A deeper Understanding: Academic Accommodations for Adult Learners in Traditional and Online Settings

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Today’s Thoughts:

• Accommodations, a new world vs. a different world.
• Institutional barriers
• Self barriers
• Technology
• Glimpse in the life of the adult learner
## Functional Impairments to Life Activities (Including but not limited to)

<table>
<thead>
<tr>
<th>Caring for self</th>
<th>Performing manual tasks</th>
<th>Seeing</th>
<th>Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating</td>
<td>Sleeping</td>
<td>Walking</td>
<td>Standing</td>
</tr>
<tr>
<td>Lifting</td>
<td>Bending</td>
<td>Speaking</td>
<td>Breathing</td>
</tr>
<tr>
<td>Learning</td>
<td>Reading</td>
<td>Concentrating</td>
<td>Thinking</td>
</tr>
<tr>
<td>Communicating</td>
<td>Working</td>
<td>Function of immune system</td>
<td>Function of digestion, bowel and bladder system</td>
</tr>
<tr>
<td>Normal cell growth</td>
<td>Brain functions</td>
<td>Circulatory functions</td>
<td>Endocrine functions</td>
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<tr>
<td>Respiratory system functions</td>
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</tbody>
</table>
Prevalence of Disability Types across PSU Campuses (excluding UP) (out of 1629 registered students with disabilities)

Psychological Disorders: 28%
Learning Disorders: 20%
ADHD: 20%
Physical Health Disorders: 13%
Neurological Disorders: 4%
Autism Spectrum Disorder: 6%
Hearing Impairments: 2%
Traumatic Brain Injuries: 1%
Mobility & Upper Extremity Impairments: 2%
Speech Impairments: 1%
Vision Impairments: 1%
Auditory Processing Disorders: 1%
Others: 1%

2017-2018 Registered students
Prevalence of Disability Types Across PSU Campus Locations

- Psychological D/O
- ADHD
- Learning Disorders
- Physical Health D/O
- Autism Spectrum
- Neurological D/O
- Mobility & Upper Extremity Impairments
- Hearing Impairments
- Vision Impairments
- TBI
- Speech Impairments
- Other
- Auditory Processing Disorders
- Temporary Disabilities

A glimpse in the past...

1973 Rehabilitation Act

1990 American's with Disabilities Act (ADA)

2008 American’s with Disabilities Act
Accommodations: A different World

- Truly providing multiple means to engage the student
- What works well here, may not work well there
The Process

• Students need to complete an intake, requesting the accommodations.

• The student needs to provide appropriate documentation of disability.

• Parents **may not** request accommodations and/or services on behalf of their son and/or daughter. The student must request services and accommodations.

• The length of time from when a student requests accommodations until he/she is able to receive the accommodations can vary.
Institutional barriers

• Adaptability and flexibility
• Evaluating institutional failures
• Spaces and physical barriers
• ESA and Service Animals
Category of Disclosure

- Inconclusive: “I have nothing”
- Proactive: “History works well”
- Semi-Proactive: “History of conflict”
- Reactive: “Oh no!”

Number of Incoming SDS students (By Month)
Self Barriers

- New diagnosis
- Hidden Disability
- Stigma
- Intersectionality of culture and beliefs
Technology related barriers

Student competencies with technology
A Glimpse in the Life of an Adult Learner
Questions and Discussion...