

Services for Students with Disabilities at U of I

Kim Collins, Ph.D.
Clinical Psychologist
Assistant Director

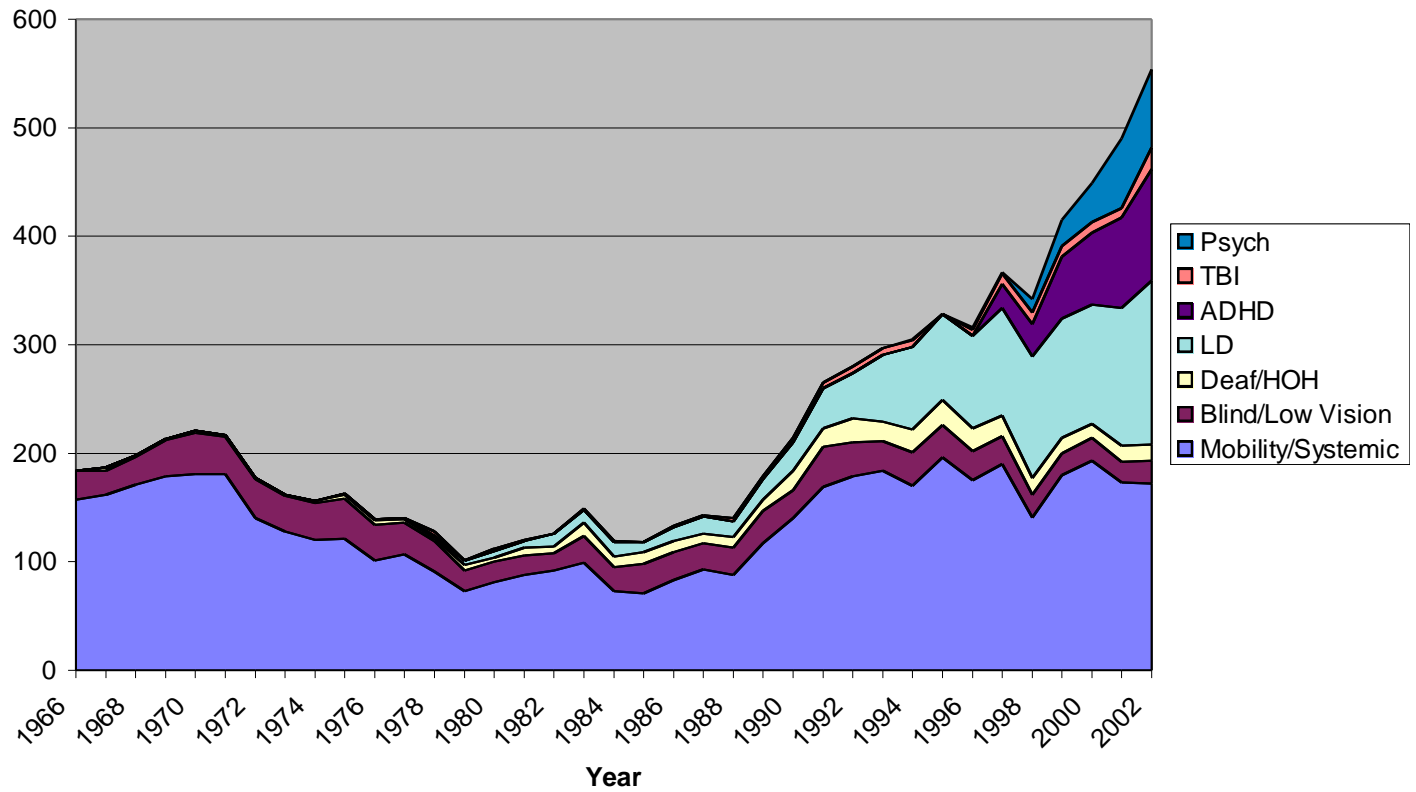
Disability Resources and Educational Services (DRES)

- Function of the agency: To provide academic adjustments, services, and supports to U of I students with disabilities.
- To maintain confidential documentation and determine reasonable accommodations for disability.

Types of Disabilities DRES Serves

- Physical, Mobility
- Chronic medical conditions
- Learning disabilities
- Psychological (Depression, Anxiety, Bipolar)
- Acquired Brain Injury
- ADHD (Inattentive and Combined Subtype)
- Low Vision / Blindness
- Deaf / Hard of Hearing
- Speech

Students Registered with DRES by Disability Type (1966-2001) Data Series 1



2008-2009 DRES Statistics

- Physical / Mobility = 171
- Systemic / Medical = 64
- Learning Disabilities = 199
- ADHD = 368
- Acquired Brain Injury = 24
- Psychological = 169
- Deaf / HOH = 21
- Low Vision / Blindness = 27
- Speech = 4

Post-secondary Legal Requirements

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
 - “A ‘person with a disability’ is anyone with a physical or mental impairment that substantially limits one or more major life activity [including] learning”
 - A mental impairment is any mental or psychological disorder, including major depression, bipolar disorder, anxiety disorders, psychotic disorders, and specific learning disorders

Disorder vs. Disability

- Many students experience psychological distress or have a psychological disorder (such as Major Depression or Panic Disorder), but do not have a psychiatric disability because the condition does not result in a substantial limitation to a major life activity. The disorder must also meet severity and duration criteria as determined by a medical provider.

“Mitigating Measures”

- If a “mitigating measure” such as medication does resolve the functional limitations, then a disability does not exist under the ADA and accommodations are no longer available.
- However, keep in mind that medications do not always manage all symptoms; therefore, accommodations are still necessary to address functional limitations.

Post-Secondary Student's Rights

- Equal access to courses, programs, services, activities and facilities
- Equal opportunity to learn
- Access to reasonable accommodations, academic adjustments and auxiliary aids
- Appropriate confidentiality

Post-Secondary Student's Responsibilities

- Meet qualifications
- Maintain essential institutional standards
- Disclose the fact that he/she has a disability
- Provide necessary documentation
- Request reasonable accommodations utilizing published UIUC procedures

Accommodation Denial Criteria

■ Undue Hardship

- Fiscal hardship - consider overall size of the institution's budget to determine
- Administrative hardship - a resource is not available even after a good faith attempt to secure it

■ Direct Threat

- Disability has been observed to pose a substantial risk of danger to individual or others

■ Substantial or fundamental alteration of the content or methodology of a course or curriculum

The Institution May Not.....

- Deny a qualified person the opportunity to participate in or benefit from a program or service
- Provide an opportunity or benefit that is not equal
- Provide different or segregated benefits or access unless such action is necessary and it is as effective as that offered the nondisabled
- Make preadmission inquiries

The Institution May Not.....

- Have a policy of “we never make exceptions”
- Deny accommodations solely on the basis of tradition, convention or consensus
- Rely solely upon admission criteria which have been shown to be discriminatory towards persons with disabilities (standardized exams are an example)
- Charge a fee only to students with disabilities for academic adjustments, accommodations, or auxiliary aids and services

Academic Disability Services

- Priority registration

- Academic accommodations
- Environmental access
- Testing with accommodations
- Conversion of text to alternative formats
- Assistive technology
- Interpreters and captioning
- Career services
- Coaching
- Individual/group therapy

Non-academic Disability Services

- Transportation services
- Physical therapy
- Campus orientation
- Housing access (including Beckwith Hall)
- Sports, recreation, and exercise programs
- Campus life activities

Service Outcomes

■ Beckwith Hall

- 151 students resided there since 1981
- 87% earned Illinois degrees
- 33 students from 1994-2003, 64% obtained professional employment and 27% went on to graduate school.

Service Outcomes (continued)

- Neuropsychological testing outcomes
 - 700 students evaluated, over 6 years, 520 were diagnosed
 - Mean GPA increase from 2.65 pre to 3.14, 3.19, and 3.33 prior
 - 97% graduation rate

Other Studies

- Hendricks, Schiro-Geist, & Broadbent, 1997. National studies show a 15% greater annual income for those without disabilities. However, the above study found no significant difference between Illinois graduates with disabilities and their peers.
- In a 2006 study of Illinois alumni with spinal cord injuries, 92% reported that they had been employed during the previous 5 year period.
- Also, Illinois students with disabilities graduate at the same rate as their campus peers (78%).

Points to Remember:

- **Many Disabilities are Non-Visible**
- **Use “People First” Language**
- **Two individuals with the same disability, typically have different needs**

For More Information

- www.disability.uiuc.edu or 333-4603