



Guidelines for Disability Diversity

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May 19, 2009



What is disability?

- Interaction between physiological characteristics (the body) and the attitudinal (psychosocial) and the physical environment

What is disability: Negative *attitudes* and *disabling* environments



What is disability: Positive *attitudes* and *enabling* environments



Diversity in higher education: How many students with disabilities?



- Eleven percent of undergraduates reported having a disability in 2003–04.
- Among students reporting a disability,
 - one-fourth reported an orthopedic condition,
 - 22 percent reported a mental illness or depression, and
 - 17 percent reported a health impairment.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2006). *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003–04* (NCES 2006-184).
5/18/2009

Diversity in higher education: How many students with disabilities? (continued)



- Women and men differed somewhat in the types of disabilities they reported.
 - Women were more likely than men to report mental illness/depression and health impairments,
 - Men were more likely to report attention deficit disorders.
 - Independent students were more likely than dependent students to report any disabilities (14 vs. 9 percent)

Dependency refers to financial dependency on parents.

<http://nces.ed.gov/pubs99/1999187.pdf>

Diversity in higher education: How many students with disabilities?



- Disability was more prevalent among certain racial and ethnic groups:
 - White: 11.7 percent
 - Black: 10.7
 - Hispanic: 10.9
 - Asian: 7.1
 - American Indian: 14.6
 - Pacific Islander: 9.1
 - Multiple races: 14.8

Diversity, disability and higher education: Law and its points of entry into the University

- Office of Affirmative Action, Diversity and Inclusion
 - University equal opportunity and affirmative action programs and complaint/grievance procedures (Section 504 and ADA)
- Disability Resource Center
 - Direct services to students and instructional faculty
 - Two types of accommodations
 - Academic adjustments
 - Auxiliary aids and services



Disability in higher education: Disability law and its presence at the University of Pittsburgh



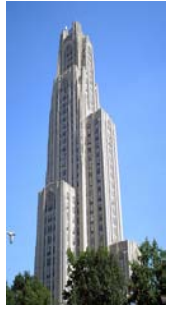
- University equal opportunity and affirmative action programs and complaint/grievance procedures
 - ***The Office of Affirmative Action, Diversity, and Inclusion*** , Carol W. Mohamed, Director (and Title IX, 504 and ADA Coordinator), 412 Bellefield Hall, 315 S. Bellefield Avenue; University of Pittsburgh, Pittsburgh, PA 15260 (Tel. 412 648-7860)

Disability in higher education: Disability law and its presence at the University of Pittsburgh



- The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973
 - prohibit discrimination on the basis of disability
 - require the University to make reasonable accommodations for those otherwise qualified individuals with a disability who request accommodations.
 - reasonable academic accommodation is a modification or adjustment that allows an individual to gain equal access and have equal opportunity to participate in the University's courses, services, activities and use of the facilities.
 - The University is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of any essential elements or functions of a program.

Disability in higher education: Disability law and its presence at the University of Pittsburgh



Disability Resources and Services

216 William Pitt Union

412-648-7890, 383-7355 TTY

www.drs.pitt.edu/



Pitt Student

Adaptive
Technology



Exam
Accommodations



Adaptive
Technology

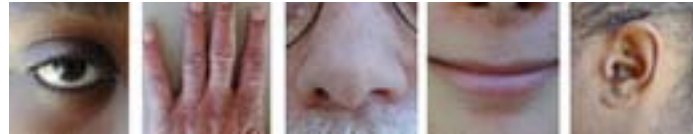


Sign Language
Interpretation



Pitt Student

Diversity in higher education: Pedagogy and universal design



- **Universal Design for Learning** calls for ...
- *Multiple means of representation*, to give learners various ways of acquiring information and knowledge,
- *Multiple means of expression*, to provide learners alternatives for demonstrating what they know,
- *Multiple means of engagement*, to tap into learners' interests, offer appropriate challenges, and increase motivation

<http://www.cast.org/publications/bycast/index.html>

Diversity in higher education: Pedagogy and universal design



- Universal Design for Learning (UDL) is included in the recent Higher Education Opportunity Act of 2008. Signed into law by the president, UDL is defined as a scientifically valid framework for guiding educational practice that —
 - A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

Diversity in higher education: Pedagogy and universal design



- B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students with limited proficiency in English.

Disability, diversity and higher education: How can we nurture students with disabilities?

Example #1

- **Description:** Jimmy cannot hear the lecture
- **Explanation:** Jimmy is heard of hearing
- **Legitimacy:** Jimmy is disabled and qualifies for disabled student services and accommodations-

Example #2

- **Description:** Jimmy cannot hear the lecture
- **Explanation:** Lecture hall acoustics are not good
- **Legitimacy:** All students are disabled and responses need to consider all (e.g., C-Print, lectures posted on-line).

Disability, diversity and higher education: Role models (research)



Scientist and Researcher with a disability: Stephen Hawking

Disability diversity in higher education: Role models (medicine)



Michael Ain, M.D.
Orthopedic Surgeon
Johns Hopkins University

Disability, diversity and higher education: Role models (medicine)

Margaret Steinman, M.D.

- Associate Professor, Rehabilitation Medicine
- Senior Fellow Institute on Aging
- Associate Scholar Clinical Epidemiology and Biostatistics University of Pennsylvania in Philadelphia



Disability, diversity in higher education: Role models (Engineering)



Rory Cooper, Ph.D. Rehabilitation Engineer

- FISA & PVA Chair & Distinguished Professor, School of Health and Rehabilitation Sciences, University of Pittsburgh
- VA Career Scientist & Director Human Engineering Research Laboratories
- Co-Director National Science Foundation Engineering Research Center on Quality of Life Technology

Disability Diversity in higher education: Students



Disability, diversity and higher education: Faculty role models



- Mentor
 - Identify needs and support the student in meeting needs
- Advocate
 - Support the development of positive attitudes , well-designed curricula and accessibility in buildings, transportation, computers and the internet and other Information and Communications Technology
 - Explain disability as diversity to clinical supervisors, including the availability of accommodations such as assistive technology at Disability Resource Services

Disability, diversity and higher education: Poll your school

- Students, faculty and staff with disabilities
 - participation
 - attitudes
- Support for faculty serving as teachers, mentors and advocates
- Accessibility
 - computer stations
 - computer programs (speech output for blind people)
 - assistive listening devices in classrooms
 - adjustable lecterns
 - accessible facilities (bathrooms et al)

Disability, diversity in higher education: Guidelines of inclusion and collaboration

- In an era of inclusion and collaboration, the education of students with disabilities is "everybody's business."

