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Supporting Students with Invisible Disabilities in Post-Secondary Education

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Supporting Students with Invisible Disabilities in Post-Secondary Education



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Background

- Students with disabilities (SWD)
- Accountable for responsibilities involved in accommodations process.
- Faculty plays a key role.
- 12% of graduate students claimed to have a disability.
- 19.4% of undergraduate students claimed to have a disability in 2015-2016.
- 15% of college students in 2022 claimed to have ADD or ADHD.



(Toutain, 2019; (NCES, 2018.; American College Health Association, (2022)



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Literature Review

- Key themes
 - Faculty, administration, and staff
 - Lack of:
 - Understanding
 - Cooperation
 - Acceptance
 - Preparedness to teach
 - Students
 - Faculty reactions
 - Cognizance of accommodations
 - Inclination to utilize accommodations
 - Social stigma
- Identified Gap
 - Most articles
 - Identified the need for education for faculty, students, and administrators.
 - Regarding disability and accommodations
 - Through trainings and program development.



(Black et al., 2015; Cole & Cawthon, 2015; Denhart, 2008; Hong, 2015; Love et al. 2014; Lyman et al., 2016; Marshak et al., 2010; Thurston et al. 2017; Banks 2019; Sniateki et al., 2015; Vaccaro et al., 2015).



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Program Purpose

- University of the Pacific Office of Services for Students with Disabilities (SSD)
- Provide faculty with:
 - A foundational understanding of invisible disabilities.
 - An understanding of universal design strategies that can be utilized to support students with invisible disabilities.
 - Resources and support services available on campus or in community for students with invisible disabilities.

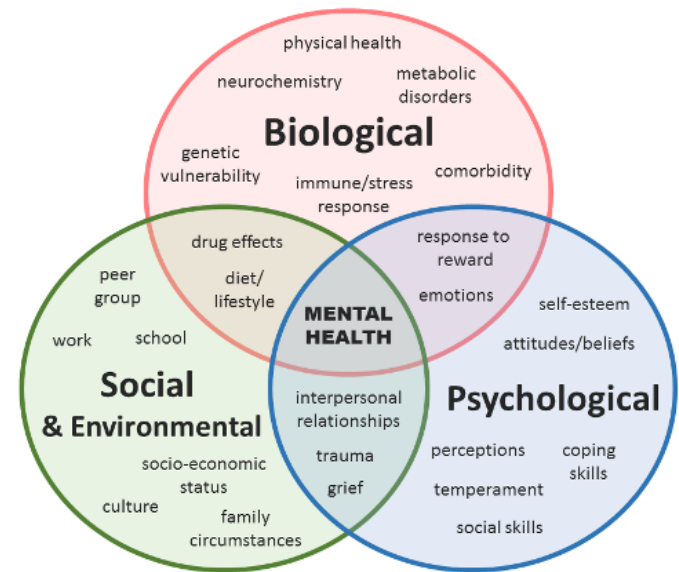


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Guiding Theory

Biopsychosocial model:

- Model considers biological, psychological, and social aspects of an individual's life.
- Allowed me to consider all factors that students with invisible disabilities may experience.
- Using a holistic lens.
- Informed all deliverables.



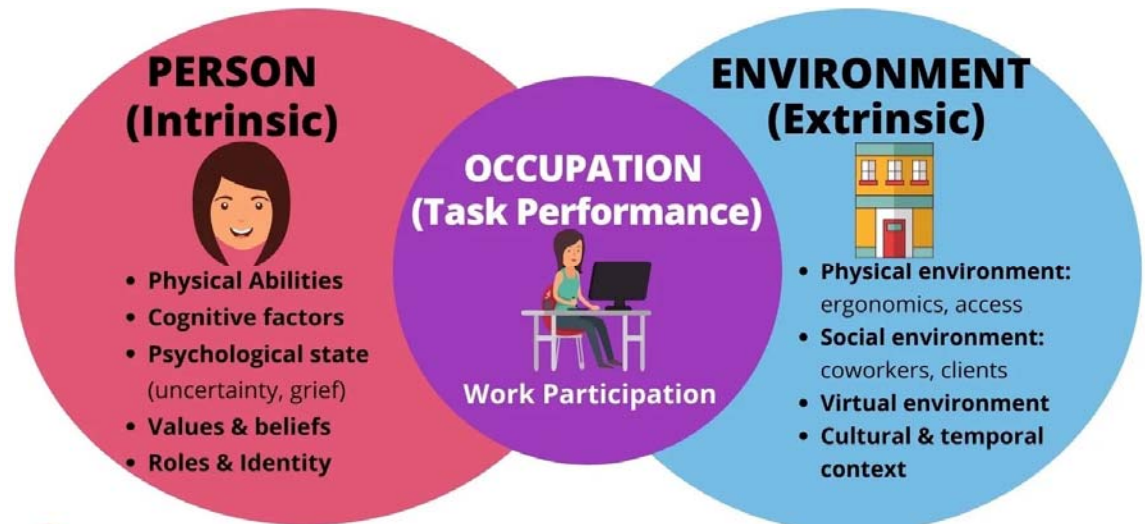
(Gentry et al., 2018)



Guiding Theory

PEO model:

- Transactional relationship between a person, their environment, and their occupation.
- Affects occupational performance.
- Person-Occupation-Environment fit can be affected depending on congruence.
- Allowed me to consider all factors that students with invisible disabilities may experience.
- Informed all deliverables.



(Chan & Pang, n.d.)



Needs Assessment

- Needs Assessment
 - SWOT Analysis on SSD Website
 - Strengths
 - State different disabilities
 - Commitment towards equal opportunity
 - Weaknesses
 - Little information on accommodations
 - Little information on resources
 - Opportunities
 - More information on accommodations
 - Partnering with campus partners
 - Threats
 - Students and faculty reaching out
 - Word of mouth
 - Formal and Informal Interviews with staff members.
 - Director of UOP office of services for students with disabilities.
 - CAPS Associate and training director, Pam Wrona.
 - Informed all deliverables



Outcomes

In-Service Presentation

- Presentation was well-received by faculty members and site mentor.
- Is available for all faculty.
- Pre-presentation survey
- Post-presentation survey.

UDL Toolkit

- Available resource for all faculty through SSD.
- Well received by site.

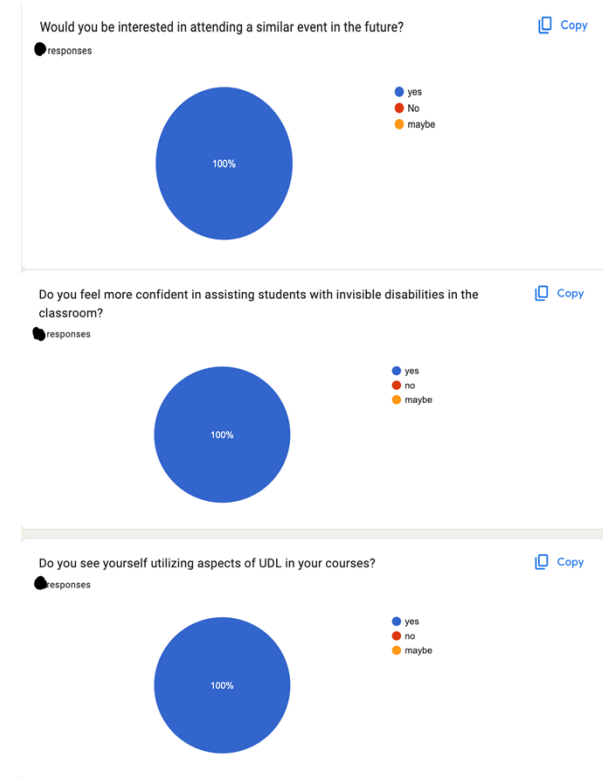
Website Redesign Guideline Document

- Well received by site.
- Available document for SSD to use when they redesign their website.
- Provided more information and resources available to students and faculty.



Impact

- What next?
- Implementation
 - Provide deliverables to faculty upon request.
 - Also provide deliverables on their website for students and faculty to access once it is updated.
 - More collaboration with campus partners.
 - In-service on social stigmas that students with invisible disabilities might experience in post secondary education.
 - In-service on universal design strategies to support students with disabilities in post secondary education.
 - Can collaborate with SSD to develop a social page to support outreach on all university campuses.



Discussion

- Implementation
 - Provide deliverables to faculty upon request.
 - Also provide deliverables on their website for students and faculty to access once it is updated.
- How OT can continue to support?
 - Extensive knowledge with environmental modifications (UDL).
 - Providing local, state, and national resources for populations in need to increase access.
 - Extensive knowledge with physical, cognitive, and mental impairments.
 - Knowledge of national and state disability laws.



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