

## Offering Report

Advisement Services for People with Disabilit...: Advisement Services for People...

## Summary

**Survey Name:**

Advisement Services for People with Disabilities

**Offering Name:**

Advisement Services for People with Disabilities

**Offering Date:**

5/23/05 to 6/5/05

**Statistics**Started: **1501** out of **7858**Opted out before starting: **138**Completed: **1500**Drop outs after starting: **1**

Drop outs by page number:

- Page 1: **199**

Average completion times:

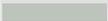
- Average Time To Complete Survey: **1 hours 30 minutes 25 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

[top of report](#)**Note: Survey result percentages are always out of the total number of people who participated in the survey.**

## Page 1

**Question 1**

Which of the following best describes your primary role at your institution?

Faculty Advisor		64 (4.26%)
Academic Advisor/Counselor		850 (56.63%)
Advising Administrator		259 (17.26%)
Administrator with responsibilities over several areas, one of which is advising		251 (16.72%)
Institutional position that supports advising -- Registrar, admissions, financial aid, technology specialist, office assistant, etc		38 (2.53%)
Affiliated with a college or university but not in any of		32 (2.13%)

the roles previously mentioned

Not affiliated with an institution of higher education		6 (0.4%)
N/R		2 (0.13%)

## Question 2

Your institution would best be described as:

Public		1125 (74.95%)
Private (non profit)		337 (22.45%)
Proprietary (for profit)		29 (1.93%)
Employed by agency or firm; primary income not from an institution of higher education		1 (0.07%)
Not currently employed		2 (0.13%)
Other:		5 (0.33%)
N/R		3 (0.2%)

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## Question 3

The highest degree granted by your institution:

Technical (vocational) certificate		0 (0%)
Associate's degree		277 (18.45%)
Bachelor's		105 (7%)
Master's Degree		299 (19.92%)
Specialist		17 (1.13%)
Ph.D., Ed.D., or professional degrees, i.e. M.D., J.D., D.D.S. etc		789 (52.56%)
Not applicable		12 (0.8%)
N/R		3 (0.2%)

## Question 4

You belong to which of the following regions?

Northeast Region (ME, VT, NY, NH, MA, RI, CT, Quebec, New Brunswick, Maritime provinces)		165 (10.99%)
Mid-Atlantic (PA, NJ, DE, MD, VA, DC)		167 (11.13%)
Mid-South (WV, KY, TN, NC, SC)		109 (7.26%)
Southeast (MS, AL, GA, FL, Caribbean)		130 (8.66%)

# AXIO SURVEY

## User Responses

Close

Your institution would best be described as:

- distance learning
- community college
- Tribal College
- No Response
- State-Related

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Great Lakes (WI, IL, MI, IN, OH, Ontario)		295 (19.65%)
North Central (NE, IA, SD, ND, MN, MT, Saskatchewan, Manitoba)		111 (7.4%)
South Central (KS, MO, OK, AR, TX, LA)		192 (12.79%)
Northwest (AK, WA, OR, ID, MT, British Columbia, Alberta)		123 (8.19%)
Pacific (CA, NV, HI)		74 (4.93%)
Rocky Mountain (AZ, CO, NM, UT, WY)		131 (8.73%)
International (other than Canada)		2 (0.13%)
N/R		3 (0.2%)

### Question 5

The number of students enrolled at you institution:

Less than 2,500		204 (13.59%)
2,500 à 4,999		178 (11.86%)
5,000 à 9,999		233 (15.52%)
10,001 à 19,999		312 (20.79%)
20,001 à 29,999		263 (17.52%)
30,000 à 39,999		149 (9.93%)
more than 40,000		149 (9.93%)
Not applicable		9 (0.6%)
N/R		5 (0.33%)

### Question 6

Gender

Female		1184 (78.88%)
Male		306 (20.39%)
N/R		12 (0.8%)

**Question 7**

Age

Under 22		1 (0.07%)
22 à 29		202 (13.46%)
30 à 39		373 (24.85%)
40 - 49		336 (22.39%)
50 - 59		500 (33.31%)
60 - 69		76 (5.06%)
70 and over		6 (0.4%)
N/R		8 (0.53%)

**Question 8**

Highest degree you have earned:

Associate		14 (0.93%)
Bachelor		295 (19.65%)
Masters		956 (63.69%)
Educational Specialist		22 (1.47%)
Ph.D. or Ed.D. or equivalent		209 (13.92%)
N/R		6 (0.4%)

**Question 9**

To which racial or ethnic group(s) do you most identify? (Mark more than one if applicable) (Note: categories are defined by the U.S. government).

African-American (Non-Hispanic)		124 (8.26%)
Asian/Pacific Islanders		49 (3.26%)
Caucasian (non Hispanic)		1273 (84.81%)
Latino or Hispanic		69 (4.6%)
Native American, Aleut or Aboriginal Peoples		26 (1.73%)
Other:		36 (2.4%)
N/R		15 (1%)

[View Other Text](#)**Question 10**

## User Responses

[Close](#)

To which racial or ethnic group(s) do you most identify? (Mark more than one if applicable) (Note: categories are defined by the U.S. government).

- Mixed
- human
- Native Hawaiian
- Danish
- Indian
- human
- and Caucasian
- French
- Portuguese
- eastern european
- No Response
- No Response
- No Response
- Canadian
- mutt
- Greek
- Canadian
- No Response

- No Response

- No Response

- white with hispanic background

- Native Hawaiian

- No Response

- No Response

- Virgin Islander

- international

- Black

- Native Hawaiian

- Black

- non-visible ethnic minority

- African/Asian

- Celt

- Jewish

- No Response

- Human race

- Part Hawaiian

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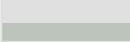
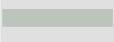
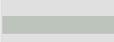
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I marked more than one racial or ethnic group listed above.

No		1382 (92.07%)
Yes		86 (5.73%)
N/R		34 (2.27%)

### Question 11

11. How long have you held a position similar to your current one? (e.g. you may have advised in your current position for 2 years, but you were a full-time advisor at another institution for 5 years; therefore you have been a full-time advisor for 7 years. Mark "at least 6 years but less than 10 years".)

Less than 3 years		331 (22.05%)
At least 3 years but less than 6 years		387 (25.78%)
At least 6 years but less than 10 years		271 (18.05%)
At least 10 years but less than 15 years		223 (14.86%)
15 or more years		287 (19.12%)
N/R		3 (0.2%)

### Question 12

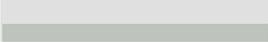
Do you have a disability? (please select all that apply)

No		1337 (89.07%)
Yes, Blind/Visually Impaired		11 (0.73%)
Yes, Deaf/Hard of Hearing		22 (1.47%)
Yes, Physical/Orthopedic		51 (3.4%)
Yes, Learning Disability/Cognitive		44 (2.93%)
Yes, Emotional Disability		20 (1.33%)
Other:		32 (2.13%)
N/R		6 (0.4%)

[View Other Text](#)

### Question 13

When you were in college did any of your academic programs offer coursework that dealt with disability issues?

Yes		661 (44.04%)
No		836 (55.7%)
N/R		5 (0.33%)

## User Responses

[Close](#)

Do you have a disability? (please select all that apply)

- Burn survivor
- Cancer Survivor
- not now, previously was unable to use voice for 6 months and physical
- No Response
- ADD
- Speech Impairment
- undocumented
- not diagnosed
- ADD
- Depression
- No Response
- respiratory
- ADHD (I saw you list it separately)
- No Response
- No Response
- arthritis
- MCS
- possible undiagnosed learning disability
- No Response

- Memory

- Diabetes

- sleep apnea

- ADD

- Mental Health

- Reading

- chronic diabetes type 1

- ADD

- No Response

- asthma that can be debilitating

- Physical/Cardiac

- MD diagnosed 10 yrs ago

- Epilepsy

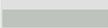
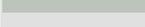
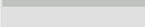
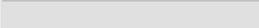
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**Question 14**

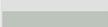
Indicate training you have had from an employer for any of the following disabilities: (please check all that apply)

Visual impairments (e.g. blindness, low vision)		263 (17.52%)
Hearing loss (e.g. deafness, hard of hearing)		265 (17.65%)
Mobility impaired		250 (16.66%)
Amputations		43 (2.86%)
Speech impairments		129 (8.59%)
Developmental disabilities		284 (18.92%)
Learning or memory disabilities		365 (24.32%)
Movement disorders (e.g. Cerebral Palsy)		107 (7.13%)
Emotional disorders (e.g. depression, OCD, Schizophrenia)		371 (24.72%)
ADD/ADHD		326 (21.72%)
General disability training		653 (43.5%)
Other:		93 (6.2%)
N/R		496 (33.04%)

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**Question 15**

Please indicate workshops or other training opportunities you have had for any of the following disabilities: (please check all that apply)

Visual impairments (e.g. blindness, low vision)		265 (17.65%)
Hearing loss (e.g. deafness, hard of hearing)		278 (18.52%)
Mobility impaired		228 (15.19%)
Amputations		38 (2.53%)
Speech impairments		128 (8.53%)
Developmental disabilities		325 (21.65%)

## User Responses

[Close](#)

Indicate training you have had from an employer for any of the following disabilities: (please check all that apply)

- more like sensitivity training
- Legal-ADA and 504
- NA
- no training rec'd from employer
- training was on own through office of differing abilities
- self educated
- No particular training. I do have contact with our Center for Students with Disabilities.
- I have had none.
- no training
- None
- suicide
- none
- no training offered
- none
- none
- Refer to manager
- no training
- none
- Alcohol and other drugs

- None

- What training there was, I initiated

- none.

- No Response

- none

- very general--we have a department we refer student to that have a documentable disability (I work with degree candidates in the continuing ed area of our university)

- None from employer; have taken classes

- AT

- none

- learning styles

- training on legal issues

- None

- NONE

- confidentiality issues

- none

- misc very little of all

- NONE

- none

- none

- none

- LGBT is always available

- diabetes, hypertension, heart disease other medical conditions

- No Response

- No training

- At our university, we refer students with disabilities to our disabilities officer

- none

- Accomodation training for ADA

- none from an employer

- Autism

- None

- NO TRAINING--NONE

- no specific training

- Intro to campus resources. No disability specific training.

- none

- there is a student disabilities center on campus and we send students there for a more specialized help

- none

- Our staff requested it from our supervisor.

- Written material suggesting accomodations

- None

- I have not had training in any of the areas listed or in any other areas.

- None. Employer may provide funds so I can purchase books, memberships, etc. and train myself.

- TBI

- none

- No Response

none

- There were presentations from the Office of Disabilities who would give out information on the services they provided

- ADA Requirements

- substance abuse recovery

- Pamphlet from Affirmative Action Office

- none

- programs on campus

- none

- N/A

- ADA

- none

- None

- None

- No training

- none

- MR

- none

- none

- ADA training

- None

- Disability Services and Programs

- none

- none/no organized training

- 
- ADA issues

- nothing special

- I have just been trained to refer to our Disabilities Services department

- Special Education and disability law

- none

- None, since there is not an area for general comments I will include them here. Most of my issues with disabilities is that I need more information regarding how different disabilities effect student learning and progress.

- Autism

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Learning or memory disabilities		427 (28.45%)
Movement disorders (e.g. Cerebral Palsy)		109 (7.26%)
Emotional disorders (e.g. depression, OCD, Schizophrenia)		436 (29.05%)
ADD/ADHD		426 (28.38%)
General disability training		638 (42.5%)
Other:		85 (5.66%)
N/R		440 (29.31%)

[View Other Text](#)

### Question 16

Have you ever received training on the American's with Disabilities Act (ADA)?

Yes		795 (52.96%)
No		700 (46.64%)
N/R		7 (0.47%)

### Question 17

On average, how many students do you advise each week?

less than 5		205 (13.66%)
5 to 10		227 (15.12%)
10 to 20		354 (23.58%)
20 to 30		279 (18.59%)
more than 30		358 (23.85%)
I do not advise students as part of my duties		76 (5.06%)
N/R		3 (0.2%)

### Question 18

On average, how many of the students that you advise have disabilities?

0 to 10%		902 (60.09%)
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## User Responses

[Close](#)

Please indicate workshops or other training opportunities you have had for any of the following disabilities: (please check all that apply)

- more like sensitivity training

- NA

- autism/Asperger's

- training was set up on own through office of differing abilities

- No Response

- No Response

- N/A

- No particular training. I do have contact with our Center for Students with Disabilities.

- I have had none.

- none

- none

- Disability Services and Programs

- None

- suicide

- none

- no offerings

- no training

- None

- accessibility to internet

- Fragile X; microcephely; severe mental and physical disabilities;

- none

- none

- none

- AT

- ADD

- deaf-blind

- None

- NONE

- learning styles

- none

- none

- none

- studied it in law school

- head trauma

- TBI

- impairments of the elderly

- None of the above

- No Response

- Some of the college courses I took included info on ADA & disabilities

- none

- IDEA 2004

- No Response

- None

- disabil. svcs.-general

- Have attended conferences on college population and depression.

- none

- Intro to campus resources.

- none

- Asperger's Syndrome

- Told to call disability resource center

- wwu vocational rehabilitation

- None

- I have not had training in any of the areas listed or in any other areas.

- none

- ADA legal issues

- MA in Rehab Conseling

- chronic illness, traumatic brain injuries

- none

- Brain Injuries

- none

- No Response

- suicide

- none

- They were informational presentations

- No Response

- college course about students with disabilities for teacher certification in the state of Texas

- ADA issues

- substance abuse recovery

- none

- workshop by disability services

- none

- N/A

- none

- none

- None

- No Training

- none

- none

- None

- None

- None

- ADA training

- autism

- No Response

- I am in a Ph.D program and have researched disabilities for some coursework.

11 to 20%		208 (13.86%)
21 to 30%		37 (2.47%)
31 to 40%		18 (1.2%)
41 to 50%		11 (0.73%)
51 to 60%		9 (0.6%)
61 to 70%		8 (0.53%)
71 to 80%		8 (0.53%)
81 to 90%		4 (0.27%)
91 to 100%		46 (3.06%)
I donât know		221 (14.72%)
N/R		30 (2%)

### Question 19

Do you, as a general rule, refer students with suspected or reported physical and emotional disabilities to your Disabilities Resource Center/Accessibilities Office?

Yes		1271 (84.68%)
No		51 (3.4%)
We donât have this service		50 (3.33%)
I am responsible to provide this service in addition to my advisement duties		118 (7.86%)
N/R		12 (0.8%)

### Question 20

Do you, as a general rule, refer students with suspected or reported emotional disabilities to your counseling center?

Yes		1215 (80.95%)
No		105 (7%)
We donât have this service		108 (7.2%)
I am responsible to provide this service in addition to my advisement duties		68 (4.53%)
N/R		6 (0.4%)

### Question 21

Have you ever been directly involved in providing or arranging for an accommodation(s) for a student with a physical or emotional disability?

Yes		940 (62.62%)
		523

No		(34.84%)
I'm not sure		35 (2.33%)
N/R		4 (0.27%)

### Question 22

If yes, what accommodations have you been involved in providing/procuring?

Extended time on tests		756 (50.37%)
Reduced course load		408 (27.18%)
Scheduling accommodations		538 (35.84%)
Books on tape		309 (20.59%)
Note takers		483 (32.18%)
Readers		312 (20.79%)
Oral exams		315 (20.99%)
Accommodative testing rooms		525 (34.98%)
Copies of professor's notes		261 (17.39%)
Other:		221 (14.72%)
N/R		524 (34.91%)

[View Other Text](#)

### Question 23

What, if any physical barriers have you found that hinder you from serving students with disabilities? (please check all that apply)

Stairs with no ramp		266 (17.72%)
Restrooms not accessible		176 (11.73%)
Inadequate space		428 (28.51%)
No TTY available (telecommunications device for the deaf, hearing impaired)		218 (14.52%)
No sign language interpreter capability		239 (15.92%)

## User Responses

[Close](#)

If yes, what accommodations have you been involved in providing/procuring?

- interpreter
- assistive technology, attendance modification, grad. requirement substitution, etc.
- TUTORS
- transportation
- No Response
- allergy issues (painting, etc.)
- interpreters
- Video tape of class
- Note: our Office of Disability Services provides assistance to students for all these accommodations
- Classroom scheduling
- interpreters
- None
- never have been involved in these types of accommodations
- counseling
- No Response
- referrals to qualified areas
- equipment purchase
- use of computer
- Sign language interpreter

- Scribe

- fm listening device

- requests for waivers of college requirement

- course substitutions

- alternative courses for graduation requirements

- arranging for sign language interpreter

- use of taperecorder

- Tutoring

- course substitutions

- enlarging print

- Alternate materials (Handbook, orientaiton, etc.)

- helping student understand the alternate list of course they must take to fulfill the foreign language requirement

- transportation

- requesting special accommodations

- Medical Referrals

- Counseling referrals

- waiving degree requirements for learning disability (foreign language)

- allow tape recorder in class

- braille, seating arrangements

- Counseling

- couelor for students who are suicidal

- housing, parking,

- none
- interpreting
- written vs computer exams
- diverse equipment
- Interpreters for the deaf, etc.
- wear mic. for hearing impaired student
- alternate seating
- withdrawing for a semester
- less disruptive test setting
- pre-major extension
- interpreters, orientation and mobility training, spell check,
- changing to an accessible classroom; meeting with students in a more accessible location for conferences
- Use of computer for test taking
- Deferred examinations, Retroactive withdrawals/cancellations from courses
- Classroom changes to accommodate disability
- etexts, SL interpreters, Assistive Listening Devices, Braille translations
- No Response
- Signers for students
- mediator between faculty and DSS office
- Articulate Course Substitution
- ASL
- NA
- sign language interpreters, books in braille, e-text books, screen readers, curb cuts, preferential seating

- Walking a student to classes
- Oral Tests
- Building modifications
- assistive technology
- Study skills and exam strategies training
- Getting them enrolled with the proper service on campus to make sure they are getting the help they need
- enlarged materials
- none
- Extended time to complete coursework
- No Response
- ASL
- sign language interpreter
- priority registration
- designing tactile grid for blind student to use on math test
- tape recorders
- Petition for alternative course from Univ. Gen Studies (i.e. Mathematics)
- None as of yet
- petitions to waive requirements;
- Captioning
- microphones in classrooms
- advocacy; electronic texts
- adaptive hardware and software

- deadline extension on assignments

- interpreter, modified attendance, coaching, parking

- ASL interpreter

- Interpreting

- Tutoring a specific discipline such as Accounting or Finance

- reading for assessment testing, arrangement of alternate types of testing

- A variety including assistive technology

- interpretive services

- No Response

- Take home exam

- escorting them, to the disability office

- emotional--outside the classroom--counseling; indirectly, I refer for physical disabilities

- adapted laboratory requirements

- Scribed exams

- Additional, different assignments

- Copies of Student's notes

- math substitutions

- special textbooks

- interpreters

- access/training on adaptive equipment, counseling, evaluation of documentation for service eligibility, mobility training, more...

- No Response

- translators

course substitutions

- accessible student housing
- NA
- late course drop
- Extension of semester
- Psych. counseling
- Lots of referrals when at a previous institution
- No Response
- substitution for math degree requirement
- learning skills
- none, not directly invilved in this part of services
- course substitution
- Adaptive equipment
- coping skills for instructors for students with mental illness
- sign interpreters
- No Response
- liaison with faculty
- NA
- interpreter services
- Sign Language Interpreter
- assisting vision impaired person to become famiar with campus
- testing online/distance
- room changes for mobility access, early registration, basically almost everything you could name!

- asneeded

- interpreters

- Placement for Student teaching

- course substitutions

- referral to DA office

- Referrals to faculty and services

- email course materials to be scanned

- leave of absence/INC grades posted

- software and stylus accomodations instead of computer mouse

- Made exceptions to academic standards to enable students with learning disabilities to arrange for appropriate accommodation

- psych services

- No Response

- moving classes to accessible locations

- Assistive Technology, Adaptive equipment

- N/A

- Tutors

- Closely worked with Disabilities Support Services on several cases at a previous institution

- hotel and dorm room

- No Response

- audio tape lectures

- Adaptive Equipment

- Extended time for assignments too

- Sign Language Interpreter

- No Response

- magnification software for computer screens

- Ability to leave class for short periods

- audio recording equipment. computer program for visual impaired

- general accommodations such as braille handouts, accessibility, & other general supports like front seating for visually challenged or direct line of sight presentations for lip readers...

- Signing

- special instructional equipment (e.g., motorized potter's wheel)

- recommending non-dismissal from the university

- none

- retroactive withdrawal

- Language & Course Substitutions

- taping class

- No Response

- NA

- sign language interpreter

- course substitution

- none

- Rides to classroom

- assignment due date extentions

- Priority Scheduling

- Provided large print materials

- advising in accessible office

- Arrange for access to events, buildings etc.; Sign Lang Interpreters;

- Priority Scheduling, Extension on Assignments, Enlarged Materials, Tape Recorder, Moving Classrooms, Housing, Accessibility, Mobility Issues

- sign language interpreters

- Withdrawal from a course with professor's approval.

- tape recorders

- Sign Language Interpreters

- transportation,

- disabilities coordinator does this

- wheelchair access

- Interpreters

- Interpreter and Typewell

- walking a student to classroom

- No Response

- sign language interpreters

- Access to elevators/ramps

- room and classroom arrangements

- tutors

- Accommodative classroom

- None

- modification of requirements

- calculator, leaving class unannounced

No Response

- Extending time in the course (i.e. discussing an incomplete grade with the professor)

- adjusting speaking pattern for lip reading

- n/a

- Providing an audience of 2 (professor and me) for a student with a disability which involved not being able to speak in front of groups where the professor would not substitute another project for the speech requirement.

- use of asst tech

- No Response

- scribe, assistive technology, electronic text, reduced course load, lab assistant,

- many

- CART-type services

- physical accommodations

- arranged ASL translator services

- Access Services provides the other services. However, for students who are missing class because of a medical or mental health issue, I have done the first e-mail or voice mail to instructors to let them know the student will be away and will contact them upon return. This services this purpose of authenticating the student's efforts to stay in touch and work with professors under an extraordinary circumstance. This also would assist the student if a withdrawal or refund appeal has to be filed for a lost semester.

- guide

- Peer Advisor needs computer/equip @ correct height, other access issues to complete the Peer Advising course & work in the Advising Center.

- cart

- special equipment

- Curriculum modification

- Dependent on documentation

- No Response

- acquisition of braille texts

- 
- Finding resources

- none

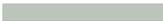
- F-1 visa status maintenance

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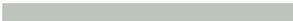
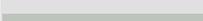
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Lack of personnel		407 (27.12%)
Other:		170 (11.33%)
N/R		548 (36.51%)

[View Other Text](#)

#### Question 24

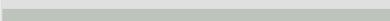
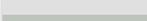
What, if any, training barriers have you found that hinder you from serving students with disabilities? (please check all that apply)

I feel some discomfort working with students with disabilities		108 (7.2%)
Lack of knowledge		735 (48.97%)
Lack of awareness of, or connection to campus resources for students with disabilities		148 (9.86%)
Other:		176 (11.73%)
N/R		514 (34.24%)

[View Other Text](#)

#### Question 25

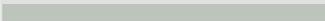
What other barriers have you found that hinder you from serving students with disabilities? (please check all that apply)

No students with disabilities come for advisement, although access and expertise pose no problems		56 (3.73%)
] No students with disabilities come for advisement, although problems could exist if they did		43 (2.86%)
Students, particularly those with non-visible disabilities (emotional, learning, etc.), donât tell me about their disability		976 (65.02%)
Other:		141 (9.39%)
N/R		375 (24.98%)

[View Other Text](#)

#### Question 26

If you advise students with disabilities and believe that you serve them just as well as any other student subgroup, please indicate your âsecret to successâ (please check all that apply)

Genuine empathy		830 (55.3%)
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## User Responses

[Close](#)

What, if any physical barriers have you found that hinder you from serving students with disabilities? (please check all that apply)

- NA
- difficult doors to open
- elevators are not ADA compliant
- campus layout is difficult for students with physical disabilities to navigate
- other access issues; lack of understanding of students with disabilities
- lack of parking
- elevator malfunctions, handicapped parking availability
- Lack of funding for our DRS office
- These are checked in reference to sites abroad, not on campus
- unreliable elevator, office on 3rd floor
- heavy non-automatic door
- Automatic door openers for wheelchair access
- poor or outdated elevators
- College meets minimal requirements
- some ramps on our campus are not located in a convenient place
- none
- difficult navigation to find elevator.
- No disabilities office

- Located on the third floor of a building with no elevator

- lack of time because of other responsibilities

- No elevator access; no close vehicle access to building entrances near elevators

- I am responsible for 3 extension campus locations. The primary campus with services is 100 to 270 miles from these extension campuses.

- issues w/ handicap doors operating slowly

- availability of staff in the disabilities office when I refer

- No Response

- not applicable

- FERPA

- Offices not accessible

- all of the above to varying degrees

- none

- No School Psychologist

- lack of institutional support

- none

- none

- time

- Students expecting people to actually do some of the work that they can actually do.

- our college doesn't seem to attract students with major disabling conditions; we're currently investigating why

- building entry location

- more assistance need; what we have is very good

- our institution is really great with providing accommodations to disabled students

- general lack of dollars for these services

- No physical barriers

- door pulls too heavy; drinking fountain too high; service counters too high

- location of university in downtown, distance between buildings

- do not work directly with students with disabilities, only makes referrals to our disabilities office

- We are not set up to do learning disabilities testing.

- Overall distances and parking, even though we have many reserved spaces, make it difficult for students with mobility problems and/or respiratory or other "invisible" disabilities to negotiate the distances. The campus has always attempted to remove barriers--but size is an issue on all campuses.

- no elevator

- No Response

- Doors that do not have handicapped openers

- elevator too far away

- construction issues

- Cost of testing to meet ADA

- unreliable elevator

- Lack of information about how to help people with unusual disabilities such as major seizures, etc.

- Doors have push buttons - needs to be electric for paraplegics. Doors upstairs to crosswalk between bldgs don't have any handicap buttons to open doors- students have to go back downstairs & around or ask someone to open the door leaving our bldg & open doors for the next building.

- have one major building on campus yet to be renovated

- cultural barriers (feelings of shame) toward acceptance of disabilities

- lack of evaluators

- lack of interpreters available at current rate of pay

- lack of information on part of faculty

- access to buildings and mobility issues on campus

- My supervisor uses my office as her reception area so my students and I have no privacy in my office.

- none

- No Response

- Hilly campus, which is spread over 2000 acres, can be difficult for anyone with physical limitations

- Lack of elevator in building or no elevator access to parts of a building

- doors w/o automatic opener

- none

- lack of funding/sophistication of equipment

- privacy

- No Response

- classroom seating

- more salary!

- only one elevator - no backup when it is under repair

- door openers not available on INSIDE doors

- None

- none

- Shortage of doors that open with a touch of a button.

- Doors without automatic opening functions

- classroom doors too narrow

- unavailability of shuttles, brick sidewalks, auto. door openers not at all doors to buildings

- large campus

- The access to my personal office does not easily enable students using motor carts or electric wheel chairs to enter

and exit without moving chairs.

- No Response

- none

- difficulty dealing with LSDAS, GMAC etc.

- none of the above

- none

- Accessible book formats

- lack of financial resources

- none

- construction

- community lack of awareness and sensitivity

- Lack of students knowing about ADA.

- money

- Have not encountered any problems yet.

- non-auto doors

- lack of equipment

- The disability office keeps names of the students they help confidential, so unless the student tells me outright, I have no idea if I am advising someone with a disability.

- Campus layout in general is difficult to access.

- not knowing that a student has a disability

- diagnostic testing

- none yet

- elevators out of order

Lack of knowledge and training on advising students with disabilities

- I am both "rowing" and "steering" the ship.

- No assistive technology or personnel who knows how to use it

- My small office affords little space for a wheelchair so I meet that student in the outer office, which is not private, so there is no opportunity for much interaction, and student appear reluctant anyway.

- no automatic door opener

- NONE

- Elevator too small to accommodate lg wheelchair

- Lack of on site counselling services

- haven't experienced this

- Disabled student services NOT accomodating

- lack of technology

- lack of elevators and curb cuts

- ramps blocked

- campus and buildings old and not extremely accessible

- lack of equipment / resources

- money

- none

- none

- No Response

- building with no elevator

- Have not experienced any barriers yet

- Elevator buttons too high

None

- None

- None

- Location, we are a satellite campus

- Students must offer the information about learning ability--we can't ask

- n/a

- none

- no automatic door opener for wheelchair disability

- special desks

- No Response

- I no aware of any barriers.

- level: need to get down to level of wheelchair bound student

- \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

- No elevator

- n/a

- I am not aware of any barriers.

- Outdated Elevators broken automatic door openers

- none

- N/A

- ignorance

- Mobility and parking

- proper desks

- None

- lack of training

- none now, we used to have limited space but were able to serve the students even then. we have now moved to a more spacious area.

- furniture

- none

- Automatic doors only at one end of building (not main entrance)

- no mental health counseling

- none

- broken elevators

- instructor attitudes

- No automatic doors on advising center

- None

- The barriers for developmental disabilities are not necessarily physical

- N/A

- Assistive Technology

- Available/closer parking

- not sure

- we have a disability center that does most of the advising

- Our U is pretty much barrier free

- limited resources

- no barriers

Close

## User Responses

[Close](#)

What, if any, training barriers have you found that hinder you from serving students with disabilities? (please check all that apply)

- unaware of any available training
- NA
- Students who choose not to self disclose until after they have encountered a problem
- lack of opportunity
- They need to self-identify
- Training needed for clerical staff on serving students with disabilities
- lack of support
- Not enough training/workshops to help us keep current with (1) ADA law updates (2) how to best refer students who are in denial (3) how to best help students who refuse to use accommodations
- We have 3 separate offices that deal with disability issues
- No barriers
- lack of understanding of what I am allowed to know/ask legally
- DSO demand far outweighs capacity. 2. Student resistance.
- Expectation that ADA requirements will be handled by one office and the rest of campus can just refer to that office
- limited knowledge
- counseling center on campus requires a co-pay, even for students in crisis or students with university health insurance
- I would like to have some workshops or meetings with persons with disabilities to hear what they find are difficulties.
- Lack of time

- college policy

- Admissions sometimes doesn't communicate the importance of disclosing to applying students and therefore we don't discover disabilities until the student has problems. We have an ADA Coordinator who is not well trained and fills the position part time. She doesn't communicate well which she says is due to confidentiality and doesn't understand the importance of good communication.

- Training is not available

- lack of time, money to attend workshops and conferences

- Lack of employer-provided training about different types of disabilities & how to assist people with different types of disabilities;NO ADA training EVER!

- Extreme physical distance from services - See Q 24

- Lack of experience

- As a aprt of TRIO/SSS I recieved training on several occasions.

- No Response

- lack of resources

- I work exclusively with students at a distance. I rarely deal with them in person, and I communicate with them almost exclusively by phone, email and correspondence.

- not applicable

- misunderstanding among faculty

- no privacy

- none

- Inadequater support and awareness from upper echelon

- none

- Lack of resources on campus where I work.

- lack of what's appropriate to ask and what's not

- need more training opportunities

- lack of staff with knowledge

- none

- time

- lack of faculty awareness

- none

- none

- I am the disability support person for academic accommodations

- Often unaware of non-visible disabilities, unless self-reported

- No training barriers. I am very comfortable working with disabled students.

- none

- student motivation to be helped

- student who do not disclose information about his/her disabilities

- Want more training

- need more assistive technology but don't have the financial resources to add much.

- Lack of info about community resources

- I'm not sure that there can ever be enough knowledge. The college does very well at providing in-service training and I've sought additional training myself, but I still feel the need for more.

- No Response

- need updated information

- None

- Students are not always willing to acknowledge their disability or they managed through high school and can't believe they could have difficulty with college, so they are unwilling to seek help.

- we have had a few students w/ homicidal thoughts and/or plans. These needed to be mediated through the police, which really affects trust when you really want to praise the student for having the courage to share and not act on these. The police have very little understanding of how disability medication can be affected by slight weight changes and knowing when someone wants help rather than to do harm.

- disabilities are so varied and often multiple per student - feelings of inadequacy are common; even among those of us who are (were) trained as part of our master's degree training

- I have found it difficult to find a solution for a student with major seizure disorder. Finding a solution that works for all students in the class and the student with the disability was impossible.
- I direct students to the Student Disability office on campus, but I do not know all their services & opportunities.
- serving students with disabilities is a rather novel in the country
- vvery comfortable with them
- Just a general feeling that I can't do enough to assist them.
- I could use more training; however, we had disability support services under the umbrella of our counseling office. The director meets with the student either before or after the academic counselor meets with the student. So, I do work with students that have disabilities. The director provides the accomodation and keeps their medical documentation, etc.
- Employer does not provide training for staff,m other than the most rudimentary--in order to comply with the minimum requiriements of the law.
- Advisors on our campus are not automatically made aware of students with hidden disabilities.
- NOne
- Support staff on campus hs been good when necessary
- none
- Refer to DRC
- Lack of services
- Work at an off campus site!
- Difficulty in knowing when a student has an emotional or other subtle disorder/diability.
- none
- lack of staff
- I am uncomfortable when I cannot understand their speech patterns.
- some technology issues
- need training

Lack of diagnosis and support personnel

- confidentiality req's often prevent us from knowing when a student has a mental or emotional disability

- none

- I'm a Rehab.Counselor

- minimal interest by faculty to participate in training

- Lack of training ay my institution in general

- Lack of training sessions workshops

- none

- Unaware that student has disability.

- No Response

- none

- not enough time for traing in assistive technology

- lack of training opportunities with faculty & staff

- none

- Lack of training...

- none

- Lack of university resources

- Worked to educate self

- Training in identifying disabilities

- Lack of knowledge of available technologies and how to use them.

- protocols require referral to disability services staff

- none

- NA

- No Response

- I am DSS Co-ord

- We recently graduated a blind student. Our problem was dealing with the technology. Publishers didn't always have their books readable to visually handicapped students.

- Currently we have an ADA Policy Committee. However we do not currently have an office and/or full-time staff member that is an ADA Specialist.

- available time for training

- none

- I have never been trained. I read up on this sort of information. I have an undisclosed disability myself.

- no training for interpreting diagnostic tests

- I have 7 years exp in special ed, so I had a greater comfort level than this job would provide me with when I entered the field 5 years ago. Former school social worker

- would be helpful to be alerted to the types & numbers of disabilities currently being seen on campus; also would be helpful to have some recommendations on improvements/enhancements to services & materials to help support students with disabilities

- NA

- None

- none

- No Response

- Resistance of students to accepting/seeking out assistance

- we refer but without recent diagnosis by psychologist no accomodations available

- I send them to the Dean of Students where there is an expert at dealing with them and their problems

- new to my position (2 months)

- technology~ out of date as fast as I buy it. funding for technology,time constraints for books on tape,

- If I leave for training who will provide accommodative service for students? If I stay here, my schedule is already loaded to the max. ;)

- Lack of training for faculty members

- Working with faculty who have no training is an occasional barrier to helping students.

- more training is needed

- Privacy laws mean I may not know if a student I am advising has a disability

- Lack of experience

- None

- lack of time

- Uncertainty about how to approach the subject of disability if students don't self-disclose

- I feel some discomfort working with students with certain disabilities.

- bad supervisors who don't care about their job

- lack of financial resources

- faculty have a lack of understanding re: ADA accommodations

- none

- lack of time

- Lack of concern for disabilities issues at higher administrative levels

- lack of time

- None

- physical: office not accessible

- No Response

- n/a

- lack of resources

- Lack of consistency

- No Response

- None

- Lack of offerings for training

- I don't feel that training will hinder me.

- lack of time

- none apply

- Knowledge of services to provide for distance students

- I cannot use sign language with deaf students and personnel who visit the consulting office where I work. I must write and pass notes back and forth to communicate with them.

- other people's lack of experience or comfort

- No Designated Disability Services Office

- none of these

- TIME

- accurate diagnosis

- Do not have training barriers

- No Response

- Only one staff person in the Disability Services Office, so he is overwhelmed

- trying not to help "too much"--doing for them what they can do for themselves

- not knowing a student has a disability until the student is in my office

- none

- we have zero training

- None

- lack of resources

- attitude of administration

- Lack of knowing learning disability diagnoses

- none

- None

- It is difficult to find adequate training/trainers for developmental disabilities

- N/A

- We have adequate training

- we have a resource outside our office that specializes

- no barriers

- time for ongoing training

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## User Responses

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What other barriers have you found that hinder you from serving students with disabilities? (please check all that apply)

- Working with faculty with little awareness of disabilities.
- insensitivity by many faculty, attitude of "entitlement" by some SWD, lack of academic and personal preparedness on part of SWD, parents of SWD who think they can/should continue their same role as when child was in K-12 under I.D.E.A., inadequate documentation, students' lack of knowledge of their disabilities
- None that I know of.
- parents
- none
- students don't want to be labeled as having a disability
- some students are reluctant to disclose
- my lack of experience/knowledge; ignorance/biases of other faculty, staff and students
- new to the position and lack of knowledge
- I have not experienced a lot of these circumstances
- none
- office inaccessible to wheelchairs
- Unable to identify or be aware of students that have disabilities. Also, once students are identified, lack of resources on our campus.
- Students, who tell me they have a disability, sometimes tell me they don't want special treatment or accommodations. They say they want to try to be "regular" students now that they're in college.
- When students do disclose they are sometimes resistant to using services for students with disabilities, even when their profile indicates they need these services. Many students want to try to be independent. This oftentimes leads to academic difficulty issues for the students. When students find themselves in academic difficulty, many feel that disability services will "save them" from failing.
- appropriate accommodations

- students who are not forthcoming about their disability; students who claim a disability to avoid taking a foreign language or mathematics requirements.

- I deal mainly with emotional and mental disorders. Can be difficult to communicate with, esp. when off meds.

- none

- Many students are unaware of a disability until after they have struggled in courses and been referred to disability services

- none

- Lack of resources for testing/diagnosis

- lack of time

- the emotional aspects of the disability itself keeps students from accessing help

- No Response

- Learning appropriate/legal questions to ask to detect disabilities

- time and options to arrange accommodations due to lock step curriculum

- Lack of time to be thorough and pro-active

- We have a specialist

- Lack of instructor knowledge of instructional techniques to assist persons with disabilities

- Sometimes students tell about unseen disability but I don't know how to deal with other than send them away to another campus resource.

- Counseling and disability services are inadequately staffed .

- campus resources just geared towards test accommodations

- sites abroad do not have the same guidelines

- limited trained personnel on campus (signers, etc.)

- cultural

- I cannot know if a person has a non-visible disability unless s/he tells me. I try to be aware of disabled students' needs, but suspect that I miss a lot because I have no systematic training for recognizing disabilities and

recommending/providing appropriate accommodations.

- No Response
- Uneducated faculty/staff
- I am only advised about students who have disabilities in my role as an instructor, not in my role as their advisor.
- perceived stigma of DSS
- Advisors are not always notified that students have non-visible disabilities.
- The disabilities coordinator pretty much takes care of all the disability students, even mine.
- No barriers here. We work well with all students
- Lack of available personnel to assist in serving students with disabilities
- None
- Students with psychiatric disabilities and head injuries can be very difficult for advising staff to deal with because advisors sometimes feel unsafe and abused.
- parents don't believe student has any disabilities, high school pushed student through with no official testing or accommodation
- lack of resources to help them/refer them to
- dependency on other offices
- Goal is to give each student enough time and comfort zone to communicate.
- personnel, facilities
- students resistance to apply for accommodations
- student with disabilities wait for accommodations until they have experienced academic trouble
- would like more training on signs to look for re emotional/mental disability
- NA
- none
- Students come to advisement but I refer them to DRC

- I feel the services offered by our disabilities services to be inadequate. IF disabilities are suspected, they do not provide testing and evaluation on campus. If they are present they are so backlogged the student is thru with class by the time their text is audio taped etc.
- Most advising done by phone or email so often difficult to engage in discussion re disability.
- Lack of administrative response to concerns
- a lot do come for advising, but some students with significant disabilities do not.
- No budget for my department. Hard to plan for the future or be proactive in meeting student needs.
- we serve all students but have separate special needs advisors---we refer to them
- I work exclusively with students at a distance. I rarely deal with them in person, and I communicate with them almost exclusively by phone, email and correspondence.
- students, esp. internationals, reluctant to seek help
- students go to specialist in the area
- Extreme physical distance from services - See Q 24
- I need to understand learning disabilities more and how they affect placement test results
- none
- insufficient staff
- students who self-identify often don't access accommodations
- Students with disabilities sometimes do not want to be on record with the Office of Disability Services
- none
- Faculty need to continually be educated on what is an appropriate accommodation is and what might work best for one particular student.
- No formal training
- Lack of time
- not all students follow through with suggestions to get assistance. They fear the "stigma" of a learning disability
- Few students with physical disabilities enroll here; of those who do, most leave fairly quickly because of the difficulty in navigating the campus

- Students with non-visible disabilities must self-disclose
- lack of adequate funds and personnel
- it is tricky to suggest using the resources when the student does not directly disclose.
- no students with visible disabilities come in for advisement
- Coordinating w/ all the parts of a large campus w/out disclosure, but asking for resources.
- Some don't acknowledge that their disability is necessarily a disadvantage, just an inconvenience.
- Could have a stronger connection between DSS office and Counseling & Advising
- Often students with learning disabilities feel they have "outgrown" their disability and don't want to participate in accommodations at the college level. Therefore, it is sometimes difficult to convince a recent HS graduate to talk to our Disability Services coordinator "just to see" what she (we) can provide in terms of support. I think there is such a stigma (still) associated with learning disabilities that many students want to will their disability away and feel that community college may be the only place where they can really start fresh.
- Current documentation to be able to provide services
- I am not aware of other barriers.
- Little follow through from disability program
- A clearly defined university policy
- Distance/off campus
- all disability services accommodations must be referred to one unit - due to privacy issues, it is rare to be made aware of barriers unless we are actively alert to subtle issues or student volunteers info.
- none
- students with disabilities who share the information openly wait until there is an academic problem before they use all services available instead of being more proactive and self advocating earlier. It is difficult for the students as they then have to spend more time rectifying a problem that did not necessarily have to come up.
- We have a great disability services department that takes care of many students' needs, and I'm still learning how to identify non-visible disabilities
- No barriers
- DSO not cooperative
- knowledge of appropriate accommodations

- I'm not aware of any barriers.

- NA

- None

- other areas of the campus advise these students and not always correctly

- No other barriers

- No Response

- No personal barriers

- Students don't tell me if they are registered with Educational Accessibility Services

- No resource person credentialed in Learning Disabilities

- Lack of faculty knowledge

- Our college has a space, and resource issues (i.e. staff knowledge, and services) that hinder our ability to provide adequately for those with various disabilities.

- not enough resources to help students with disabilities so it's frustrating

- students embarrassed and seek help too late in the semester to be helpful.

- poor campus training on services available from our disability services office

- No time to take refresher classes to improve my signing skills.

- No ongoing training, only online survey, which was not, in any way, training.

- some disclose some don't

- none

- none apply

- our biggest challenge is barriers to physical accessibility

- some choose not to receive accommodations

- None

- Students don't know that what they're experiencing could be identified as a disability
- Students have undiagnosed disabilities
- I get frustrated with students who will not request reasonable accomodation as well as frustrated by students who use their disability to explain failures.
- none
- School will not allow us to even bring up disability student service--unless it is in the context of an entire classroom. This is due to an ultra-conservative interpretation of the law. We are instructed to wait until the student mentions that he or she has a disability. I skirt this institutional requirement, but most of my colleagues do not. Hence, many students who need the service and do not self-identify as having a disability do not get referred. I am "forutnate" in being mildly dislexic and with ADD, and I ALWAYS share this with all of my students right away. This sometimes invites self-disclosure.
- other job duties
- no disability or counseling services on satellite campus
- some students with disabilities have extreme difficulty being successful
- No Response
- None. I developed the first services To Students With A Disability program on our campus. That was in 1983
- no barriers
- lack of administrator/faculty understanding of disability issues
- Multiple files
- students self-identifying too late in the semester
- students need special equipment or accommodations that take a lot of effort on the part of many to set up
- Faculty do not feel they have had adequate training to provide accommodation; lack of equipment
- Some students with disabilities do not want to be helped; they feel ashamed, embarrassed, or they are just angry altogether
- Not an issue See # 24
- the students often do not self-identify. If the disability is not easily detected, I'm not always aware they have a disability.
- The building where I work is not up to code with regard to full access for people who have physical disabilities.

---

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Personal experience with disability		221 (14.72%)
Personal connections to people with disabilities		449 (29.91%)
Training in disability issues and resources		433 (28.85%)
Mentorship or consultation from colleagues with experience in disability issues		380 (25.32%)
Previous professional experience in serving persons with disabilities		424 (28.25%)
Mentorship or consultation from campus services for students with disabilities		429 (28.58%)
Consultation from campus counseling services		452 (30.11%)
Other:		116 (7.73%)
N/R		288 (19.19%)

[View Other Text](#)

### Question 27

Please indicate what supports you need to build your capacities to serve persons with disabilities. (please check all that apply)

No additional supports needed		134 (8.93%)
Training related to serving persons with disabilities		922 (61.43%)
Information about disability services and resources		541 (36.04%)
Access to consultants or mentors		306 (20.39%)
Access to resources to improve the accessibility of your services (e.g., interpreters, building modifications, etc.)		425 (28.31%)
Support from your campus/department administration (e.g., increase budget, personnel, etc.)		465 (30.98%)
Other:		75 (5%)
N/R		111 (7.4%)

[View Other Text](#)

### Question 28

Specific Disability/Disorder Information: Rate your level of comfort when working with students with the following specific disabilities/diagnoses.

#### 28.1 Visual impairments (e.g. blindness, low vision)

## User Responses

[Close](#)

If you advise students with disabilities and believe that you serve them just as well as any other student subgroup, please indicate your âsecret to successâ (please check all that apply)

- Awareness of resources
- Am the Disability Services Director
- I serve as the disability Services coordinator on our campus
- learning signing
- Not treating them differently, especially those with physical disabilities
- I treat all my students as adults, with respect, civility, and let them know that I work in advising because "the student" is my priority.
- I am part of our Counseling Center Staff
- chair of disabilities advisory group for two years
- No Response
- Psychology degree
- Training by way of workshops
- family with problems
- a course in counseling persons w/disabilities was included in my master's program- you asked about college, so I answered that question literally.
- I am the disability suport service provider at this colege
- experience through community service
- I beleive I serve them well, but I have no data to support that belief. I try to treat all students as individuals. I have found that most students are open about their disabilities or concerns so we can accomodate them.
- Confer with disabilities office

- graduate coursework

- I am a certified rehab counselor

- I am a nurse - medical knowledge helps me with this

- Taking time to establish rapport with students

- Just listen and empathize with problems, help resolve their academic issues/problems. Not always a success.

- My own off-the-job reading & other efforts to inform myself.

- Office of Disability Services available on campus

- Give them information "matter-of-factly." Discuss the importance and benefits of registering w/the Disability Office, but ensure that they understand that they are responsible for taking advantage of the services.

- Consultation from Disability Services and Programs

- Interview techniques that allow these students to feel comfortable confiding their academic challenges to me.

- No Response

- AHEAD Professional Organization

- research for publication

- all of the above applies but there should be more.

- provide a ton of encouragement and form a Advisory Board to educate the campus

- Good communication with the disabilities office

- ask how you may best assist

- listening, asking questions

- treated same as any other student;disability or not

- Since I serve our SWD and all other students, there is no stigma to seeing me here and students freely talk about their disability in our advising sessions, of course

- Previous Personal with outside group

- Caring, listening and permitting them to teach me about their needs

- Treat the student professionally without making it seem like a big deal
- I am lesbian and understand what it's like to have a non-visible aspect in my life that has to be revealed in order to receive support, understanding, resources--I understand the "coming out" process and the pain of not being in the "norm", being in a sub-group with certain social and emotional issues
- am a psychotherapist
- County resource center
- Qualifier: I feel I do an adequate job of serving students with disabilities due to the items I checked; however, I do not feel that I serve them as well as they may need to be served by me. When it comes to academic advising, however, students with disabilities get the same information, although it may be presented in a different way than it may be presented to a student with no disability.
- common sense.
- Years of experience working with students in a particular area
- PERSONEL IN OUR DISABILITIES PROGRAM ARE VERY HELPFUL
- I like my students.
- Very close work with the Dean of Students' staff
- experience with numerous friends with disabilities, learning from students themselves
- Honesty. I tell students that I have ADD and a history of depression.
- Please be aware of the fact that my training in disability student services has been from sources other than my employer. In addition, I have had to be really proactive in seeking out service providers, consulting with them, etc., on campus. I have noted that on my campus, Disability Student Services functions as a little fiefdom of information, protected as any well-fortified fiefdom is. This means that information is not shared with faculty and staff. When we want information, we are told that disability student services is a highly specialized field, that it will be easy for faculty and staff "to screw up," and that the first and last thing we should do is refer students there--but only if they self-disclose that they possess a disability.
- Professional and academic training that included theory and practice for all regardless of level of ability
- collegial support and good communication between support systems
- academic research on hearing loss
- my master's degree is in Educational Psychology with a concentration in Rehabilitation Counseling
- the iron hand. I can refuse to let them register if they don't seek help.
- recognizing each student as an individual, requiring individual advising for particular needs and challenges.

- 
- Encouraging them to take charge of their situation and giving them the resources they need to do so.
- When I meet with them I ask them if there are any disabilities that might influence their ability to succeed in college.
- By not assuming that they cannot achieve their academic goals because they have a disability.
- considerable independent study
- supportive supervisors; central office for students with disabilities
- Disability Services is part of my area of responsibility
- Although I checked some of the above, I still feel that I would benefit from more training in working with students with disabilities.
- Never "just as well"
- Office of Students With Disability
- disability is my target population
- married to a speech-language pathologist and family quite involved in National Federation for the Blind
- SOME students with disabilities I serve just as well,
- Awareness of campus support to students and a reputation of open communication with the ability to help.
- Previously employed in the Students with disabilities office
- A supportive administration that is willing to listen and give authority to those assigning accommodations for disabled students.
- Availability of campus resources
- willing to learn about individual needs; respect for individual abilities
- they are not served as well as others
- the most significant factor is my previous career as a school social worker who sat on special ed assessment teams for 7 years. I am actually appalled at how little my advising colleagues know about disability issues, especially mental health and LD issues.
- we see each student as an individual with their own unique challenges
- NA
-

- I simply acknowledge and accommodate the disability (if necessary), but I do not focus on the disability, I focus on the academic and other needs of the student. These students are foremost students, then they are students with disabilities.

- Following up on their use or nonuse of the disability services; intrusive contact for tutoring assistance as needed.

- I don't think I have enough information and training to serve students with disabilities as well as I serve other student subgroups.

- Treat them the same way as you treat other students; Regularly assess the quality of your service

- ability to refer

- Consultation system within the Advising Department

- I care and being from another country knowing that one gets treated differently.

- priority registration, access to documentation, campus collaboration

- Students with disabilities usually seek academic advisement from our disabilities office so I never usually see them.

- tools to assist students

- I place a lot of effort in serving the students academic needs with a disability or not - If I need to find additional resources I will but I will not treat them differently when advising - I will do the best I can for them and even go the additional mile to accomodate their requests

- No Response

- treat them "equally" except for physical considerations

- Worked in a rehabilitation center just out of college--am comfortable with disabilities such as hearing and mobility

- our students already documented their disability before they arrived

- Joint advisement between academic advising office and disability services

- patience/consideration/empathy

- I have done scholarly research on disabilities, and teach disability studies

- the matter of fact manner in which I address the disability - not treating them as if they are "special"

- open discussion with students with disabilities

- age

- Graduate courses in abnormal and clinical psychology

- CRC

- I have a chronic illness and may understand some of the difficulties they encounter.

- I always work from a perspective of "ability" rather than "disability".

- I do not believe I do as well

- No Response

- I am a licensed social worker

- Knowledge of referral procedures

- No Response

- Help from faculty members

- workshops/training

- This is my entire population; I treat them no differently than any other student on campus.

- A strong personal and professional interest in developmental disability issues concerning access

- Reading work by persons with disabilities about frustrations and barriers

- I am on committees where counseling services is also represented

- personal research

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## User Responses

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Please indicate what supports you need to build your capacities to serve persons with disabilities. (please check all that apply)

- I could always use more training.
- Many students don't "trust" advisors with "invisible" disabilities, including depression.
- Just an ongoing awareness
- The DSS office needs a complete overhaul
- making sure I am aware of students w/ disabilities (re: #25). Otherwise I feel well supported and prepared.
- Rigid 30 min appointments in Advising Center do not permit adequate time to address holistic needs of students.
- access to resources to improve academic success
- My institution has a well-developed Disability Center. It might be nice to have some training in referring students who wish not to acknowledge learning difficulties.
- establishing a disabilities office
- Better funding for DS related service units.
- assistant
- Invitation to trainings
- more training on specific disabilities
- better turnaround time on testing disabilities and getting students into the system
- more experience
- budget (maybe grant money to support increase numbers of students w/ same budget and staff)
- Faculty support
- The Counseling department has a great relationship with the office of Disability Services. However, as the Director of

Counseling, I am always searching for new training/information sessions for my staff regarding this area.

- more career choice knowledge.

- Continuing professional development opportunities to stay current

- Greater information flow from disability support office to academic units

- clearly stated institutional policies/procedures re: collection of disability data, documentation of disabilities and when it is appropriate for advisors to make referrals to other personnel

- Better contact from disability office

- Faculty understanding that a student can be extremely bright and still have a learning disability.

- A more open sharing of information on student disabilities.

- more awareness and training for other faculty and staff who may not have any awareness or knowledge of students who learn differently

- Updated information regarding disability services and resources.

- technology training

- I.D. of students in need

- Updates about resources, services and methods are always welcome

- General disability training of colleagues.

- increased awareness amongst students and their families re: disabilities

- More accessible buildings

- more staff

- A better connection/relationship with disabilities coordinator. She doesn't make it easy to work with her.

- I just see so few students with visible disabilities and the ones I do see usually know where they need to go to get help and never complain that they are having problems being accommodated.

- more assistive technology resources

- Open attitude of faculty

- Quicker thus more counselors available at Counseling Center for Emotional disorders

- time to learn

- Knowledge about LDS

- Support Services change from year to year. Constant updating of services and contacts is critical.

- Ongoing training and networking with other persons serving students with disabilities to help increase knowledge of technologies, instructional techniques, training for faculty and more.

- Being told what disability a student has

- support from state for adaptive technology

- university top down awareness and mission to serve all students

- notification of a student's disability would increase my ability to support students' needs

- we need our own space for testing

- access to current information about resources, and information from the student

- NA

- More personnel in the Learning Plus office

- knowledge of their disability

- Access to referrals for low-cost testing/diagnosis

- Cooperation from faculty; Would like to have a Learning Resource Lab on campus that could contain equipment/software to assist LD students. Note: I ONLY work with students who have learning disabilities - another office works with students who have physical/psychological disabilities.

- Faculty better understanding the needs and able/willing to help identify student needs and to help the student get to the services they need, especially for learning disabilities....little faculty sympathy with learning disabilities, instead they are convinced students are lazy or not trying hard enough, etc., etc.. So, I'd need an entire change of society's perceptions of learning disabilities....probably beyond the realm of possibilities within just one institution!!

- serving a population of students with disabilities

- good supervisor who cares for their work and doesn't discriminate

- disability services on our campus no longer provides advising. This makes no sense to me.

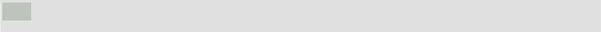
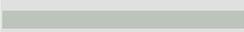
- faculty training

- continue with processes in place
- specific campus wide efforts to further knowledge of disabilities
- Right now the Academic Advisors here on campus do not have a good network set up - The faculty has carried most of the advisor/advisee responsibilities on campus - We as professional advising staff are still frowned upon
- Need to understand legal requirements, etc., within the academic environment.
- better office arrangements, which may never happen because of lack of space
- regular education on current issues.
- regular evaluations of our services
- on-going training
- need updated training
- Training for all advisors in this area
- I would like to learn sign language.
- disability services and counseling personnel on campus
- No Response
- mandatory faculty training
- We have the supports in place here at the U of Minnesota
- we have an office that specializes to which we refer students with disabilities or suspected disabilities

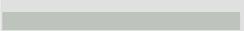
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Not comfortable		68 (4.53%)
Somewhat comfortable		269 (17.92%)
Moderately comfortable		603 (40.17%)
Very comfortable		535 (35.64%)
N/R		26 (1.73%)

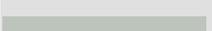
### 28.2 Hearing loss (e.g. deafness, hard of hearing)

Not comfortable		104 (6.93%)
Somewhat comfortable		349 (23.25%)
Moderately comfortable		593 (39.51%)
Very comfortable		431 (28.71%)
N/R		24 (1.6%)

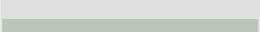
### 28.3 Mobility impaired

Not comfortable		31 (2.07%)
Somewhat comfortable		162 (10.79%)
Moderately comfortable		534 (35.58%)
Very comfortable		751 (50.03%)
N/R		23 (1.53%)

### 28.4 Amputations

Not comfortable		44 (2.93%)
Somewhat comfortable		230 (15.32%)
Moderately comfortable		510 (33.98%)
Very comfortable		674 (44.9%)
N/R		43 (2.86%)

### 28.5 Speech impairments

Not comfortable		55 (3.66%)
Somewhat comfortable		336 (22.39%)
Moderately comfortable		638 (42.5%)

Very comfortable		447 (29.78%)
N/R		25 (1.67%)
<b>28.6 Developmental disabilities</b>		
Not comfortable		78 (5.2%)
Somewhat comfortable		355 (23.65%)
Moderately comfortable		582 (38.77%)
Very comfortable		451 (30.05%)
N/R		35 (2.33%)
<b>28.7 Learning or memory disabilities</b>		
Not comfortable		56 (3.73%)
Somewhat comfortable		256 (17.06%)
Moderately comfortable		569 (37.91%)
Very comfortable		596 (39.71%)
N/R		24 (1.6%)
<b>28.8 Movement disorders (e.g. Cerebral Palsy)</b>		
Not comfortable		84 (5.6%)
Somewhat comfortable		353 (23.52%)
Moderately comfortable		580 (38.64%)
Very comfortable		453 (30.18%)
N/R		31 (2.07%)
<b>28.9 Emotional disorders (e.g. depression, OCD, Schizophrenia)</b>		
Not comfortable		115 (7.66%)
Somewhat comfortable		343 (22.85%)
Moderately comfortable		560 (37.31%)
Very comfortable		463 (30.85%)
N/R		20 (1.33%)
<b>28.10 ADD/ADHD</b>		
Not comfortable		44 (2.93%)

Somewhat comfortable		190 (12.66%)
Moderately comfortable		582 (38.77%)
Very comfortable		654 (43.57%)
N/R		31 (2.07%)

**Question 29**

Have you ever had a student confide in you thoughts about suicide?

Yes		720 (47.97%)
No		769 (51.23%)
N/R		12 (0.8%)

**Question 30**

Have you ever had a student confide in you thoughts about or experience with self-destructive behavior? (e.g. cutting, burning, self-strangulation)

Yes		550 (36.64%)
No		941 (62.69%)
N/R		10 (0.67%)

**Question 31**

Have you ever felt threatened by a student?

Yes		635 (42.31%)
No		857 (57.1%)
N/R		9 (0.6%)

**Question 32**

If you have been threatened by a student, did the threat have anything to do with an emotional disorder?

Yes		301 (20.05%)
No		357 (23.78%)
I don't know		310 (20.65%)

543

N/R

(36.18%)

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- End of Survey -

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