

ACADEMIC PROGRAMS INTERNATIONAL

Draft Disability Survey



Name of Resident Director:

Program city:

Host Institution(s):

API has always sought to increase the number of students studying abroad, and we continue to improve our services to our students and to our partner universities. As the field of education abroad grows, there is much discussion about improving access to “non-traditional students”, including students with disabilities. In order to appropriately advise these students on opportunities available to them, API must maintain accurate information regarding services available in each of our program sites.

The survey below will allow you to identify issues that may be challenging to students with disabilities. The questions focus on accommodations that US universities are required to provide to comply with US federal accessibility guidelines. We are aware that not all sites are appropriate for all students; however, we would like to identify sites that could accommodate students with a variety of special needs.

GENERAL

- 1) What (if any) legal rights are guaranteed to individuals with disabilities by either national or local laws?
- 2) Are there any local organizations dedicated to assisting people with disabilities?
- 3) Please describe any experiences you have had with students with disabilities.

HOST INSTITUTION(S)

(If students enroll at multiple institutions within your host city, below please address each institution separately.)

- There is an office at the host university that supports students with disabilities
- There are student organizations geared toward students with disabilities

Notes:

The following **instructional and assessment accommodations** are available upon request at this institution. **(Please check all that apply)**

- Assistive devices that translate text to speech (reading pen, Kurzweil reader, scanner with character recognition software)
- Materials on tape or in Braille
- American Sign Language translators or interpreters
- Note-takers
- Extra time for exams as needed
- Distraction free exam rooms

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- Option for students to take exams in a different format (e.g., substituting an oral exam for a written one)
 - Flexibility to allow students to take a lighter academic load when approved by their home university
 - Tape recordings of textbooks

Notes:

The following **physical accommodations for access to facilities** are available at this institution. **(Please check all that apply)**

- Restrooms are accessible to those with physical disabilities. (low counter tops, enough space to maneuver a wheelchair, railings or handlebars, etc.)
- The location of the university is accessible to physically disabled students.
- Accessible public transportation runs near the university.
- There are ramps, guide rails and entrances without steps to academic buildings in good condition.
- There are working elevators in multi-story buildings at the school.
- If there are no elevators, the institution can work to ensure that classes for the student can be conducted on the first floor.

Notes:

API OFFICE (Please check all that apply)

- There is a wheelchair ramp or accessible travel path to enter the building.
- The doorways are wide enough to allow entry for a wheelchair.
- Automatic doors are available.
- The office is located on the first floor.
- If not on the first floor, there is an elevator or chair lift available to access the other floors in the building.
- The doorknob is low enough for those in wheelchairs to reach
- The door can be opened with only one hand.
- The doorknob requires twisting or turning.
- Computers and other resources or materials are easy to reach.

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- The computers have a reading program available for a blind student.
 - The restrooms are accessible to those with physical disabilities.
 - There is a public transportation stop close to the API office.

Notes:

API ORIENTATION AND EXCURSIONS

- Buses (or other transportation) used on API excursions have wheelchair lifts.
- There are hotels available for orientations and excursions that offer rooms suitable for individuals with physical impairments. (e.g. wheelchair accessible rooms, elevators to guest floors, etc.)

Which activities during orientation and excursions (e.g. museum visits, tours, etc.) would not be suitable for an individual with physical limitations? Please explain why.

API HOUSING-Dorm

- Dorms are available near the university or public transportation.
- There are accessible grocery stores, markets and pharmacies nearby.
- There is a steep incline, large step, or multiple steps to enter the dorm.
- All doorways (entrance, bedroom door, kitchen door) are wide enough for a wheelchair.
- An automatic door is available.
- There are rooms available on the first floor.
- There is an elevator or chair lift available to access other floors in the dorm.
- The restrooms are accessible for those with physical disabilities. (e.g., is there a support bar in the shower, sinks are low, etc.)
- The available beds are low enough for an individual in a wheelchair to access.
- Lights switches are low enough for an individual in a wheelchair to access.
- The tables/cabinets in the bedroom or kitchen are low enough for an individual in a wheelchair to access.
- Dining facilities are accessible to individuals in wheelchairs. (tables that are at an appropriate height, wide entries, easy access to utensils, etc.)
- Staff is available upon request to assist students in the dining facility.

Notes:

API HOUSING-Host Family (each home will differ!)

- There are host families available near the university or public transportation.
- There are accessible grocery stores, markets and pharmacies nearby.
- There is a steep incline, large step, or multiple steps to enter the home.
- All doorways (entrance, bedroom door, kitchen door) are wide enough for a wheelchair.
- An automatic door is available.
- There are rooms available on the ground floor.
- There is an elevator or chair lift available to access other floors in the home.
- The bathrooms are accessible for those with physical disabilities. (e.g., is there a support bar in the shower, sinks are low, etc.)
- The available beds are low enough for an individual in a wheelchair to access.
- Light switches are low enough for an individual in a wheelchair to access.
- The tables/cabinets in the bedroom or kitchen are low enough for an individual in a wheelchair to access.
- There are families available who would be willing to accommodate a student with mobility concerns, vision or hearing impairments.

Notes:

API HOUSING-Apartment

- There are apartments available near the university or public transportation.
- There are accessible grocery stores, markets and pharmacies nearby.
- There is a steep incline, large step, or multiple steps to enter the apartment building.
- All doorways (entrance, bedroom door, kitchen door) are wide enough for a wheelchair.
- An automatic door is available.
- There are rooms available on the ground floor.
- There is an elevator or chair lift available to access other floors in the apartment building.
- The restrooms are accessible for those with physical disabilities. (e.g., is there a support bar in the shower, sinks are low, etc.)
- The available beds are low enough for an individual in a wheelchair to access.
- Lights switches are low enough for an individual in a wheelchair to access.
- The tables/cabinets in the bedroom or kitchen are low enough for an individual in a wheelchair to access.

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- The sinks and stove are accessible to those in wheelchairs.

Notes:

CITY TRANSPORTATION

- Public forms of transportation (e.g., buses, subway or metro train) provide access to the main areas of the city where students would need to/wish to travel. (e.g. the university, housing, downtown area, etc.)
- Public buses have wheelchair lifts.
- The bus or metro lines announce stops and door closings.
- The metro lines have entrances for the disabled. (Elevators, ramps, guide rails, etc.)
- There are areas for people in wheelchairs or other disabilities available on metro trains and buses.
- Major crosswalks have both audible and visual assistance
- The sidewalks are easily traveled (Smoothly paved, wide enough, curb cuts)
- The arrival airport is accessible to the physically disabled.
- Airport staff are available to assist disabled students (direct the vision impaired, assist with lifting suitcases, push wheelchairs, etc.)

Conclusions:

Are there any disabilities that you do not think could be accommodated in your site, even with advance notice? If so, why? (Lack of housing, university accessibility or services provided, public transportation concerns, hilly or uneven terrain, etc.)

Please comment on any issues related to disability services that you did not address above:

AUGSBURG COLLEGE

Center for Learning and Accessible Student Services

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 (meds/food)
- Accessible room/bathroom
- Other:

Transportation

- Wheelchair accessible
- Other

Testing/Classroom Accommodations

- | | |
|---|--|
| <input type="checkbox"/> Extra time for exams | <input type="checkbox"/> Reduced course load |
| <input type="checkbox"/> Reader | <input type="checkbox"/> Obtain syllabi in advance |
| <input type="checkbox"/> Scribe | <input type="checkbox"/> Modified deadlines for assignments
and exams |
| <input type="checkbox"/> Private room for testing | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Captioned videos | <input type="checkbox"/> Other |
| <input type="checkbox"/> Record lectures | |

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/Center for Global Education staff 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 Location: _____

Response from Overseas Site:

Knowing What Disability Questions to Ask: Sample Accommodations Forms



While it's difficult to plan for every access issue that may come up abroad, making an informed assessment can help lay the groundwork for a smoother journey.

Are you advising someone with a disability who is traveling abroad for your volunteer, study or internship program? Do you know what questions to ask to assist them in preparing for travel and living abroad related to their disability?
















These access information forms provide starting points to learn more about what may be needed. The advisor guidelines also help know what the individual's responses may mean and what follow-up questions you could ask. Download and adapt these for your own use; it may mean asking fewer questions on the forms and more in face to face conversations.

- Have a conversation with the participant about her or his abilities and tolerances
- Give general information on what to expect in the host location
- See whether the individual can function in less than fully accessible situations or if he or she needs the situation to offer the accessibility he or she is used to
- Ask what ideas the participant has for adaptations in the new situation or adaptations she or he has used at home or elsewhere
- Explore the difference between accessibility wants and needs

Asking disability professionals to be in on the conversations, or making referrals to mental health or other professionals to have the follow-up conversations, may be the route some choose to go.

Download these on this page: <http://www.miusa.org/resource/tipsheet/assessmentforms>

Documents:

-  [Autism Spectrum - Access Information Form](#)
-  [Autism Spectrum - Advisor Guidelines](#)
-  [Blind or Low Vision - Access Information Form](#)
-  [Blind or Low Vision - Advisor Guidelines](#)
-  [Chronic Health - Access Information Form](#)
-  [Chronic Health - Advisor Guidelines](#)
-  [Deaf or Hard of Hearing - Access Information Form](#)
-  [Deaf or Hard of Hearing - Advisor Guidelines](#)
-  [Learning Disability and ADHD - Access Information Form](#)
-  [Learning Disability and ADHD - Advisor Guidelines](#)
-  [Physical Disability - Access Information Form](#)
-  [Physical Disability - Advisor Guidelines](#)
-  [Mental Health - Access Information Form](#)
-  [Mental Health - Advisor Guidelines](#)
-  [Mental Health Referral Form](#)

Related Links:

[Association on Higher Education and Disability Forms for Students in Transition](#)
[University of Minnesota Access Abroad Accommodation Request Form](#)

Related Resources

[How to Begin](#)

1. [Knowing What Disability Questions to Ask: Sample Accommodations Forms](#)
2. [Showing Respect by Being Direct](#)
3. [Top 5 Mistakes to Avoid](#)
4. [Which U.S. School or University is Best to Place a Student with a Disability?](#)
5. [Faculty-Led Study Abroad Programs](#)
6. [Sending a Deaf Student Abroad: One University's Experience](#)
7. [Nothing About Us Without Us](#)
8. [Free Information and Referral Service](#)
9. [10 Recruitment Tips to Attract People with Disabilities](#)
10. [Disability Resources A - Z](#)

A New Perspective on Disability

Traditional fears, outmoded ideas, and limited expectations are the real barriers facing people with disabilities. Society creates these barriers based on negative attitudes regarding disability. With these positive considerations, we can remove the barriers:

1. Disability is Normal

Disability is not an aberration, a problem to be solved, or an illness to be fixed or cured. It is a common and expected occurrence in the human condition -- just like being tall or short; of one gender or another; of one ethnicity or another; etc. Everyone knows someone with a disability. If you don't think you know a person with a disability, that invisibility is part of the problem.

2. Expanding Access Expands Diversity

Disability is a vital part of diversity. Programs, activities and organizations invariably get better as they become more diverse – with more women, more minorities, as well as more people with disabilities. With 10-12% of our nation's population reporting a disability, people with disabilities belong in this equation. Their involvement in your organization or program will lead to broader perspectives and richer outcomes for all concerned. And your market share can grow by 10-12% by including them!

3. Familiarity Overcomes Fear

Our fears about disability are understandable but not insurmountable. Our fears come from thousands of years of negativity and oppression. When faced with serving students with disabilities many of us feel ill-prepared and ill-equipped to meet the challenge because our “knowledge” is anchored in these historical attitudes and biases. We can counteract these fears by focusing on the person, not the disability. Serve the person; and, as needed accommodate the individual characteristics of the person. Just as we serve all others.

4. Equality vs. Nondiscrimination

Our goal is not equality. It's nondiscrimination. Equality suggests similar treatment. However, people with disabilities, as a direct result of society's obstacles and barriers, need positive actions to help reduce or eliminate these barriers (steps with no ramps; printed matter with no electronic or Braille copy, etc.)

5. Accommodations vs. Adjustment

We make adjustments or accommodations all the time. A student needs a time adjustment for child care; an employee needs to leave early to make a medical appointment; the boss wants to reschedule your meeting until he or she is ready – these are all routine, fully accepted program or workplace adjustments. While we call disability related adjustments accommodations, we should view them as further examples of the garden variety adjustments we make all the time.

6. Form Interactive Partnerships

Since each student or person with a disability has a set of individual circumstances, and has more experience accommodating themselves than anyone else, it is both prudent and effective to engage the student in the development of any accommodation solutions. People with disabilities believe in the principle “nothing about me without me.” This is called the “interactive process” and employing it can save both time and money.

7. Having a Disability is an Asset

Often, having a disability teaches a person about themselves. It’s like having a job. It challenges them to plan more carefully; to develop their strengths and abilities; to problem-solve; and to help others accept and understand their uniqueness. Having a disability takes time, energy, and resources. Rather than fearing or pitying people with disabilities, we ought to both value their perspective as well as respect them for what they have learned.

8. Dignity of Risk

Remember, there are some things we can plan for and there are some things we can’t plan for. When a disability is in the picture, society too often tries to plan for everything - - to “protect” people with disabilities from “dangerous” situations. This paternalism is stifling. People with disabilities should have the same right to assume the same risks as anyone else. Moreover, this dignity of risk should include the right to meet the challenges of life, the right to learn, and the right to fail. Without the right to fail we have less chance to succeed.

9. With Rights Come Responsibilities

Our nation has determined that people with disabilities have a civil right, under the Constitution, to participate in education, employment, public accommodations, transportation and communications. These hard-won rights come with a responsibility on everyone’s part to fairly and properly pursue these rights. All of us should safeguard these rights with justice and dignity.

10. People-first Language

People with disabilities are people first. Whenever referring to them, place the noun before the adjective. For example use the term, “people (or students) with disabilities”, not the disabled. Still, be flexible with language, and not a slave to it. Follow the individual’s lead with how they might prefer to be referred to.

Handout compiled by:

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Legal, Ethical, Practical Considerations - Facilitator's Roundtable Discussion Guide

The ADA also only gives three reasons you can say "no":

- 1) Undue financial burden (based on whole university/organization not a single office/program)
- 2) Fundamental alteration of the program
- 3) Direct threat to health or safety of others (difficult to prove)

Otherwise, you would say "yes" so what would you do to be able to do this?

Study abroad programs need to look at the program in its entirety when gauging if it is accessible.

- While it must provide meaningful access to essential aspects of the program, this doesn't mean every single aspect will be accessible.
- The amount of control over the program makes a difference in what you can expect.
- What is reasonable in the U.S. may need to be done differently abroad; it requires diligence in exploring the options on a case by case basis.

Staff should be hesitant to promise too much and then not be able to deliver.

- Set realistic expectations in a way that is not discouraging by including the individual in all "What if" exploratory conversations.
- While you have an obligation to make programs reasonably safe and prevent harm from coming to student, no program can ensure safety.
- It's always a risk and with risk comes opportunity for students with disabilities to fail and learn from that like all other students.

Law doesn't specific how to fund accommodations.

- Policies could be: institution where the student receives credit pays, the office that typically funds services pays, or pay through the combined contribution of all entities involved (most flexible)
- Sources could be: outside scholarships or funds, budget % within regular funding streams, or set up a diversity fund for unexpected or uncommon costs for any student
- Standards could be: Design programs and begin partnerships with access issues in mind and as a discussion. Is it a lack of resources or lack of resourcefulness?

There are many good reasons for providing accommodations to students who study abroad.

- It reflects a commitment to inclusion and an institution's international mission.
- The Americans with Disabilities Act operates as a floor, not a ceiling, for programs in making decisions.
- Many colleges and universities do provide accommodations for students on study abroad simply because they think it is the right thing to do.
- For others there's a shift in thinking that any future legal cases may disregard the fact the program takes place overseas, and still hold the U.S. program responsible for access.

Whatever influences your decisions - legal, practical, or ethical reasons - in this 25th year of the ADA don't let it be hidden biases that guide you.



STARTING OUT WITH THE RIGHT MINDSET

Our mindset going into a task will affect the outcome. While we may not have the power to resolve all accommodation needs, either a “problem” or “empowered” outlook will determine how successful we will be in assisting a student with a disability. We can avoid a problem mindset by utilizing our **curiosity**:

“I wonder how we can provide this student the best study abroad experience?” **versus**
“It’s probably not a reasonable accommodation”

“I wonder what creative ways we can reduce costs?” **versus**
“It’s too costly”

“Where can I start looking for an interpreter?” **versus**
“It’s not likely we will find an interpreter”

“What are some alternative ways to get around?” **versus**
“That country has no accessible transportation”

“How can I learn more about this student’s disability?” **versus**
“I don’t know anything about disabilities”

“How can I learn to better address this student’s needs?” **versus**
“This is the Disability Office’s responsibility”

Curiosity empowers by asking the question: “What *can* be?”

by Karen Keen, Disability Resource Center at University of California, Santa Cruz

WORKING WITH STUDENTS WITH ASPERGER SYNDROME
Christie Johnson, Senior Director of University Relations, API

What Is Asperger Syndrome?

Asperger Syndrome is an autism spectrum disorder (ASD) considered to be on the “high functioning” end of the spectrum. Affected children and adults have difficulty with social interactions and exhibit a restricted range of interests and/or repetitive behaviors.

~Autism Speaks

Common Traits:

Inability to read social cues:

- Difficulty interpreting body language (non-verbal clues), to include facial expressions, posture, stance
- Little to no awareness of appropriate personal space: they will often stand very close to the person with whom they are speaking, and do not recognize when that person is uncomfortable

Difficulty with appropriate conversation:

- Limited understanding of the reciprocal rules of conversation: they tend to speak on a topic of interest to them, often not allowing for any contribution from the person with whom they are speaking, and do not notice when the other person has lost interest
- Often speak at a loud volume
- Struggle with maintaining eye contact
- Interpret words and phrases literally (problem with colloquialisms, clichés, idioms, turns of phrase, common humorous expressions). (E.g.: “My door is always open, if you ever need to talk.” “No, sometimes your door is shut.”)
- Failure to understand puns or sarcasm;
- ADHD is often a corresponding diagnosis, and this can manifest itself in the tendency to interrupt others
- Bluntness/extreme honesty: they struggle with the concept of keeping an observation to themselves – particularly in regard to physical appearance (e.g. “Why do you not have hair on your head?”)
- Excessive questions when discussing a topic of interest (e.g. “When does a seed become a plant? When is it considered alive? How many particles are in a seed? How does water make a seed grow? Why does sunlight make a plant grow? Why don’t some plants need water?...”);
- Inability to engage in “small talk”

Emotional and behavioral tendencies:

- Difficulty in accepting criticism or correction
- Extreme or intense reactions appearing “out of nowhere”
- Reaction to interruptions (either when speaking, or when asked to change tasks or activities before “completed”) may range from stress to anger to confusion
- Rigid fixation on routine; severe reaction to change
- Difficulty understanding the emotions of other people
- React very negatively or angrily when losing a game or when teased, even when the teasing is in good-natured

Restricted and repetitive interests and behavior

- Often display behavior, interests, and activities that are restricted and repetitive and are sometimes abnormally intense or focused
- Repetitive routines provide feelings of security; stress when routine suddenly changes
- Limited diet, and disinterest in trying new foods

The list of Common Traits can be daunting. However, there are some ways in which you can work with this student to make the experience easier on-site, and to foster a successful relationship and a successful experience abroad.

Before the student departs:

- Speak to the student about strategies for success, areas they find challenging.
- When possible, speak to the family, therapist or counselor, advisors, and disability services office regarding coping mechanisms and accommodations.
- Encourage the student to allow permission to share the diagnosis with parties on-site.
- Educate on-site staff, host families, faculty, and fellow students about Asperger's, when given permission to share the diagnosis.
- Schedule Skype meetings with on-site staff prior to departure to build rapport in advance of arrival.

On-Site:

- 1) Avoid idioms, especially when giving instructions.
- 2) Provide notice when a routine must be changed.
Example: if you normally have dinner together, but you have a social event so you'll not be able to dine with her, let her know in advance.
- 3) Provide notice when he needs to transition between activities.
Example: he's working on the computer, but you are preparing to depart together for an errand. Tell him "we need to leave in 15 minutes." You can remind him again, "we need to leave in 5 minutes."
- 4) If you are sad, or angry or pleased or uncomfortable with something that happened or something he did, tell him. He may be unable to recognize this emotion based on your facial expressions or behavior.
Examples:
 - *I am angry that you used my computer without permission.*
 - *I am extremely sad because my sister was in a car accident, and I'm worried about her.*
 - *I really appreciate that you helped clean up the kitchen.*
 - *It upsets me when you say I am a big person.*
 - *I really appreciate that you apologized for running late!*
- 5) When conversing with her, be candid when her conversation is not appropriate, or you'd like it to end.
Examples:
 - *I'd like to talk about something else now.*
 - *I do not know the answers to your questions, but we can look it up on the Internet.*
 - *I'd rather not talk about that – it's too personal.*
- 6) Ask him what his favorite foods are, and if there are any he intensely dislikes.

Remember: many similarities exist between people with Asperger's and newly arrived study abroad students in the height of culture shock. Specifically, both groups:

- Do not understand idioms, sarcasm in the host country language, and can interpret instructions literally.
- Cannot understand social cues or personal space, because these are very much culturally influenced.
- Become saddened by the lack of their familiar routine.
- May not like local foods.
- Do not understand the local norms regarding conversation.

POTENTIAL SMALL GROUP ACTIVITY

Show a photo such as the one below in Jordan:



Say to the Group: Tell me about this photo. To solicit more, say: Describe what is happening here.

Write down all the responses until you have about 15 collected.

Then ask: Has anyone has used the DIE exercise popular in intercultural learning?

DIE stands for Describe, Interpret, Evaluate

It is a way for students on study abroad to make sense of what they are experiencing in a new culture without jumping to conclusions.

I had asked Tell me about this photo. Describe what is happening here.

How many of the 15 responses strictly “described” what is here. For example, a woman in a power wheelchair is on a gravel ground in front of a building with 8 shallow stone stairs and no handrails.

Let’s put a “D” next to those that describe only.

How many of the 15 responses are jumping into “evaluating” statements or opinions. For example, this student can’t get into the historic building because of her wheelchair.

Let’s put an “E” next to those that offer these determinations.

The rest are then “interpreting” what may be going on. For example, I wonder if there’s another entrance around the back that doesn’t have stairs? Can this student get up out of her power wheelchair to get up the stairs? Are those stairs shallow enough for a portable ramp?

Let’s put an “I” next to those.

This activity (usually) shows that our mind sometimes will jump to conclusions (evaluations) without us realizing it. It is a good tool for being more conscious when talking with a student with a disability.

When sharing about a potential site or program, describe what is there to them. Be specific but neutral.

Then together, with the student and disability advisors, interpret all the different ways this may work for the student – be curious in exploring all the different possibilities before coming to any conclusions and evaluating the outcome that is the most likely route to go. Sometimes you can’t plan for everything, so the process of “interpreting” different possibilities will help the student be adaptable when needed abroad too.

What is your Tolerance for the following? If you have low tolerance, this activity or situation is difficult or uncomfortable for you. If you have high tolerance, you feel this could be acceptable or managed.

Discuss at your table with those who had different responses and why.

Low				High	
1	2	3	4		People lifting a wheelchair user as needed during the program
1	2	3	4		Student with disability going without full pre-existing health coverage
1	2	3	4		A sign interpreter who does not want to live in the same housing as students
1	2	3	4		Student who is blind traveling on his own through high traffic urban areas
1	2	3	4		Student ceases or changes medications before leaving because it's illegal abroad
1	2	3	4		Host family asks student to sleep on the couch since it's the only room accessible
1	2	3	4		Student with autism enrolls in a program that requires high level independence

QUESTIONS FOR ROUNDTABLE DISCUSSIONS

- Is it realistic to say a student with a disability can go anywhere?
 - How do you advise students when the site they've selected appears to you to not be a good fit?
 - How can you ask the right questions or truly assess if a location will be accessible if you are not at the location?
 - What can you do if you have less control over the structure of the program abroad?
 - Are the barriers reasons enough to stop or delay a student with disability from participating?
 - What would you change if you had to say “yes”?
 - What is problematic about saying “no” to this main question?
 - When would you tell a student without a disability they cannot go somewhere?

- How do you know if the student has the flexibility, adaptability and problem-solving skills to make adjustments abroad?
 - Should we be equally concerned about this for ANY student?
 - What if the experience, in itself, is critical for building such skills? How then do our programs foster this (both programmatically and as a safety net)?
 - Is this a question we should even be asking?

FACTORS TO CONSIDER

- Practical
 - Have other students have done it before?
 - Are there people with disabilities living in that community abroad?
 - What have other colleagues used for problem-solving solutions?
 - Have you asked Mobility International USA?

- Ethical
 - Being guided by doing the right thing
 - Values about right to choice and equal opportunity
 - Mission to reach more students and more diverse student to go abroad

- Legal
 - Must make case by case determinations (not based on previous bad experience)
 - Due diligence in exploring options (cannot take “it’s not possible” at face value)
 - Decisions made free of assumptions
 - View program in its entirety when looking at if it’s accessible
 - Make it reasonably safe not ensure safety
 - Look at meaningful access to essential components

STUCK ON WHAT SEEMS LIKE AN IMPOSSIBLE BARRIER TO SOLVE?

- Put it on the “Brick Wall” list at your table, and we’ll send out our responses to it after the session to all who sign up on the email list.