes both visual and audio accommodation tools; however, these can be problematic for some accommodation needs. Read this for more information:  
[https://wiki.Diglib.Org/zoom\\_accessibility](https://wiki.Diglib.Org/zoom_accessibility)
- Zoom offers the following for accommodation:
  - Live transcript/closed captioning
  - Live chat
  - Screen blocking/microphone muting
  - Video filters

The Zoom logo is displayed in a white rectangular box. The word "zoom" is written in a bold, blue, lowercase sans-serif font.

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Recommendation: Enable live transcripts and inform students of their accessibility options when on Zoom.

# CONTACTS, RESOURCES, & FEEDBACK





# John Jay/CUNY contacts for disability & accessibility

## **Office of Accessibility Services**

[Accessibilityservices@jjay.Cuny.Edu](mailto:Accessibilityservices@jjay.Cuny.Edu)

Nadia Griffith-Allen, Director

Gisele Terry, Assistant Director

## **CUNY Central Office of Student Inclusion Initiatives, Disability Programs**

555 W. 57th Street

New York, NY 10019

email: [disability@cuny.Edu](mailto:disability@cuny.Edu)

## **Disability Studies Programs**

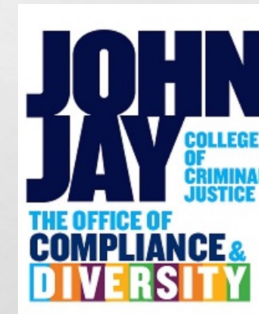
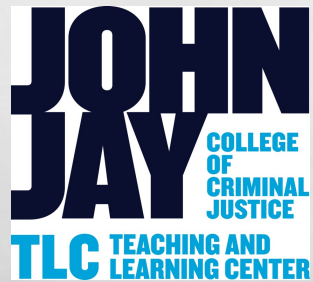
CUNY School of Professional Studies

<https://sps.Cuny.Edu/disability-studies-programs>

# Resources

Click here for the TLC Accessible Resources page:

<https://johnjaytlc.Commons.Gc.Cuny.Edu/accessible-teaching/>



# Feedback

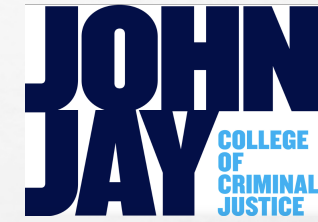
Please share your feedback on this form:

<https://forms.gle/nk5wpycdxu8kfhgm8>





# Thank you



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