Bringing the Disability Debate to the Table

Margaret Anderson, Augsburg College
Kat Davis, CET Academic Programs
Christie Johnson, Academic Programs International (API)
Michele Scheib, Mobility International USA
Video: **Wheelchair Diaries**
by Reid Davenport
How Far Will You Go to Make it Work?

1. Intro: Panelists Share Experiences
2. Roundtable Discussions
3. Wrap-Up: Lessons and Resources
Values Guide Your Intentions
Beliefs ➔ Your Behaviors

Align Behaviors & Intentions
https://implicit.harvard.edu
Anonymous Selection Process

www.youtube.com/watch?v=PnDgZuGlhHs
Consistently See Different Possibilities

www.miusa.org/resources

Xuan Troung
• Used voc rehab funds for personal assistant to UK

Tory Sampson
• ASL interpreter in Israel & video relay interpreting

Alahna Keil did an excursion in China with a sedan chair
Put Laws, Policies, Standards in Place

www.higheredcompliance.org/resources/publications/ADAAAbroad.pdf
Chronic Health Conditions in China

Inflammatory Bowel Diseases and Diabetes

- Disclosure
- Cooperation and Communication
- Preparation
- Follow-through
Contrast: Mental Health Conditions in China

Depression and Anxiety
• No, late, or incomplete disclosure
• Communication concerns
• Stigma
• Legal and cultural issues
• Availability of mental health professionals
Working with Students on the Autism Spectrum

Common Traits

• Inability to read social cues
• Difficulty with appropriate conversation
• Restricted or repetitive interests & behavior
• Emotional and behavioral challenges
• ADD/ADHD very common
Working with Students on the Autism Spectrum

Discuss challenges, strategies for success, coping skills and disability accommodations

Encourage student to share with people on-site and set up meetings via Skype prior to departure
Working with Students on the Autism Spectrum

• Avoid idioms, especially when giving instructions
• Provide notice of transitions or changes to routine
• Be candid when conversation is inappropriate, or you’d like it to end
• Schedule regular check-in meetings and identify multiple students (rather than one) to assist
Working with Students on the Autism Spectrum

Similarities to new students abroad
- Saddened by lack of familiar routine
- Cannot understand social cues or personal space (cultural influence)
- May not like local foods
- Don’t understand rules of local conversation
Can a Student with a Disability Go Anywhere?

Yes, given time for planning and implementing accommodations. It does not mean it will absolutely be able to happen, but it is realistic to ask.
Keys: Collect, Communicate, Collaborate

• Collect accommodation needs well in advance

• Collaborate between U.S. disability office and U.S. staff

• Collaboration between U.S. offices and international staff
Study Abroad Accommodation Request Form

Student Information
Student's Name: ____________________________
Email: ______________________________________
Phone: _______________________________________  
Program Location and Dates of Travel: ____________________________
Disability Specialist: _______________________________________
Augsburg Study Abroad/CGE Contact: ____________________________

Type of Disability
___ Mobility
___ Hearing Loss/Deaf
___ Low Vision/Blind
___ Learning/Attentional
___ Psychiatric
___ ASD
___ Chronic Health Condition

Area of Accessibility Needs:

Housing
___ Single Room
___ Private Bathroom
___ Refrigerator (needs/food)
___ Accessible room/bathroom
___ Other:

Transportation
___ Wheelchair accessible
___ Other

Testing/Classroom Accommodations
___ Extra time for exams
___ Reader
___ Scribe
___ Private room for testing
___ Captioned videos
___ Record lectures
___ Reduced course load
___ Obtain syllabi in advance
___ Modified deadlines for assignments
___ and exams
___ Calculator
___ Other

Assistive Technology
___ Alternative format textbooks
___ Scanner
___ Materials in Braille
___ Materials in larger print
___ Magnified print
___ Text Magnification software
___ Large screen for reading
___ CCTV
___ Voice recognition system
___ Other:

Safety Considerations
Please describe any safety and/or health considerations you anticipate for field trips and excursions:

General Comments
Please add any additional comments or concerns about accommodations you may need (e.g., arrival concerns, financial resources, wheelchair repairs, medical needs, counseling):

I recognize that some of these accommodations may not be available at study abroad sites but that reasonable efforts will be made to provide alternative accommodations whenever possible. I give permission for Augsburg Abroad/CGE to contact overseas staff regarding my accommodation requests. If I do not request accommodations at this time, I understand that it is my responsibility to contact Disability Services and request accommodations if I should identify accommodations after I arrive at the overseas site. I understand that at that time, Disability Services staff will contact the overseas site and attempt to facilitate reasonable accommodations.

Signature of Student: ____________________________
Signature of Disability Specialist: ____________________________
Signature of Augsburg Abroad/CGE Staff: ____________________________
Date Submitted to Study Abroad/CGE Staff: ____________________________
Response from Overseas Site!
Small Group Discussions

Is it realistic to say a student with a disability can go anywhere?

How do you know if the student has the flexibility, adaptability and problem-solving skills to make adjustments abroad?
Tip From Disability Office

What, if anything, could be replaced and still meet the same goal?

What is essential, and why?

How can course components be adapted to get same result?

Find ways to include rather than exclude. Be Creative!
Best Practices

Working with Resident Directors

Comprehensive Accessibility Survey

New Sites: Accessibility is a factor!
◦ How accessible is it to students?
◦ What can we do to accommodate?
◦ What constraints exist?

Annual Training: Review case studies, U.S. laws, cultural perceptions
Best Practices

Working with Host Universities

• Cultural Awareness
• Local laws
• Proactivity
• Communication and Expectations
• Learning opportunities
“Taiwan is a very long way from home, and I don’t read or speak the language,” she says. “I know I would have to rely entirely on myself to solve problems or get to places I wanted to go.”

When Guida LeKoster arrived in Rio de Janeiro, Brazil, for a six week program through a Foreign Language and Area Studies (FLAS) Summer Fellowship, one thing quickly became apparent to her. “The staff and faculty had discussed what I could and could not do, but they had failed to include me in the conversation.”

Hannah Mann describes herself as independent, a go-getter and a risk-taker. She is also a deaf cochlear implant user who is fluent in Cued Speech and American Sign Language.

She has traveled to China three times, including a semester abroad studying Mandarin at Peking University in Beijing. Her Mandarin studies began when she signed up for a summer class at the University of Wisconsin-Milwaukee.