A survey of 37 college students with various disabilities was conducted to assess their perceptions of the accommodation process at a medium-sized midwestern university. Students were interviewed about particular accommodations requested and positive and negative aspects of the accommodation process. They also provided quantitative information on: (1) perceptions of classroom accommodation requests; (2) perceived instrumentality of classroom accommodations to enable students to achieve personal and academic objectives; (3) availability of information regarding support and referral services; and (4) overall satisfaction with classroom accommodations. The survey found that the majority of students felt satisfied with the accommodations they received and felt they were familiar with the referral procedures and support services available, but they felt that professors were not familiar with their disabilities or available services. The students felt that requesting a classroom accommodation was stressful. The report stresses the need for inservice training about students with disabilities in higher education. The interview form is appended. (CR)
Perceptions of Classroom Accommodations
Among College Students with Disabilities

Tina C. Blacqua, M.A.
Ross J. Rapaport, Ph.D.
Bradford G. Kruse, M.A.
Central Michigan University

August 12, 1996
Perceptions of Classroom Accommodations
Among College Students with Disabilities

August 12, 1996
There has been a dramatic increase in the number of students with disabilities who are pursuing higher education. In order to meet the needs of this growing population, many colleges and universities have developed programs to promote the education of students with disabilities. While services for these students are being developed, "it is important to implement evaluation activities, not only to demonstrate program effectiveness but also to identify areas for improvement to better meet student needs" (McGuire, Harris, & Bieber, 1987, p. 53). However, in postsecondary educational settings, there is limited empirical research to guide the development of support programs for students with disabilities (Houck, Asselin, Troutman, & Arrington, 1992). In fact, most research that has focused on students with disabilities have focused on students with "learning" disabilities (Greenbaum, Graham, & Scales, 1995; Houck, et al.; McGuire, et al.).

The purpose of this study was to assess the perceptions of the accommodation process for students with a variety of disabilities at a medium sized mid-western university. This will expand the research that has focused only on students with learning disabilities and will identify aspects of the accommodation process that could be addressed through training and information dissemination programs. Consequently, this would improve the development of support programs and better meet the needs of this growing population.

Method

Students with disabilities were considered a "vulnerable" population by our human subjects review committee. With a vulnerable population, even greater care than is normally taken must be made to balance the need to motivate potential respondents with the need to eliminate any possibility of coercion. For this project, the 175 students registered with the Student Disability Services (SDS) office received a letter (see Appendix) from the office's director inviting their participation in a research project. The letter explained that the purpose of the study was to understand students' with disabilities experiences with requesting and receiving classroom accommodations, and that information would be gathered through a 20 to 30 minute telephone interview. Students were told participation was completely voluntary, and if they decided not to be interviewed their status as a student at the university and their ability to receive services
would not be affected. In order to protect potential respondent confidentiality, students were asked to contact the second author's secretary to schedule an interview if they wished to participate in the research project. Informed consent information (see Appendix) was communicated to students both in writing prior to the interview and verbally at the beginning of the interview. Two to three weeks following the initial letter, a reminder letter was sent to all students. The telephone interviews were conducted during February and early March of 1995. Four graduate students were the primary interviewers for the project. The second author conducted one interview.

The interview protocol (see Appendix) was developed based on a review of related literature (Houck et al., 1992; Nelson, Dodd, & Smith, 1990), and the pragmatic research needs of our institutions' American's with Disabilities Act Steering Committee (the project's sponsor). In addition, we conducted preliminary interviews with students with disabilities, interviewer training, pilot tests and role-plays to develop a comprehensive 37-item telephone interview schedule. Qualitative questions addressed particular accommodations requested (such as untimed tests or note-takers), positive and negative aspects of the accommodation process, and the concerns of students with disabilities. Quantitative items, scaled from strongly agree to strongly disagree, addressed four general areas; (1) students' perceptions of classroom accommodation requests, (2) the perceived instrumentality of classroom accommodations in enabling students to achieve personal and academic objectives, (3) the information regarding support and referral services that students and faculty possess, and (4) students' overall satisfaction with classroom accommodations. Demographic questions were also asked. Alternative formats for asking questions were used as necessary.

Results

Thirty-seven of the 175 students with disabilities registered with SDS participated in the interviews, providing a cooperation rate of 21%. We closely followed the telephone survey research literature (Dillman, 1978; Rossi, Wright, & Anderson, 1983) and the suggestions of our human subjects review committee, so it is possible that the 21% cooperation rate is near maximal for this population when using a
"letter of invitation" method for soliciting participation. This suggests that researchers interested in this area should consider developing other methods of obtaining information from students with disabilities in conjunction with their respective human subjects review committee. These methods could include incentives to participate and mailed questionnaires with early reminders.

The majority of respondents were female (57%), single (81%), and approximately half lived off campus (51%). The majority of respondents classified themselves as white (89%) and from the United States (97%). Respondents' age ranged from 19 to 48 with the median age of 24. Most respondents were seniors (41%) or juniors (30%), followed by sophomores (11%) and first year and graduate level students (16%). Students were enrolled for 3 to 16 credits with the average being 12 credits. Most of the students were in the College of Arts and Sciences (41%), followed by the College of Education, Health, and Human Services (32%), College of Business Administration (14%), and 11% of the students did not report a major.

The quantitative items are listed in Table 1 along with the percent of students who indicated each response option. On a positive note, over half of the students were not embarrassed to ask an instructor for a classroom accommodation, and the students did not think that professors made a big deal out of it when students made a classroom accommodation request. Students felt that, in general, they were treated with respect when they requested and received a classroom accommodation. The majority of students were satisfied with the classroom accommodations they received and would ask for a similar classroom accommodation in the future. The majority of students were familiar with the referral procedures and support services for students with disabilities. The students tended to believe that they were given the same opportunity to learn as their classmates when provided with classroom accommodations.

On the other hand, some areas for improvement were suggested by the data. The majority of students indicated that requesting a classroom accommodation was stressful and that they felt singled out from other students when they requested a classroom accommodation. Some students indicated that they were unsure if their request for a classroom accommodation would be granted, and if the student did not receive a classroom
accommodation, the student believed it would take them longer to earn their degree. Many students did not think professors were familiar with the referral procedures and support services for students with disabilities. A comparison of the perceptions of students with "invisible" disabilities (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Learning Disability; N=20) with the perceptions of students with "visible" disabilities (e.g., wheelchair user, vision impairment; N=17) revealed that students with learning disabilities found requesting a classroom accommodation more stressful (df = 33, t = 2.58, p=.015) and were more embarrassed to ask an instructor for a classroom accommodation (df = 34, t = 2.06, p = .047).

All qualitative items were content analyzed to identify and organize the viewpoints among students with disabilities. Some students thought professors did not understand the different types of disabilities, the variability existing among students with disabilities, (even within the same "type" of disability), and what accommodations could be made for these students. Students believed that some professors were not interested in learning about students with disabilities and available accommodations. Some professors simply did not comply with the accommodation request. When some professors complied, they broke confidentiality and singled the student out in class resulting in the entire class knowing the student has a disability. Students indicated that they wanted to be treated with respect and did not like to hear or get the impression from faculty that they can not succeed in college. Some students thought professors believed students with disabilities were trying to take advantage of the situation and attempted to "pull a fast one" on them. Many students were frustrated because they had to "prove" repeatedly that they have the disability in question, particularly those students with "invisible" disabilities. Some professors did not understand that students need accommodations to ensure they get an equal opportunity to succeed in the class.

Students requested and/or received several classroom accommodations. These included taking tests in a quiet room alone or with a test reader; untimed or extended testing times; readers for tests; test questions worded in a simplified straight forward manner; alternate ways to be tested on material (i.e. oral
Classroom Accommodations

or essay); more exams including less material; replacing the lowest test score with a paper; note takers; receiving a copy of the professor's lecture notes and overheads; tutoring; tape recorded lectures; books on tape; extended time for papers and other projects; teachers overlooking spelling errors when spelling errors were a symptom of the disability; writing information such as key concepts and assignments on the board; and for special desks to pull wheelchairs under.

Difficulties due to not receiving requested accommodations included added pressure, stress, and anxiety which resulted in a poor grade on the exam, project, and/or course performance for some students. The positive outcomes of receiving classroom accommodations included increased understanding of course material, enhanced course performance, improved confidence and self-esteem, and decreased stress and anxiety levels. Students felt some professors were understanding, helpful, and supportive once they were educated about the disability and the accommodations the student needed. Students with disabilities felt that receiving the accommodations enabled them to be on more equal footing with students who do not have disabilities.

Discussion

The results of this study must be viewed tentatively because neither the reliability nor the validity of the questionnaire was assessed. It was, however, pilot tested and revised based upon comments and suggestions from students with disabilities. Due to the small sample size, inferences beyond this sample must be made cautiously. However, results of this study do have practical institutional uses and implications and may be useful to other institutions of higher education as well.

Consistent with past research (i.e. Greenbaum et al., 1995), students with disabilities reported that testing accommodations, priority registration, and tutoring were helpful. Also consistent with Greenbaum et al.'s findings was the belief that many professors did not seem to care about students with disabilities, and were not knowledgeable about learning disabilities. This study reported similar findings. Some students thought professors did not understand what it means to be a student with a disability, and did
not know what accommodations were available. Some students reported that professors seem to pretend to understand when they probably did not. The students with disabilities in this study reported 15 different disabilities and requested 16 different accommodations, making it clear that professors must be familiar with a variety of disabilities and appropriate accommodations. Greenbaum et al.'s suggestions for improving university services included providing inservice programs for faculty, advisors, and counselors about learning disabilities. Based on the reported experiences of students with disabilities in this study, inservice training which targets the learning implications of all disabilities is essential for faculty.

Some students with disabilities that are not visible thought faculty seemed to be more accommodating to students with disabilities that can be seen. Students thought that because their disability is not visible, some professors doubted they have a disability or require accommodations. This is consistent with Aksamit, Morris, and Leuenberger (1987) who stated that "teachers and other professionals who interact with learning disabled students may not recognize the need for modifications of academic programs and other support services because the disability is not visible" (p. 54). An inservice program should summarize the types of problems students with 'invisible' disabilities experience and appropriate accommodations. A faculty handbook could also be prepared and distributed to all faculty summarizing faculty legal responsibilities under the ADA, information related to various student disabilities, appropriate accommodations and university resources. Students also need to be thoroughly educated about their disability, appropriate compensatory strategies, their rights and responsibilities, and how to effectively request and receive necessary classroom accommodations. Handbooks for students and faculty regarding student disabilities and accommodations have been developed at our institution.

Researchers have supported evaluation methods to determine what is working and pinpoint the areas in need of improvement (Greenbaum et al., 1995; McGuire et al., 1987). Future research may add to the existing literature through evaluating faculty's perceptions of the accommodation process at the post secondary level. Are there similarities between students with disabilities concerns and faculty's concerns? In addition, instead of just focusing on classroom accommodation, as this study did, other areas on campus that
provide accommodations for students with disabilities could be evaluated. Some studies have focused on the
different academic departments and their willingness or lack of willingness to accommodate students (Nelson
et al., 1990). Future studies could focus on other services for students with disabilities on campus such
as the library and the student center. Research concerning the perceptions of disabled students and faculty
regarding the accommodation process would enable colleges and universities to be increasingly accessible to
disabled students.
References


Table 1

Percentages of Response Options among Students' with Disabilities

<table>
<thead>
<tr>
<th>Quantitative items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>NAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requesting a classroom accommodation is stressful.</td>
<td>11</td>
<td>22</td>
<td>5</td>
<td>38</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>I am unsure if my request for a classroom accommodation will be granted.</td>
<td>5</td>
<td>27</td>
<td>14</td>
<td>32</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>I am embarrassed to ask an instructor for a classroom accommodation.</td>
<td>35</td>
<td>19</td>
<td>5</td>
<td>22</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>I feel singled out from other students when I request a classroom accommodation.</td>
<td>14</td>
<td>19</td>
<td>11</td>
<td>41</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Professors tend to make a big deal out of it when I make a classroom accommodation request.</td>
<td>22</td>
<td>35</td>
<td>14</td>
<td>16</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>If I don't receive a classroom accommodation, it will take me longer to earn my degree.</td>
<td>3</td>
<td>14</td>
<td>11</td>
<td>32</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>In general, I am treated with respect when I receive a classroom accommodation.</td>
<td>5</td>
<td>5</td>
<td>11</td>
<td>46</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>In general, I am treated with respect when I request a classroom accommodation.</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>46</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>In general, I am satisfied with the classroom accommodations I receive.</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>60</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>I will ask for a similar classroom accommodation in the future.</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>51</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>I think (name of university) has a suitable system for providing classroom accommodations for students with disabilities.</td>
<td>22</td>
<td>22</td>
<td>11</td>
<td>30</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>With classroom accommodations, I am given the same opportunity to learn as my classmates.</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>60</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Professors are familiar with the referral procedures for students with disabilities.</td>
<td>24</td>
<td>24</td>
<td>22</td>
<td>24</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Professors are familiar with the support services for students with disabilities.</td>
<td>22</td>
<td>32</td>
<td>30</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I am familiar with the referral procedures for students with disabilities.</td>
<td>0</td>
<td>22</td>
<td>8</td>
<td>43</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>I am familiar with the support services for students with disabilities.</td>
<td>0</td>
<td>22</td>
<td>3</td>
<td>49</td>
<td>27</td>
<td>0</td>
</tr>
</tbody>
</table>

SD=strongly disagree, D=disagree, N=undecided or neutral, A=agree, and SA=strongly agree, NAM=not applicable or missing data; N=37, rows may not sum to 100% due to rounding error
Appendix
First Letter
Reminder Letter
Informed Consent Information
Interview Protocol
January 30, 1995

2 ~ 1 ~
3 ~
4 ~

Dear 2 ~:

I am writing to request your help with an American with Disabilities Act Steering Committee research project coordinated by Dr. Ross Rapaport of the CMU Counseling Center. Dr. Rapaport is also a member of the ADA Steering Committee.

We are interested in understanding disabled students' experiences with requesting classroom accommodations while at CMU. In order to do this, a telephone survey of students with disabilities is planned for February 1995. The survey will focus on what classroom accommodations have been made for students with disabilities and student experiences when these accommodations have been requested. The survey should take about 20-30 minutes. Individual responses will be confidential and only overall responses will be summarized in a report. If you choose to participate, you can decide to end your participation at any time or decide not to answer any question you would prefer not answering. The phone interviews will be conducted by graduate students in the Industrial and Organizational Psychology or Counselor Education programs here at CMU.

We are interested in what is going well for students when a classroom accommodation is requested and what can be improved. Consequently, a positive benefit of your participation in this project is that useful information will be obtained which will be used here at CMU to improve the classroom accommodation process for all students. Our plan is to incorporate the results of this study into faculty training planned for this March. The results of this study may also be reported in professional presentations and/or publication. There are a few possible risks to you if you participate in the project. Some questions involve asking you about your feelings and/or personal beliefs about a topic. These questions may be difficult to answer or may be somewhat anxiety producing. Remember, if you agree to participate, you do not have to answer any question you do not want to answer.
The quality of information gathered in this study will be most useful if as many students as possible agree to be interviewed, however you are under no obligation to participate in this study. Whether you participate in the study or not will in no way affect your status as a student at CMU or whether or not you receive services from this office. If you would like to be interviewed by phone for this project, please call Lorrie Thompson, Administrative Secretary at the Counseling Center at 774-3383 or 774-3381. (TDD users should call me at 774-2568 so that I can help set up a phone interview.) Lorrie will schedule an appointment with you and one of the phone interviewers. The interviewers names are: Tina Elacqua and Brad Kruse from the Psychology Department and Kelly Guthrie and Amy Bartlett from the Counselor Education Department. Amy and Kelly are also interns at the CMU Counseling Center. For purposes of this study, please do not schedule an interview with a person you know. This allows interviewers to be more objective and will further protect your confidentiality as a participant in this research. Call me at 774-3018, TDD 774-2569, or Ross Rapaport at 774-3381 if you have any questions or concerns about the project or if you would like additional information prior to making a decision about whether or not to participate.

Thank you for considering this request.

Sincerely,

Carol Wojcik, Director
Student Disability Services
February 10, 1995

Dear Student,

I am writing to remind you to call Lorrie Thompson at 774-3383 if you are interested in being interviewed for the project on classroom accommodations for disabled students that I wrote you about two weeks ago. The results of this study will be reported back to the ADA Steering Committee and will be used in planning the workshops scheduled for faculty and teaching staff this March. The more students who participate, the better, however, you are under no obligation to be involved in this project.

Data collection will be completed during February and there are a limited number of times available to be interviewed. Please call Lorrie as soon as possible if you would like to be interviewed. Call me at 774-3018/TDD774-2568 or Ross Rapaport at 774-3381 if you have any questions about the project.

Please disregard this letter if you have already scheduled an interview.

Sincerely,

Carol Wojcik, Coordinator
Student Disability Service
Interview Schedule
Student Form
for ADA Classroom Accommodations

Developed by:

Tina C. Elacqua, M.A.
Psychology Department

Brad G. Kruse
Psychology Department

Ross J. Rapaport, Ph.D.
Counseling Center

Sandra Allen, M.A.
Psychology Department

Central Michigan University

Revised 1/04/95 and 1/23/95 and 2/6/95
INTERVIEWER: READ INTRODUCTION TO RESPONDENT BEFORE YOU BEGIN THE INTERVIEW

INTRODUCTION

Hi. May I please speak to __________. My name is __________. I am the person Lorrie Thompson scheduled to interview with you today. Are you still interested in participating in the study concerning classroom accommodations requested by disabled students?

IF NO, SAY if you reconsider and would like to participate, please call Lorrie Thompson at 774-3383. Thank you very much for your time. Good Bye.

IF YES, Is this time still all-right for you to talk with me for about 20-30 minutes? (READ STATEMENT BELOW)

IF NO, Is there another time that would be more convenient?

SET UP TIME__________________________

PLEASE READ THE STATEMENT BELOW TO THE STUDENT PRIOR TO THE INTERVIEW. THE FOLLOWING INFORMATION ALLOWS STUDENTS TO MAKE AN INFORMED DECISION REGARDING WHETHER OR NOT THEY CHOOSE TO PARTICIPATE IN THIS PROJECT. THIS INFORMATION IS THE PORTION OF THE STUDY WHERE RESPONDENTS INFORMED CONSENT TO PARTICIPATE IS OBTAINED. PARTICIPATION IN THE STUDY AFTER READING CAROL WOJCIK’S LETTER, CALLING LORRIE THOMPSON TO SCHEDULE AN INTERVIEW, AND PROVIDING STUDENTS WITH THE INFORMATION BELOW PRIOR TO BEGINNING THE SURVEY SHOULD BE ADEQUATE FOR MEETING INFORMED CONSENT ETHICAL GUIDELINES. PLEASE INITIAL THE STATEMENT AFTER YOU READ IT TO THE STUDENT.

I would like to thank you in advance for participating in this project. What I am about to read to you is a pretty long statement that takes about 4 minutes to read through. Please bear with me because the Institutional Review Board which monitors research conducted at CMU requires me to read this. I also personally think this information is important. Please feel free to stop me at any time if you have any questions or you can ask me questions at the end of the statement. This statement is intended to provide you with important information about the study and your participation in it.

INTERVIEWER - CHECK OFF PARAGRAPHS AS THEY ARE READ TO THE RESPONDENT

_____ First, did you receive and read the letter sent by Carol Wojcik describing the study?
YES ASK - Do you have any questions about the letter or the project?
IF YES - ANSWER THE QUESTIONS
IF NO - MOVE TO NEXT SECTION

NO ASK - Would it be all-right if I read the letter to you?
IF NO - Thank you for your time. Good bye.
IF YES - read the letter. THEN ASK - Would you like another copy of the letter?
IF YES - OBTAIN NAME AND ADDRESS AND GIVE TO RJR. HE WILL TAKE CARE OF Sending THE INFORMATION TO THE STUDENT. MOVE ON TO NEXT SECTION.
IF NO - MOVE ON TO NEXT SECTION
The main purpose of this project is to obtain disabled students' thoughts and opinions about their experiences at CMU when and if they have ever requested a classroom accommodation to help in their learning.

The interview should take 20-30 minutes.

For your information, individual answers to interview questions are confidential to the researchers and only summary information that can not be related back to specific individuals will be reported. Student names will not be written on the forms used to record comments. If you and other students choose to identify your specific disability, it will be recorded into a general category rather than by the specific disability. The completed interviews will be kept in a locked location in the Counseling Center and appropriate computer protection will be maintained to protect the confidentiality of the information provided by students.

Participating in this study hopefully will help all students who need classroom accommodations. We plan to use the results of this study in training and education of faculty and staff. Results may also be reported in professional presentations and/or publication.

The risks to you in terms of your participating in the study are minimal. As I mentioned earlier we are being very careful to ensure that all information from these interviews is kept strictly confidential and security protected. However, some questions I will be asking concern your feelings and/or your personal beliefs about a topic. These questions may be difficult to answer or may be somewhat anxiety producing.

Remember, your participation in this study is voluntary and you do not have to answer any question you do not want to answer. You are free to withdraw from the study at any time.

Whether or not you participate in this study will not affect your status as a student at CMU and will have no affect upon your eligibility to receive any university services including services from the Student Disability Services office.

If you have any questions or concerns about the study contact Dr. Ross Rapaport at 774-3381 or Carol Wojcik at 774-3018/TDD 774-2568.

For your information, I will be taking notes while I am talking to you so I can summarize your comments accurately.
Do you have any questions before starting the interview?
IF YES - ANSWER QUESTIONS
IF NO - MOVE ON

Feel free to ask questions at any time.

INITIAL TO INDICATE THAT YOU READ THE STATEMENT TO THE STUDENT ___________

ENTER HERE DATE OF INTERVIEW: ________________

ENTER HERE STARTING TIME OF INTERVIEW: ________________
QUALITATIVE QUESTIONS

1. What type of disability do you have? (CHECK ALL THAT APPLY.)
   - a. learning disability
   - b. chronic condition
   - c. hearing impaired
   - d. vision impaired
   - e. orthopedic
   - f. traumatic head injury
   - g. heart/lung
   - h. wheelchair user
   - i. cerebral palsy
   - j. other

2. What is your one greatest concern in the instruction of students with
   ___________________________ (NAME THE DISABILITY THE STUDENT HAS)?

3. Have you requested a specific classroom accommodation pertaining to your
disability?
   ________ yes IF YES, GO TO QUESTION 4 (BELOW)
   ________ no IF NO, GO TO QUESTION 10

4. What was the classroom accommodation(s) that you requested?

5. What classroom accommodation(s) was made?
6. What are 1 or 2 aspects that went well regarding the classroom accommodation?

7. What are 1 or 2 aspects that did **not** go well regarding the classroom accommodation?

8. What are 1 or 2 ways receiving the classroom accommodation affected your performance in the class?

9. What are 1 or 2 ways the **lack** of the classroom accommodation affected your performance in the class?
10. Are you considering leaving CMU?

_________ yes IF YES, ASK - Are any of the reasons related to CMU's facilities or lack of facilities to accommodate your disability?

IF YES, ASK - Can you give me some examples?

IF NO - GO TO NEXT QUESTION

_________ no GO TO NEXT QUESTION
QUANTITATIVE QUESTIONS

INTERVIEWER: READ INSTRUCTIONS TO THE RESPONDENTS

INSTRUCTIONS:

I am going to read you a series of statements. For each statement, please tell me whether you

Strongly Disagree
Disagree
are Undecided or Neutral
Agree
or Strongly Agree

Please take the time to think about your answers before you respond.

Would you like me to repeat the choices so you can write them down?
IF YES REPEAT CHOICES SLOWLY
IF NO SAY - Ok, well let me know if you want me to repeat them at any time. MOVE ON...

INTERVIEWERS: USE SD, D, N, A, OR SA TO RECORD RESPONSES

____ 11. Requesting a classroom accommodation is stressful.
____ 12. I am unsure if my request for a classroom accommodation will be granted.
____ 13. I am embarrassed to ask an instructor for a classroom accommodation.
____ 14. I feel singled out from other students when I request a classroom accommodation.
____ 15. Professors tend to make a big deal out of it when I make a classroom accommodation request.
____ 16. If I don't receive a classroom accommodation, it will take me longer to earn my degree.
____ 17. In general, I am treated with respect when I receive a classroom accommodation.
____ 18. In general, I am treated with respect when I request a classroom accommodation.
____ 19. In general, I am satisfied with the classroom accommodations I receive.
____ 20. I will ask for a similar classroom accommodation in the future.
____ 21. I think CMU has a suitable system for providing classroom accommodations for students with disabilities.
____ 22. With classroom accommodations, I am given the same opportunity to learn as my classmates.
INTERVIEWERS: USE SD, D, N, A, OR SA TO RECORD RESPONSES

____ 23. Professors are familiar with the referral procedures for students with disabilities.

____ 24. Professors are familiar with the support services for students with disabilities.

____ 25. I am familiar with the referral procedures for students with disabilities.

____ 26. I am familiar with the support services for students with disabilities.

DEMOGRAPHICS

Now I am going to ask you some questions about yourself. This section is optional so please feel free to say "skip" if you choose not to answer a particular question.

27. Are you a male or a female?

_______  Male

_______  Female

_______  Skip

28. What year are you in?

_______  Freshmen

_______  Sophomore

_______  Junior

_______  Senior

_______  Graduate Student

_______  Other specify: _________________________

_______  Skip

29. How many credit hours are you taking? _________________________

_______  Skip

30. How old are you? _________________________

_______  Skip
31. What is your ethnicity? Here are the categories used by the university. READ CATEGORIES TO RESPONDENT

- Hispanic
- African American
- White
- Asian or Pacific Islander
- Native American or Alaskan Native
- Other specify: _______________________
- Skip

32. Are you an international student?

- Yes
- No
- Skip

33. What is your marital or relationship status? Here are the categories used by the university. READ CATEGORIES TO RESPONDENT

- Married
- Single
- Divorced
- Widowed
- Living with significant other
- Skip

34. Do you live on or off campus?

- live on campus
  Do you live in a residence hall or other university housing?
    - Residence Hall
    - University Housing

- live off campus
  Do you live within 25 miles of CMU?
    - Yes (within 25 miles of CMU)
    - No (greater than 25 miles of CMU)
    - Skip

35. What is your major?

- Skip
Ok, two more questions to wrap up.
36. Are there any areas, other than the classroom, where you have felt positive about CMU making accommodations for people with your disability or other disabilities?

37. Are there any areas, other than the classroom, where you have concerns about CMU making accommodations for people with your disability or other disabilities?

We are about finished. Do you have any questions? ANSWER QUESTIONS IF THEY DO

Thank you very much for participating. If you would like a summary of the findings of this study, please contact Dr. Ross Rapaport towards the end of spring semester, or I could take your address now. If you have any additional questions or concerns about the study call Dr. Ross Rapaport at 774-3381, and he would be happy to answer them for you.

Thank you again.
Bye.

ENTER HERE ENDING TIME OF INTERVIEW: ________
APPENDIX FOR INTERVIEW SCHEDULE
STUDENT FORM
ADA CLASSROOM ACCOMMODATIONS

1. What type of disability do you have?

- Learning Disability
- Chronic Condition
- Hearing Impaired
- Vision Impaired
- Orthopedic
- Traumatic Head Injury
- Heart/Lung
- Wheelchair users
- Cerebral Palsy
- Other specify: ________________

4. What was the classroom accommodation(s) that you requested?

Accommodations:

- Readers
- Braille books
- Audio tape recorded books
- Raised line drawings of diagrams, charts, and illustrations
- Relief maps
- Three-dimensional models of physical organs, shapes, microscopic organisms, etc.
- Talking calculators
- Speech-time compressors
- Paperless braille machines
- Braille computer terminals
- Reading machines
- Slate and stylus
- Audio recorded lectures
- Oral examination
- Audio taped tests
- Sighted guide for field trips
- Waived courses which are extremely "visual"
- Large print books
- Closed-circuit TV magnifier
- Large print typewriter
- Large print on chalkboard
- Enlarged print on overhead projector
- Enlarged print on tests
- Allowed to write on tests rather than computer scanned forms
- Note-takers
- Untimed tests
- Reduced class load
Directions to test read to student and repeated to student

Paper vs. tests

Audit class before taking it

Access to a reader

Other's proofreading

Having papers typed

Early registration

Analyze the process as well as final solution

Modified lighting conditions

Lip reading

Interpreters

Real-time accommodation

Provide copy of lecture notes

Allow time for students with speech impairments to express self

Use of "speaking" machines activated by punching a keyboard with head pointer or mouth wand

Augmentive devices

OTHER CLASSROOM ACCOMMODATIONS:
5. What classroom accommodation was made?

Accommodations:

- Readers
- Braille books
- Audio tape recorded books
- Raised line drawings of diagrams, charts, and illustrations
- Relief maps
- Three-dimensional models of physical organs, shapes, microscopic organisms, etc.
- Talking calculators
- Speech-time compressors
- Paperless braille machines
- Braille computer terminals
- Reading machines
- Slate and stylus
- Audio recorded lectures
- Oral examination
- Audio taped tests
- Sighted guide for field trips
- Waived courses which are extremely "visual"
- Large print books
- Closed-circuit TV magnifier
- Large print typewriter
- Large print on chalkboard
- Enlarged print on overhead projector
- Enlarged print on tests
- Allowed to write on tests rather than computer scanned forms
- Note-takers
- Untimed tests
- Reduced class load
- Directions to test read to student and repeated to student
- Paper vs. tests
- Audit class before taking it
- Access to a reader
- Other's proofreading
- Having papers typed
- Early registration
- Analyze the process as well as final solution
- Modified lighting conditions
- Lip reading
- Interpreters
- Real-time equipment
- Provide copy of lecture notes
- Allow time for students with speech impairments to express self
- Use of "speaking" machines activated by punching a keyboard with head pointer or mouth wand
- Augmentive devices

OTHER CLASSROOM ACCOMMODATIONS:
34. What is your major?

College of Arts and Sciences

- Art
- Biology
- Broadcast and Cinematic Arts
- Chemistry
- Computer Science
- Economics
- English Language and Literature
- Foreign Languages, Literature, and Cultures
- Geography
- Geology
- History
- Industrial and Engineering Technology
- Journalism
- Mathematics
- Military Science
- Music
- Philosophy
- Physics
- Political Science
- Religion
- Sociology, Anthropology, and Social Work
- Speech Communication and Dramatic Arts

College of Business Administration

- Accounting
- Business Law and Regulation
- Finance
- Management
- Marketing and Hospitality Services Administration
- Office and Information Systems

College of Education, Health, and Human Services

- Communication Disorders
- Counseling and Special Education
- Educational Administration and Community Leadership
- Health Education and Health Science
- Human Environmental Studies
- Physical Education and Sport
- Psychology
- Recreation, Parks, and Leisure Services Administration
- Teacher Education and Professional Development
- Other (INTERVIEWER SPECIFY OTHER)

Undecided
Title: Perceptions of Classroom Accommodations among College Students with Disabilities.

Author(s): Tina C. Elacqua, Ross J. Rapoport, Bradford G. Kruse

Corporate Source: Central Michigan University

Publication Date: August 12, 1996

I. DOCUMENT IDENTIFICATION:

Title: Perceptions of Classroom Accommodations among College Students with Disabilities.

Author(s): Tina C. Elacqua, Ross J. Rapoport, Bradford G. Kruse

Corporate Source: Central Michigan University

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

Level 1

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: 
Printed Name/Position/Title: Ross J. Rapoport, Professor, Counseling Center
Organization/Address: Counseling Center, 102 Ford Hall, Central Michigan University, Mt. Pleasant, MI 48859
Telephone: (517) 774-3381
E-Mail Address: Ross.J.Rapoport@cmich.edu
FAX: 517-774-6608
Date: 11/1996
III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: 
Address: 
Price: 

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name: 
Address: 

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

Toll Free: 800/328-0272
FAX: 703/620-2521

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com