Disability Disclosure In/And Higher Education

Roundtable Session

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**Intellectual Disability (ID) in the University:**

**Expanding the Conversation about Diversity and Belonging**

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Purpose: We want to discuss ideas about:

* diversity and belonging in higher education in regard to people who have intellectual disabilities (ID), and
* issues related to disclosing ID in campus settings.

Structure: The session is organized around four brief conversations about ID in higher education. We will use examples of our experiences at this university as springboards for discussion. One or two of the presenters will take about 10 minutes to introduce a specific topic and offer examples of related experiences, research, or issues. Then, we will invite the session participants to discuss our proposed guiding questions or suggest other questions. Each topic will be discussed for about 20 minutes. The four topics are listed below. Key examples, research, or issues and our proposed guiding questions for each topic are on the following pages.

Topic 1: Higher education initiatives for young adults with Intellectual Disability (ID)

Topic 2: ID disclosure and belonging in the academic community

Topic 3: ID and campus inclusion

Topic 4: Research and evaluation related to ID in higher education

Topic 1: Higher education initiatives for young adults with Intellectual Disability (ID)

*Key Points, Examples, or Issues*:

* Defining Intellectual Disability (ID)
* Why new college initiatives
* Types of programs

*Guiding Questions:*

* What do you know about ID?
* What kind of information or experiences do faculty, administrators, and college students need regarding ID?
* How do you see these types of programs fitting into broader efforts to provide access to higher education for people with disabilities?
* What questions about the purpose of higher education do these types of programs raise?

*Notes:*

Topic 2: ID disclosure and belonging in the academic community

*Key Points, Examples, or Issues*:

* level of faculty knowledge about ID, bias
* prior student experience and skill (e.g., communicating about/discussing ID)
* access to and creating institutional mechanisms
* new mediator roles (Disability Support Services [DSS] vs. ID program staff)

*Guiding Questions:*

* How does ID change the dynamics of disclosure?
* In what ways is lack of knowledge or stigma associated with having an ID impactful on students with ID and their disclosure?
* What would you think about having a student with ID in your classroom or course?
* Under what conditions would course modifications be considered? Does it matter if students are taking the course for credit or not?
* Given Disability Support Services (DSS) notice of accommodation to faculty, is there a need for further disclosure of ID?
* What should be the role of disclosure “mediators” (e.g., ID program staff) other than DSS?

*Notes:*

Topic 3: ID and campus inclusion

*Key Points, Examples, or Issues*:

* Goals, responses and roles of students -- with or without disabilities
* Challenges with access to and involvement in student organizations
* Recognition as “legitimate” student because of being in a “hybrid” program

*Guiding Questions:*

* What types of supports, services, or programs promote campus inclusion of students with ID?
* In what ways do those approaches align with efforts to engage other historically excluded groups?
* How do diversity initiatives with which you are familiar address disability? Would ID fit within the scope of those initiatives?
* What institutional alternatives, if any, exist or could be created to reduce the “hybrid student” dilemma?

*Notes:*

Topic 4: Research and evaluation related to ID in higher education

*Key Points, Examples, or Issues*:

* Research -- social networks
* Research -- peer mentor experiences
* Local evaluation -- program participant satisfaction, recommendations
* National evaluation -- program description, student demographics, and student activities

*Guiding Questions:*

* What literature could help to frame or push thinking about ID in higher education?
* What topics would be worth pursuing? (e.g., longterm outcomes; disclosure impact; alignment with other diversity initiatives)
* What methods might be fruitful? (e.g., participatory action research)

*Notes:*