



## Advising Students with Disabilities Community

**Description:** Members in this group seek to raise awareness of the legal and ethical responsibilities of institutions of higher education for the students with disabilities who attend institutions of higher education. It serves as a resource by providing models for administrators, faculty, and staff whose primary responsibility is providing advising services for students with disabilities. The community seeks to establish standards of good practice in such areas as protection of privacy, documentation of disability, and determination of reasonable accommodation.

**Chair:** Robert Detwiler, Defiance College Registrar  
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### Resources:

Association on Higher Education and Disability (AHEAD):  
<https://www.ahead.org>

Hemphill, L. L. (2002). Advising students with disabilities. *NACADA Clearinghouse*. Retrieved from  
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Students-with-Disabilities.aspx>.

Journal of Postsecondary Education and Disability (JPED):  
<https://www.ahead.org/professional-resources/publications/jped>

Vance, M. L. & Bridges, L. (2009). *Advising students with disabilities: Striving for universal success* (2<sup>nd</sup> ed.). Manhattan, KS: NACADA.

### Considerations for working effectively with students with disabilities:

- Each student's situation is unique. Some students are quite open with disclosing their disability to you and their accommodations, and some will not want to talk about their situation. It is the student's choice whether they want to disclose their situation to you or not.
- Know a little bit about your Office of Accessibility/Disabilities Services. Where are they located? What are their hours? How do they accept paperwork to determine accommodations?
- Remember the difference between accommodations in high school and college. In high school, accommodations are put in place to ensure student success; in college, accommodations are put in place to ensure *equal access and opportunity for success*. The main difference is success v. access and opportunity.
- If a student has disclosed to you that they have accommodations, be mindful of issues that might pose barriers to the student's success. Examples:
  - Physical limitations – does the student have easy access to the building(s) where their classes are being held?
  - Does the student know of the specific hours of tutoring services that they will need to access if needed?
  - Does your campus have a TRiO Student Support Services program?
  - If a student is taking medication, is there a best time of the day when they should take classes so that they are alert?

### Connecting with the Advising Community:

For more information check out our webpage at:

<https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-Students-with-Disabilities.aspx>

Connect with us on Facebook at:

<https://www.facebook.com/NACADADisabilities/>