

DISCOURSES on DIVERSITY & INCLUSIVE PRACTICES

Crossing Our “Pettus Bridge”

Students with Disabilities in the Postsecondary
Education Context

- A Social Justice Perspective -

Zuhar Rende Berman, PhD





Zuhar Rende BERMAN, PhD

CROSSING OUR "PETTUS BRIDGE"
Students with Disabilities in the Postsecondary Education Context

e-ISBN 978-625-7880-20-6
DOI 10.14527/9786257052818

Responsibility of the contents belongs to its authors.

© 2020, PEGEM AKADEMİ

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without prior permission in writing from the publishers.

Pegem Academy Publishing Training and Consultancy Services Tic. Ltd. Şti. It is a publishing house founded in 1998 in Ankara/Turkey which has been operating regularly for 22 years. Published books, it is included in the catalogs of higher education institutions. Pegem Academy has over 1000 publications in the same field from different authors. Detailed information about our publications can be found <http://pegem.net>.

I. Edition: May, 2020

Publication-Project: Özge Yüksek
Typesetter-Graphic Designer: Tuğba Kaplan
Cover Design: Zuhar Rende Berman

Printed by: Ay-bay Kırtasiye İnşaat Gıda Pazarlama ve Ticaret Ltd. Şti.
Çetin Emeç Bulvarı 1314. Cadde No: 37A-B Çankaya/ANKARA
Tel: (0312) 472 58 55

Publishing House Certificate Number: 36306
Printing House Certificate Number: 46661

Contact

Karanfil 2 Sokak No: 45 Kızılay/ANKARA
Publishig House: 0312 430 67 50 - 430 67 51
Distribution: 0312 434 54 24 - 434 54 08
Preparatory Courses: 0312 419 05 60
Internet: www.pegem.net
E-mail: pegem@pegem.net

DEDICATIONS

This book is dedicated to the exceptional women and teachers who contributed greatly to both my personal and professional development as a teacher and an academician.

Dr. Ruby Thompson

Professor Emeritus, Reading and English Education

Clark Atlanta University, GA. USA

Dr. Janet Norris

Professor, Speech-Language Pathology

Louisiana State University, LA. USA

Prof. Elizabeth Champlin

Georgia Gwinnett College, GA, USA

Dr. Gönül Akçamete

Professor, Special Education

Ankara University, Ankara. Turkey

Sevim Yozgatlı

Vali Ürgen Elementary School, Antakya. Turkey

At one point or another in my life, these unique women became invaluable mentors and role models as I explored and experienced the mystery that is Human Diversity in all its various contexts. Their guidance helped me safely navigate situations and systems where there was no appreciation or place for diversity through their personal narratives and experiences. I will be forever grateful for their friendship and presence as part of my continuing journey.

However, I would not have met these exceptional women if it wasn't for the greatest influencer in my life, my mother, Nedime Rende. Her strong and firmly held belief that each and every girl deserves the right to be educated and become completely independent and self-sufficient was the driving force as I was growing up. As I faced challenges and obstacles on my path, her constant encouragement helped me to persevere. Even now, she inspires me to stay true to myself and to support young women as they begin their own journey.

On a special but more somber note, I would also like to recognize my late friend Liz Champlin for her inspiration and meaningful conversations on realities of women with intersecting diverse identity markers in higher education. I am extremely thankful for having had her all too brief presence in my life. Her unique perspective on life as well as her quirky sense of humor have been sorely missed.

ABOUT THE AUTHOR

Zuhar Rende Berman

Zuhar was born in Antioch, Turkey. She is an Assistant Professor of Special Education and the Department Chair at Yeditepe University, Istanbul. She completed her doctoral degree in Special Education and Speech Language Pathology at Louisiana State University (LSU), Baton Rouge, Louisiana. She has received her Educational Specialist degree from LSU, and Educational Leadership postgraduate degree from California State University at Fullerton, California. She holds a master's degree in Special Education and a baccalaureate degree in Psychological Services in Education from Ankara University, Turkey.

She has been serving in the field of special education for over 30 years. She worked as a language, autism and inclusion teacher as well as held Assistant Professor and administrative positions at several higher education institutions in United States for 26 years. Zuhar has been a member of the Faculty of Education at Yeditepe University in Istanbul Turkey. She is an Assistant Professor and the department chair of Special Education Teaching. Her research interests include language and literacy development and disorders, emotional and behavioral disorders, early intervention, multicultural education, assistive technology and disability studies in higher education.

Zuhar is the proud mother of her son Cem who has recently graduated with a Mechanical Engineering degree, and is living in Atlanta, Georgia. She currently resides in Istanbul with her husband Millard and their two retired racing greyhounds Lorelei and Yoldosh. They both enjoy working on the Yeditepe University campus with its welcoming and collegial atmosphere.

FOREWORD

Dr. Rende's use of the Pettus Bridge Crossing as a metaphor for the movement of students with disabilities toward postsecondary education frames the broad and encompassing message of this book: Social Justice **must** prevail if these students are to achieve their goals of independence and social progress.

Drawing on the unique features of the march and of those who marched onto the bridge but were ruthlessly thwarted in their desire to cross over to the other side, Dr. Rende gives voice to the following societal injustices that resonate even today: Voter Disenfranchisement, Economic and Educational Inequities, Discriminatory Policies, Blatant Racism, and inconceivable violence directed towards non-violent marchers.

With firm grounding in a social justice theoretical framework, Dr. Rende explores and analyzes issues and challenges to students gaining access to, and their subsequent success in education at the postsecondary level. This framework enables her to carefully document those influences and perceptions that determine how these learners are accepted and accommodated. Dr. Rende juxtaposes the actions and outcomes of the Pettus Bridge experience for African-Americans with the postsecondary experience of students with disabilities and notes that while they are two very distinctive social events that have had an impact on the social fabric of America, each is a function of the social justice principle and practices in effect.

Each chapter of the book focuses on concepts relevant to implementing social justice principles and practices to ensure access and success for students with disabilities in postsecondary education. The reader is further guided through a discussion of models that provide greater understanding of why the social model is the true representation of the social justice philosophy, its practices and principles.

Dr. Rende provides an overview of current findings from the literature review on an array of factors related to postsecondary outcomes for students with disabilities. These outcomes detailed; elements of programs, practices, processes, and policies which support student success are delineated. Implications for specific actions on enhancing student outcomes through these elements are described. Chapter 5 provides a repository on effective practices which reflects social justice in action. The final chapter of the book revisits the Pettus Bridge metaphor and reinforces the promise of the social justice in supporting students with disabilities in postsecondary institutions.

It is my hope that this book will provide insight from the social justice perspective regarding challenges and obstacles that confront students with disabilities in the postsecondary context. For leaders and faculty in higher education, this book is a valuable source for evaluating existing practices, policies and procedures related to serving students with disabilities for the absence and/or presence of social justice principles.

Good readings for *Social Justice* and promoting success for students with disabilities.

Ruby Thompson, Ph.D. Professor Emeritus
Reading and English Education
Clark Atlanta University
Atlanta, Georgia, USA

ACKNOWLEDGMENTS

I would like to recognize some of the wonderful individuals whose paths have crossed mine over the many years and through our shared experiences or just learning about their journeys have helped me to become the person I am at this moment in time.

My introduction to the Social Justice philosophy, the way of living as being accountable to myself and others' wellbeing began when I joined the faculty of School of Education at Clark Atlanta University which is the heart of the first Historically Black College and University (HBCU) campus in United States. Dr. Ruby Thompson, Professor Emeritus of Reading and English Education was singularly responsible in widening my world view regarding diversity/ multiculturalism, the concept of social justice, and what it meant to be an empowered and highly educated woman, a "sister". The idea for this book emerged as I became more self-conscious of the complexities that exist in the struggle for inclusive educational practices. The discussions matured as I made new connections between the Civil Rights movement and the struggle individuals with disabilities as well as their parents experience at daily basis. This book became possible because of the deep and meaningful conversations shared, the guidance and mentoring I received from my "sister", mentor and dear friend Dr. Ruby Thompson. For that, I will be forever grateful. Even though there is over 9,000 kilometers between us, I will always cherish our shared experiences and continue to value her as a mentor, role model, and friend.

I would also like to extend my deep appreciation and gratitude to the following members of the School of Education at Yeditepe University in Istanbul, Turkey; Dean, Dr. Ayse S. Akyel, Professor of English Language Teaching and Dr. Nilufer Sehiban Ozabaci, Professor of Psychological Counseling and Guidance for their positive support and encouragement in this process; and Dr. Hossein Farhady, Professor of Applied Linguistics who besides being an invaluable colleague and friend, was always available to provide guidance, encouragement, and constructive feedback during not only this process, but since I became a member of the School of Education.

A heartfelt thank you to my parents for their continuing support of my journey by empowering me with opportunities to make my own life-choices. Finally, a big shout out to my husband and sounding board, Millard Berman, Jr., for his unwavering support and help as my proof-reader and editor.

CONTENTS

Dedications.....	iii
About the Author	v
Foreword.....	vii
Acknowledgments.....	ix
INTRODUCTION.....	1
1. CROSSING OUR “PETTUS BRIDGE”: STUDENTS WITH DISABILITIES IN THE POSTSECONDARY CONTEXT	5
Crossing Our “Pettus Bridge”: Students with Disabilities in the Postsecondary Education Context.....	6
Civil Rights Through Legislation and Postsecondary Education.....	7
The Problem at Hand.....	8
2. SOCIAL JUSTICE FRAMEWORK	11
Social Justice Leadership	12
From Theory to Models.....	13
Medical Model.....	13
Social Model	14
Identity Construction and Disability Models.....	15
3. CURRENT TRENDS IN POSTSECONDARY ACCESS AND ATTAINMENT	17
Diverse Educational Experiences.....	18
Type of Institution.....	18
Dropout Rate.....	19
Enrollment by Gender, Age and Other Demographics.....	20
Type of Disability.....	20
Global Trends.....	21
More Recent Data.....	21
4. FACTORS INFLUENCING STUDENT ACCESS TO AND ATTAINMENT IN POSTSECONDARY EDUCATION.....	23
Overlapping, Intersecting and Interacting Factors	24
Socio-Individual Factors	25
Disability Specific Factors	25
Race and Ethnicity	27
Family Socioeconomic Statue (SES)	27

Postsecondary Readiness Skills	27
Social Support System	29
Socio-Political Factors: Policy and Procedures	30
Transition process from secondary to postsecondary education	30
Disclosure and Documentation of a Disability	31
Inconsistencies in Policies and Their Implementation.....	31
Institutional Factors	31
Institutional Culture	32
Faculty Related Factors.....	32
Availability and Quality of the Student Support Services and Staff.....	33
Student Concerns and Recommendations.....	34
5. INCLUSIVE PRACTICES	37
A Bridge to Inclusive Practices: A Social Justice Model.....	38
Creating an Inclusive Culture	41
Adopting Universal Design for Learning (UDL)	43
6. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	45
Conclusions.....	46
Implications and Recommendations	47
Recommendations for Institutions	47
Improve Quality of SSS and Staff	48
REFERENCES.....	51

INTRODUCTION

Despite an abysmal rate of high school completion, an increasing number of secondary students with disabilities are accessing postsecondary education. This is important because historically, secondary students with disabilities have either left school either without graduating or having a sufficient level of preparation for adulthood, to include postsecondary education. In spite of the adverse historical trends experienced by secondary students with disabilities in education, the number of these students accessing postsecondary education has tripled during the last two decades. Unfortunately, current research on postsecondary education and disability have identified that those enter postsecondary institutions have limited success despite increased support systems in place. Therefore, there is an urgent need to investigate and understand the complex nature of barriers to student success including socio-individual factors; secondary and postsecondary policies, practices, and procedures, and institutional factors that exclude, impede, or disenfranchise students with disabilities in those settings.

The title of this book **Crossing our “Pettus Bridge”: Students with Disabilities in the Postsecondary Education Context** came into being after a visit to Selma, Alabama as it offers a metaphor that provides a bridge between different social struggles for equality; and brightly reflects on the analogous nature of how disadvantaged individuals in any society need to make their voices heard loud enough so that society at a whole understands, accepts, and supports the need for change.

Crossing our “Pettus Bridge” is a direct reference to one of the seminal moments in the continuing struggle for civil rights by African-Americans as they sought (and still seek) to gain the equality that had been denied them as a people since the implementation of the 14th Amendment to the Constitution of the United States back in 1868. The significance of this amendment was that it gave equal protection to all under the law.

In March 1965, nearly 100 years after the 14th Amendment was signed, the Pettus Bridge in Selma, Alabama was the site of a violent confrontation between the law enforcement forces that supported the existing White Power Structure in Alabama, and those marching peacefully as they sought to regain their right to vote that was being denied them through the rigorous implementation of racial

segregation in what is considered the Southern United States. As the march progressed across the bridge, they were advised to disperse by the state and local law enforcement officers waiting on the other side. As the marchers continued marching over the bridge, the law enforcement officers charged across the bridge towards them and started to use the tools available to them (i.e. clubs, police dogs, and teargas) to attack and arrest the marchers as they pushed them back towards their starting point. If the intent of the actions by the authorities at Pettus Bridge was to break the spirit of the members of the Civil Rights movement and force them back into accepting virtual enslavement within the boundaries set for them by White Southern Society, then their actions were for naught. The actions of both the marchers and response by the members of law enforcement involved in this incident were recorded in detail by members of the press to include video and audio that were later presented nationwide by the major television and radio networks. The ferocity of the attack on the marchers shocked and disgusted not only the majority of US citizens, but also shamed the President and many members of Congress into eventually taking action which, five months later, resulted in the Voting Rights Act of 1965.

While the actions taken by those looking for Social Justice/Equity for individuals with disabilities in no way mirrors the open discrimination and hatred that has been (and continues to be) experienced by African-Americans as they continue to strive for equality, there are similarities in how both groups have been perceived in society, and through omission and/or commission have been marginalized/ disenfranchised.

This book is written to provide an insight to what higher education means to individuals with disabilities and barriers they face as they pursue their dreams from the Social Justice perspective. The author addresses the challenges and promises offered to individuals with disabilities in higher education.

It is the author's hope that this discussion of the Civil Rights movement and the similar struggle students with disabilities experience in higher education is utilized to initiate meaningful dialogues on "***Social Justice and Disabilities***" in the fields of Education and Social Sciences such as Special Education, Guidance and Psychological Counseling, Psychology, Law, Anthropology and Sociology courses and seminars. This book is also intended to be a resource for staff, faculty and administrators at both Secondary and Postsecondary education institutions, and those who are interested and involved in the process of becoming an Inclusive Institution. It is also hoped that the discussions in the book inspire further research on existing issues and inclusive practices at postsecondary educational context.

The content of the book is organized and presented under six sections. In sections 1 and 2, the author highlights the problems regarding the legal, ethical, and moral treatments that individuals with disabilities face when exercising their civil right to attend postsecondary education in North America and abroad: ***Students with Disabilities in Postsecondary (PS) Context***. The background information on the inception of civil rights for individuals with disabilities is discussed through the social justice theoretical framework in section 2 titled ***Social Justice Framework***. ***Current Trends in Postsecondary Access and Attainment*** are presented in section 3. In section 4 titled ***Factors Influencing Student Access to and Attainment in PS Education***, the author identifies and discusses the complex nature of barriers to success for those pursue further education, followed by an overview of ***Inclusive Practices*** (section 5). The book is completed with the ***Conclusions, Implementations and Recommendations*** for institutional leaders, faculty and staff in the fields of “disabilities” and “higher education” (section 6).

On a personal note, this book is just a beginning. At present there remain many unknowns to be experienced and shared in both secondary and postsecondary contexts in order to understand the complex and unique realities of individuals with diverse needs as they transition to adulthood. There is a critical and urgent need to reevaluate our roles and responsibilities in their journey as “change agents” toward a more just society in both educational and social contexts.

I invite you to create “communities of learners” including students and faculty at both secondary and postsecondary settings and engage in meaningful conversations and deep reflections as to how we perceive our role and reevaluate our actions in creating inclusive learning environments and communities for all to flourish.

I thank you for taking the time to read my book and look forward to thought-provoking dialogues as we meet. Enjoy !!!

1.

CROSSING OUR “PETTUS BRIDGE”: STUDENTS WITH DISABILITIES IN THE POSTSECONDARY CONTEXT

Civil Rights Through Legislation and Postsecondary Education

The Problem at Hand

Crossing Our “Pettus Bridge”: Students with Disabilities in the Postsecondary Education Context

“The black revolution is much more than a struggle for the rights of Negroes. It is forcing America to face all its interrelated flaws—racism, poverty, militarism, and materialism. It is exposing evils that are rooted deeply in the whole structure of our society ... and suggests that radical reconstruction of society is the real issue to be faced”

Dr. Martin Luther King Jr.

Just as the crossing of the Pettus Bridge and its aftermath were defining moments in the continuing struggle of African Americans to achieve equality as part of the Civil Rights Movement in the history of the United States, the increasing enrollment of students with disabilities in postsecondary institutions, their struggle for equal access in postsecondary settings and education’s response to these students’ individual and collective needs are also defining moments in the global society at large. In fact, the similarities between the civil rights movement and disability movement are striking: The Pettus Bridge incident of 1965 where marchers fought for the right to vote is much like the fight of individuals with disabilities for civil rights and full inclusion into mainstream life, including access to college. Both afore-mentioned issues represent the need to fulfill the ideals of an America of equality; and both represent the need for continuous evaluation and amendment of laws, policies and practices to reach that ideal on a global platform.

In this section, the author introduces brief data relevant to student access and attainment and addresses the challenges, promises higher education offers to individuals with disabilities in higher education. The context is discussed through the social justice theoretical framework.

A large body of research (Levine & Nourse, 1998; Newman, Wagner, Knokey, Marder, Nagle, Shaver, Wei, Cameto, Contreras, Ferguson, Greene, and Schwartzing, 2011; Schloss, Schloss, & Schloss, 2007) documented significant differences in demographics as well as the quality of lives of individuals with and without disabilities based on economic, social, vocational, and educational aspects. Newman et al., (2011) reported the findings of the National Longitudinal Transition Study (NLTS2) of youth in the United States, indicating that differences exist between young adults with and without disabilities. They reported that young adults with disabilities are less likely to enroll in postsecondary education and have lower completion rates; earn lower hourly wages and are less likely to have a checking account or a credit card; and are less likely to live independently and have lower rates of marriage than their non-disabled peers.

Obtaining postsecondary education is the path to empowering individuals with disabilities (Wilgosh, Scorgie, Sobsey, & Cey, 2010) who can strive for a better quality of life for themselves. The data on adults with disabilities who obtain postsecondary education provide a counter narrative to the dismal picture painted for those who do not: students with learning disabilities who graduate from a postsecondary institution are more likely to be employed at a salary rate and job benefits compatible with those of their peers without disabilities (Madaus & Shaw, 2006); and postsecondary outcomes for these students indicated greater possibility of employment with significantly higher wages, greater likelihood of living independently, higher incidence of voter registration, increased social encounter and regular engagement with friends, greater likelihood of voluntarism and community service activity at higher rates than their peers with lower educational status (Newman, et al., 2011).

In 2015, among 25-64 years old, 16% of those who had not completed high school, 11% of those completed high school, 10% of those completed some college, 8% of those completed associate degrees, 4% of those completed Bachelors' degrees, and 3% with master's or higher degrees had one or more disabilities. When compared on employment status and unemployment the percentage of individuals with disabilities who are unemployed reported to be as twice as higher than those without disabilities. For individuals with disabilities who had higher levels of education this difference was smaller (McFarland, Hussar, de Brey, Snyder, Wang, Wilkinson-Flicker, ... & Bullock Mann, 2017).

Civil Rights Through Legislation and Postsecondary Education

There exist several recent pieces of legislation that speak directly to increased access to postsecondary education for individuals with disabilities in United States. Chief among these are the Higher Education Opportunity Act (HEOA) of 2008 (Council for Exceptional Children, 2008), the Individuals with Disabilities Education Improvement of 2004 (IDEA) (Madaus & Shaw, 2006), the Americans with Disabilities Act (ADA) of 2008, and the Assistive Technology Act of 2004. In addition, Sections 504 and 508 of the Vocational Rehabilitation Act of 1973 as amended (Stewart II, Mallery, & Choi, 2010), and the Workforce Investment Act of 1998 support educational services provided at technical schools, community colleges and, to some extent, education at four-year institutions (Schloss et al., 2007). These acts provided institutions with funding and technical assistance in developing model programs for transition and inclusion of students and extended the protection of these rights to program and services that were not necessarily funded through federal agencies.

Unlike the steady development of law and policies in the United States, global development and implementation of similar policies to ensure equal access to resources and services, as well as protection of rights of individuals with disabilities are reported to be taking place at a slower pace with less comprehensive coverage and protection of those rights (Adams & Brown, 2012; Kohen, Uppal, Khan, & Visentin, 2010).

Disability movement including disability rights and individual protection under the law in developing countries has not been either progressive or steady. The lack of policies and provisions continue to impact the wellbeing of individuals with disabilities as well as their access to postsecondary education as they continue to face societal, cultural and institutional barriers (Campos Oliven, 2012; Hadjidakou, Polycarpou, & Hadjilia, 2010; Koca-Atabey, Karanci, Dirik, & Aydemir, 2011; Morley & Croft, 2011; Mwaipopo, Lihamba & Njeweje, 2011; Naami & Hayashi, 2012; Obiozor, Onu, & Ugwoegbu, 2011).

The Problem at Hand

Individuals with a higher level of education tend to be more engaged citizens (Helliwell & Putnam, 2007) and as such, postsecondary education is viewed as critical experience and necessity which is only deemed valuable by the society, community, or culture in which it is considered to be so (Jarvela, 2010). Current research on students with disabilities' transition, access and successful completion of postsecondary educational programs identify the trend of increased postsecondary school enrollment by them. This is important because within the past two decades, postsecondary education for students with disabilities has come to be seen as a necessity rather than a possibility in order for students to gain further training and education, acquire social skills, and make a successful transition into adulthood as productive members of society (Martínez-Marrero & Estrada-Hernández, 2008; Webb, Patterson, Syverud, & Seabrooks -Blackmore, 2008).

While there certainly are additional considerations other than being accepted to higher education institutions that are either absent, or major discrepancies exist that could help ensure students with disabilities are able to succeed in the postsecondary educational environment at higher levels. For example, insuring students with disabilities are appropriately assessed through offices of students with disabilities on college campuses, maintenance of satisfactory academic progress, and the provision of appropriate accommodations and modifications to support their needs are also of major concern to the field of education, even with Federal

entitlement programs and funding in place to insure their success (Trainor, 2008; Yell, 2008).

The global community has a moral, ethical and legal imperative to ensure secondary students with disabilities receive a quality high school education that allows them to successfully transition to postsecondary educational settings. Simultaneously, the aforementioned imperatives are applicable to the insurance of appropriate support and services to and for college students with disabilities once accepted into postsecondary educational settings (Alliance for Excellent Education, 2011). Unfortunately, current research on postsecondary education and disability have identified that many students with disabilities in America who enter postsecondary educational institutions have limited success in these settings despite increased access to higher education and increased support systems in place (Alliance for Excellent Education, 2011; Webb et al., 2008; Shaw et al., 2010). Therefore, there is a critical need to investigate and understand the factors that impact the postsecondary experiences of students with disabilities, that also may exclude, impede, or disenfranchise them in those settings.

2.

SOCIAL JUSTICE FRAMEWORK

Social Justice Leadership

From Theory to Models

 Medical Model

 Social Model

Identity Construction and Disability Models

The social justice theoretical framework informs our understanding of the influential factors and social perceptions that drive how individuals with disabilities are perceived, treated and accommodated. Principles of social justice are employed in discussing this social justice framework. Shoho, Merchant, and Lugg (2005) identified equity, equality, fairness, acceptance of others and inclusiveness to be the major principles of social justice. From an educational practice perspective, Gardner and Toope (2011) identified a set of practices that are necessary for a strength-based approach to social justice to be effective and to interconnect at all levels of an educational institution: recognizing students-in-context; critically engaging in strengths and positivity, nurturing democratic relations, and enacting creative and flexible pedagogies.

Similarly, Reed (2008) presented four lessons learned from her own experiences that could be utilized by educators who subscribe to social justice:

"...being reflective practitioners, acknowledging the misinformation and prejudice that they bring to social justice education, being able to connect with students at their points of advocacy, and reminding future leaders of their unquestionable responsibility to support all students regardless of their identities." (p.220-221)

Social Justice Leadership

"Sometimes you have to get in the way. You have to make some noise by speaking up and speaking out against injustice and inaction."

Rep. John LEWIS

From a leadership perspective, Radd (2008) identified three approaches that share the common principles of social justice which may be used to create sustainable social change in an educational context: (1) broad anti-oppressive framework; (2) inclusiveness in decision making; and (3) sense of agency. Radd (2008) further expounded on these styles of leadership stating that by utilizing the broad anti-oppressive framework leaders can identify oppressive practices in the setting and work toward eliminating oppression including the impact of racism, poverty and homophobia. By providing as well as modeling a consistent ethic of equity and equality for all stakeholders, leaders create social change in a pragmatically effective way.

Leaders who adhere to social justice employ the principles of inclusiveness in decision making, create and foster supportive networks with like-minded allies while building processes and structures for inclusive decision making, and trans-

form as effective leaders who resolve differences using creative methods to achieve collective agreement, demonstrate personal sustainability, perceive themselves as leaders with agency, and are capable of engaging others and leading learning for social justice change. Their social justice ideals are displayed in their actions and lead to change for justice (Radd, 2008, p. 281-282)

From Theory to Models

The social justice theoretical framework signals a paradigm shift in which the society as a whole move away from stereotyping certain members of society based on outdated and socially unjust labels. This move embodies the social model and disabilities which is the opposite of the medical model for which labels are central. *This medical model drives current educational practices and has an immense negative impact on both individual and social outcomes for individuals with disabilities.* These two models that fundamentally differ in the ways they approach the disability from being a deficit to being a type of diversity (Reaney, Gorra, & Hassan, 2012) are compared below:

Medical Model

Under the current *medical model*, in order to qualify for services and gain protection under the law at both K-12 and postsecondary levels, students with disabilities need to be diagnosed with a disability that is defined with a “label” such as learning disability (LD), physical disabilities, and attention deficit disorder (ADD). Disabilities are perceived by the members of the society differently and have varied levels of stigma attached to them based on the visibility of the difference as well the meaning they carry. It is widely reported that those are called “hidden” disabilities such as ADD, LD and mental illnesses are less understood as well as accommodated, and mental illnesses carry a heavier stigma than other disabilities. The use of categorical labels often does not carry positive meaning (Gillman, Heyman, & Swain, 2000) and creates opportunities for social exclusion and negative stereotypes associated with disabilities (Reeve, 2002).

At the postsecondary level, in order to receive both access to specific services and gain legal protection under ADA of 2008 (as amended), individuals with disabilities are required to disclose their disabilities. While this disclosure may provide positive opportunities for individuals in ways of access to resources and services, it can also create issues since society as a whole still view disabilities, especially mental illness through the unyielding lens of the deficit model. This conundrum puts many individuals in the unenviable position of having to face the

harsh impact of social stigma against their disability (Corrigan & O'Shaughnessy, 2007; Hale, 2010; Stier & Hinshaw, 2007). Fear of being stigmatized means many individuals with mental illnesses often hesitate to disclose their disability (Corrigan & O'Shaughnessy, 2007) or seek treatment (Stier & Hinshaw, 2007) as this often leads to lowered social integration and disapproval, lowered expectations/self-esteem and harassment and/or employment and housing discrimination (Corrigan & Watson, 2007; Ragins & Cornwell, 2001).

Social Model

Unlike the medical model, *the social model* seeks to eliminate the physical and attitudinal barriers that individuals with disabilities experience and focuses on the impairment itself. The social model of disability is based on the premise that individual disability is a difference, considered normal (Loewen & Pollard, 2010) and should be viewed part of diversity (Reaney, et al., 2012). Diversity assumes that individuals are different and possess individual qualities and bring unique experiences and perspectives that contribute to the learning /development of others in the educational context (Zepke, 2005, p. 171). Through disability activism, the "person first" language used by the medical model to define individuals with disabilities was challenged and replaced with "disabled person." (Linton, 1998; Winter, 2003). It is now used as an expression of pride and identity to be claimed as part of the diversity in our society. While this model recognizes that individuals may have some levels of impairment, it alleges that it is society that creates the appearance of a disability by not providing the appropriate environment that allows the individual freedom of access (Reaney, et al., 2012); and this in turn requires a better understanding of how the societal barriers, to include attitudes, affect individuals with disabilities (Loewen & Pollard, 2010).

While the experiences of individuals with disabilities do not include over 400 years of slavery, these experiences in many respects parallels those of African Americans as both groups have been demeaned, and subjected to dehumanizing conditions (Gillman et al., 2000), were subject to amusement and moral hazard (Goggin, 2010), and faced social exclusion in forms of either restriction from participation in or denial of access to places and opportunities (Gillman et al., 2000; Gorard, 2008; Susinos, 2007; Ward, 2009), and were exposed to various forms of exploitation by other groups.

Zalaquett, Fuerth, Stein, Ivey, and Ivey (2008) stated that the Diagnostics and Statistical Manual of Mental Disorders (DSM-IV) which represents a medical model and used in classification of the mental disorders in the United States

has been criticized by counselors who practice from multicultural /social justice perspectives. These counselors assert that

“...the traditional, intrapsychic/deficit-oriented approach to mental health care and the use of culturally biased diagnostic criteria contained in the DSM-IV-TR (APA, 2000) help to perpetuate various forms of social injustices and cultural oppression that continue to be manifested in the counseling profession.” (Lewis & Bradley, 2002 as cited in Zalaquett et al., 2008. p. 366)

Identity Construction and Disability Models

From the medical model perspective, disability is viewed as a form of limitation (Wax 2014). The implementation of this model traditionally impacted the negative self -identity formation of individuals with disabilities as well as shaped the societal perception of disability that has been extremely negative and exclusionary (Artiles, 2013).

Through utilization of the medical model, the DSM-V classification continues to impact the labeling and treating individuals with psychiatric disorders, and to promote the deficit model through disregarding the societal role as *stressor on individuals' mental health-especially those from diverse and/or marginalized groups; cultural identities and individual differences*; and as well putting the blame and the guilt on the individual for his or her own problems (Lewis & Bradley, 2002, Lopez , Edwards, Pedrotti, Prosser, LaRue, Spalitto, & Ulven, 2006 as cited in Zalaquett et al., 2008, p.366). From the social model perspective, advocates assert that negative identities of self-formed by individuals with disabilities are the outcomes of oppressive social interactions experienced by the individuals. They further propose that these negative identities and perception of self can be challenged and changed through self-understanding and, much needed empowerment of the individuals (Shakespeare, 1996).

The social model takes away the deficit from the individual and places the responsibility squarely on society. This change in responsibility requires that society adapt and/ or remove existing barriers from the environment so that previously excluded individuals can become full participants in what society offers to all of its members (Loewen & Pollard, 2010; Reaney et. al., 2012). The prevalent practices of using the medical model do not indicate an inclusive practice in postsecondary institutions as reported in the following summary of trends in the attendance of individuals with disabilities in postsecondary education.

3.

CURRENT TRENDS IN POSTSECONDARY ACCESS AND ATTAINMENT

Diverse Educational Experiences

Type of Institution

Dropout Rate

Enrollment by Gender, Age and Other Demographics

Type of Disability

Global Trends

Recent Data

The increasing number of students with disabilities who are accessing post-secondary education indicates that this number has tripled during the last two decades (Newman, et.al., 2011; Orr & Hammig, 2009; Stewart II et al., 2010; Thomas, 2000; Webb, Patterson, Syverud, Seabrooks-Blackmore, 2008; Schloss et al., 2007). Raue and Lewis (2011) report that approximately 707,000 students with disabilities were enrolled in post-secondary institutions, with about half of them enrolled in two-year institutions during the 2008-2009 academic year. In 2011-12 school year 11 percent of undergraduates reported having a disability (Synder, deBray & Dillow, 2016). The number of higher education institutions reported having at least 3 percent of their students registered for disability services increased from 14.7 percent during the 2008-09 school year to 17.6 percent in the 2015-16 school year (Hinz, Arbeit, Bentz, 2017, p.63)

Diverse Educational Experiences

Postsecondary education includes an array of diverse educational experiences offered by institutions globally with a wide range of institutional characteristics including, but not limited to the size of the institution, type of curricula (academic versus technical), two-year versus four-year institution, and institutions with programs geared toward providing specialized services to students with disabilities (i.e. intellectual disabilities, dyslexia, autism spectrum disorder). In institutions that offer and take pride in their diversity programs, the inclusive culture drives the practice and implementation of policies. Institutional culture defines and directly impacts the availability of support services for all such as housing arrangements, the inclusiveness of the induction programs as well as the presence of staff and faculty who are well prepared and are knowledgeable about inclusive pedagogic practices.

Type of Institution

Whether an institution is a 2-year or a 4-year degree granting institution is reported to be significant factor in attendance and completion rates of students with disabilities in postsecondary context. During the 2008-09 academic year, 88 percent of 2-year and 4-year degree-granting postsecondary institutions reported enrolling students with disabilities. Almost all public 2-year and 4-year institutions (99 percent) reported enrolling students with disabilities (Raue & Lewis, 2011). Among ninth grade students who had a disability diagnosis and received special education services in 2009, 89.1 percent of them reported having completed high school in 2012. As of fall 2013, of the 89.1 percent previously identified,

47.4 percent attended 4-year public or private postsecondary institutions while 27.5 percent attended public or private institutions granting 2-year degrees or less.

Dropout Rate

For students with disabilities in postsecondary institutions the 1st year experience is a very critical factor that directly impacts the attainment and completion of their education. In the 2003-04 school year, 11.2 percent of all first-time postsecondary students with disabilities dropped out of college compared to 8.3 percent of those without disabilities. The percent of dropouts was reported to be twice as higher in 2011-12 school year; 25.1 percent compared to 13.5 percent of those with no disabilities. This increase in the dropout rate for students with disabilities from 11.2 percent in 2003-2004 to 25.1 percent in 2011-2012 is very alarming.

Addressing this complex issue requires (1) *systematic and comprehensive research in order to understand the students' 1st year experiences, their needs and planning for* immediate actions need to be taken, (2) urgent efforts in *effective implementation of those services* in place in order to improve persistence and attainment of students with disabilities in higher education. (Hinz et al., 2017, p. 61). Further examination of persistence and attainment at the end of the 2nd year at any institution is reported to have increased from 21.9 percent in 2003-04 to 36.5 percent in 2011-12. This is clear evidence of a greater drop out risk that needs to be immediately addressed. At the end of the 6th year at any institution, the 2003-04 first time postsecondary student study revealed that 40.4 percent of those students attained a degree or certificate, 16.7 percent were still enrolled, and 43 percent dropped out (Sachs & Schreuer, 2011, p. 48.).

Newman et al. (2011) indicated that young adults with disabilities were more likely to have attended a 2-year college (44 percent) or a postsecondary vocational, technical, or business school (32 percent) than their peers in the general population (21 percent and 20 percent, respectively). In contrast, those with disabilities were less likely to have attended a 4-year university than were their peers in the general population (19 percent vs. 40 percent).

Their completion rate based on the institution type was also different than their peers without disabilities: young adults with disabilities who had attended 2-year colleges were more likely to have completed their 2-year college programs (41 percent vs. 22 percent); however, they were less likely to complete 4-year college programs (34 percent vs. 51 percent) than their peers.

Enrollment by Gender, Age and Other Demographics

In terms of enrollment by gender, age and other demographics, the data for 2003-04 and 2011-12 data for first time postsecondary students with disabilities is compared below. In 2003-04 and 2011-12, there were no significant changes regarding the enrollment of males from 42.2 percent to 44.8 percent, and the enrollment of females from 57.8 to 55.2 percent (2011-12). There were some changes in characteristics based on race/ethnicity, age, dependency status, and veteran status. The percentage of white students dropped from 66.4 percent in 2003-04 to 57.7 percent 2011-12 for first time postsecondary undergraduates. The number of African American and Hispanic students with disabilities increased; for African American students from 10.4 to 14.9 percent and for Hispanic students 12.5 to 17.2 percent in 2011-12. First time postsecondary students in 2003-04 under age 24 increased from 72.7 to 81.3 percent compared to those first timer students in the in 2011-12 school year. The largest group of first-time postsecondary students with disabilities were under the age of 24. The percentage of first-time students with disabilities reported to be dependent slightly increased from 2003-04 to 2011-12 (61.4 vs. 63.3 percent), however the percentage of veterans was significantly higher (from 2.8 to 4.8 percent) in 2011-12 (Hinz et al., 2017, p.48).

Type of Disability

Where the type of disability is the focus, in 2011-12 school year about 4.8 percent reported having specific learning disabilities, 21.8 percent having Attention Deficit Disorder (ADD), 23.9 percent having mental, emotional, psychiatric condition in addition to 16.9 percent having depression, 9.3 percent having orthopedic or mobility impairment, 7 percent hearing and 3.6 percent blindness or vision impairment, 2.4 percent having brain injury and 3.5 percent of the students were reported to have health impairment. A very small percentage of students reported having developmental disability (0.9%) and speech or language impairment (0.2%). Seventeen percent of students reported having other disabilities (Hinz et al., 2017, p. 33).

Psychiatric disorders. In 2012, it is estimated that 18.6 percent of adult population (43.7 million), 18 or older in the United States had a psychiatric disorders major depression, anxiety disorder, schizophrenia and bipolar disorder (Substance Abuse and Mental Health Services Administration, 2013) Posttraumatic stress disorder (PTSD) is a type of anxiety disorder that during the recent years both its nature and its impact have increasingly been investigated. A new generation of veterans has been diagnosed with PTSD and are seeking further education and

employment opportunities under the Vocational Rehabilitation Act of 1978 and the Post-9/11 GI Bill which provides financial support for education and rehabilitation of veterans (U.S. Department of Veterans Affairs) This adds an additional urgency and requires a specific set of support mechanisms in place to ensure no prejudice or stigma hinders their inclusion into society. There is currently a great diversity of disabilities represented in the student population in postsecondary contexts.

Additionally, Sachs & Schreuer (2011) identified individual differences based on disabilities with students with psychiatric disorders reporting lower levels of participations in activities and estimating less gains from their studies. The researchers also reported that students with disabilities who are frequent computer users reported to be more engaged in activities; estimated higher academic gains and higher satisfaction level with their studies than their peers with disabilities who were identified as less frequent /occasional computer users (Sachs & Schreuer, 2011).

Global Trends

Similar trends in attendance of students with disabilities in postsecondary context have been reported worldwide as characterized by lower success rate; high dropout rate during the first year; more time spent on academic demands; limited disclosure of disability; exclusion, isolation/limited social interaction and lower quality of life (Dutta, Scguri-Geist, Kundu, 2009; Harrison & Wolforth, 2012; Sachs & Schreuer, 2011; Wilgosh et al., 2010).

Sachs & Schreuer (2011) compared academic achievement and self-reported college experiences of students with and without disabilities in postsecondary institutions in Israel. More specifically they investigated student experiences and interactions across a wide spectrum of academic and extracurricular activities. They reported that although students with disabilities had *slightly lower GPAs; attended fewer courses; used computers less for their work; participated less in class and extra-curricular activities; and had significantly less experience in campus facilities*, they reported to be more satisfies with their studies (p.20).

More Recent Data

More recent data might be viewed as more *promising, however must be interpreted cautiously*. As reported in 2014, of the students with disabilities who were first time postsecondary students during the 2011-12 school year 11.1 percent

were enrolled in an undergraduate certificate program, 40.2 percent were enrolled in an associate's degree, 41.3 percent were enrolled in a bachelor's degree, and 7.5 percent were enrolled in no certificate or degree program (Hinz, Arbeit, Bentz, 2017, p.54). When their GPAs were compared during their last enrollment, 15.2 percent of students with disabilities made mostly A's compared to 17.8 percent of their peers with no disabilities and 21.4 percent received mostly B's compared to 22 percent received by their non-disabled peers. This is encouraging data regarding the success rate of students with disabilities (Hinz et al., 2017, p. 57).

This increasing diversity of complex situations adds to the increasing societal oppression of individuals with disabilities which mirrors the struggle for civil rights in the United States to include:

- Denial of rights: (voter registration vs. college registration)
- Unequal treatment: (physical abuse for exercising civil right to vote vs. systemic failures in transitioning and accessing services in postsecondary institutions)
- Abuses of the law: (literacy testing to vote vs. testing accommodations and modifications in colleges)
- Discrimination: (systemic disenfranchisement for both groups).

4.

FACTORS INFLUENCING STUDENT ACCESS TO AND ATTAINMENT IN POSTSECONDARY EDUCATION

Overlapping, Intersecting and Interacting Factors

Socio-Individual Factors

Disability Specific Factors

Type of disability

Self-identity and stigmatization

Realization of disability as permanent

Race and Ethnicity

Family Socioeconomic Statue (SES)

Postsecondary Readiness Skills

Negative secondary school experiences

Academic readiness

Knowledge of “self” and self-advocacy

Social-emotional and cognitive skills

Knowledge of requirements and responsibilities

Social Support System

Socio-Political Factors: Policy & Procedures

Transition Process from Secondary to PS Education

Disclosure and Documentation of a Disability

Inconsistencies in Policies and Their Implementation

Institutional Factors

Institutional Culture

Faculty Related Factors

Availability and the Quality of Student Support Services and Staff

Challenges SSS staff experience

Traditional accommodations in postsecondary settings

Student Concerns and Recommendations

Student concerns on barriers to the quality of life

Student recommendations for change

In spite of the mandate for postsecondary access and increased attendance and the availability of support systems for students with disabilities (Webb et al., 2008), it has been documented that many students with disabilities who enter postsecondary education have limited success (Daviso, Denney, Baer & Flexer, 2011; Izzo & Lamb, 2003; Milsom & Dietz, 2009; Stodden, Whelley, Chang, & Harding, 2001), many students drop out during their first year (Orr & Hammig, 2009; Stodden et al., 2001), and many do not score well, attend, or graduate from four-year colleges (Madaus & Shaw, 2006; Murray & Wren, 2003).

Overlapping, Intersecting and Interacting Factors

Scholars in the field have addressed a wide range of factors that act as barriers to the success of student disabilities in postsecondary settings. Although these factors co-exist and impact each other as they emerge and reform in a dynamic fashion, a great attempt is made to present these factors under the following clusters: *Socio-Individual factors; Socio-Political factors: Policy & procedures; and Institutional factors.*

As seen in figure 1, factors impacting the postsecondary experiences of students with disabilities cannot and should not be viewed in isolation; they overlap, intersect and interact. The impact of this dynamic relationship within and between these factors that is felt by each student is unique to that individual, and it demands to be cautiously studied. When these factors carry greater negative than positive weight, they act as barriers to students' access to postsecondary education, their social and academic inclusion, and attainment in postsecondary settings.

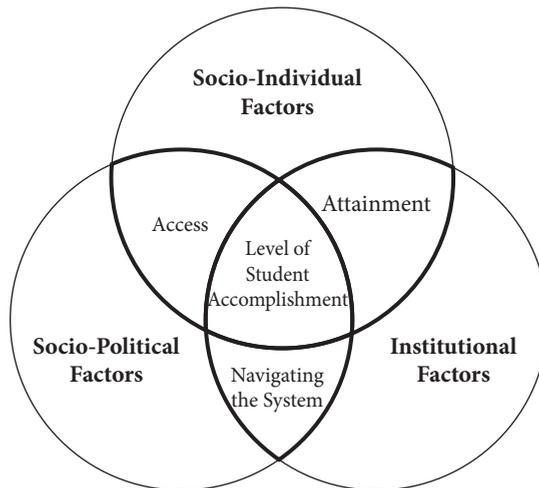


Figure 1. Factors Impacting Postsecondary Experiences of Students with Disabilities

These factors are discussed under three broad categories as mentioned previously. When both socio-individual and socio-political factors are mainly negative, as seen in figure 1, their intersection especially impedes students' ACCESS to postsecondary education. The combined impact of socio-individual and institutional factors help to explain the negative ATTAINMENT of students with disabilities.

Socio-political factors may be viewed as sources of legal and ethical policy and procedures that influences the institutional policies (lack of or inadequacy), and also feeds and strengthens the exclusionary practices in those postsecondary settings. The overlap of these factors and their back-and forth cyclical relationship must be assessed in greater depth under the social justice framework in order for more meaningful and positive change that is long overdue. In most cases, institutions mirror the culture of the societies they exist in. Where they stand on the path to inclusion (the continuum) they run parallel with each other. In societal and postsecondary contexts, the intensified impact of the intersection of factors might be felt by students to be significant challenge in NAVIGATING THE SYSTEM.

At the hearth of these overlapping factors reside the end goals of PERSONAL and ACADEMIC ACCOMPLISHMENT. These factors are discussed below in greater detail.

Socio-Individual Factors

Disabilities impact individuals at various degrees and areas based on the multiple interwoven dimensions including physical, social, emotional and academic. These socio- individual factors include *disability specific factors, race and ethnicity, family socioeconomic statue (SES), postsecondary readiness skills, and social support systems.*

Disability Specific Factors

Although they desire to attend postsecondary education, the attendance and success of students with disabilities have been found to be impacted *by the type(s) of their disabilities.* Legal changes between high school special education, and what college and university programs must legally follow to serve students with disabilities are particularly challenging to those wishing to attend postsecondary educational programs when they leave high school. In addition to legal changes, Newman et al., (2011) identified a myriad of challenges in the form of policies and procedures are found to be present as barriers in the transition from high school into postsecondary education. These challenges have resulted in the under enrollment of students with disabilities when compared to their peers without disabilities.

Type of disability. The researchers indicated that students with disabilities who were able to enter postsecondary institutions were more likely to enroll in a 2-year college versus a 4-year college than their peers without disabilities. The difference in types of disabilities were evident as students with visual impairments, and hearing impairments were found to be more likely to enroll in any postsecondary program than those with learning disabilities, emotional disturbances, intellectual disabilities, autism, traumatic brain injuries, deaf-blind, other health impairments or orthopedic impairments (Newman et al., 2011, p.19).

Although general guidelines exist from the perspective of medical model that provide institutions with prescriptive accommodations for specific disabilities and their impact on the individuals' learning, these prescriptions fail to provide a dignified approach to inclusive practice that considers each individual as a unique learner. As there are similarities and differences in how individuals are impacted by disabilities, how they perceive their interaction with society may intensify the impact of the disability.

Self-identity and stigmatization. When students self-identify a disability, they face stigmatization in postsecondary settings too. This stigmatization is similar to those experiences by those from underrepresented groups (Hurtado, Alvarado, & Guillermo-Wann, 2015). When compared to other diversity markers such as race and ethnicity, disability discrimination is reported to be experienced at a more severe level and viewed at a (as a) lesser value than those in postsecondary context (Darling, 2013).

When disability identity is experienced with other markers such as gender, SES and ethnicity, the stigmatization and the impact of these intersecting identities are experienced at various level, and that unique to the individual. In postsecondary settings, the intersection of disability and SES are reported to create a negative condition for the students that results with an extreme form of discrimination and stigma (Haeger, 2011).

Realization of disability as permanent. Another important factor in successful completion of postsecondary education by students with disabilities is a growing realization within and among them that their specific disability is permanent, juxtaposed to the idea that continuation of their education is important to improving their quality of life which can lead to lowered feelings of self-efficacy and self-esteem.

Race and Ethnicity

Historically, students from low SES, and diverse cultural and linguistic backgrounds have been disadvantaged and marginalized through inequities and systematic discrimination. Newman et al., (2011) reported that only 1 in 10 students with disabilities from low income households (\$25,000 or less) attended a four-year postsecondary program and were also the least likely to enroll in any postsecondary program (p.21) . Similarly, African American and Latino students with disabilities were less likely to enroll in any postsecondary educational program than their White counterparts. In addition to admission and attendance concerns for students with disabilities, it is equally disconcerting that of the students who did successfully enroll, their completion rate was much lower than that of their non-disabled peers (Newman et al., 2011).

Family Socioeconomic Statue (SES)

Students living in urban areas, and are from low income or/and culturally diverse families face even greater barriers to postsecondary education including those related to access, academic preparation in high school, and the rising costs and available funding for postsecondary education (Nagoka, Roderick, & Coca, 2008). With the aforementioned outcomes so glaringly different between students with and without disabilities, including those from low socioeconomic households, it is important here to discuss the federal government's role in attempting to protect the class of secondary students with disabilities through research and development of programs that help support or facilitate more positive outcomes for them once they graduate or leave high school.

Postsecondary Readiness Skills

College readiness has been described as a complex (Milsom & Dietz, 2009), and multifaceted construct (Conley, 2007) that include a range of skills at personal/cognitive, social and academic domains. These skills serve as indispensable navigation tools for success in the planning, pursuit and survival phases of their postsecondary experience. Many students with disabilities enter postsecondary institutions unprepared for the demanding coursework and therefore they take remedial classes (Madaus & Shaw, 2006).

Negative secondary school experiences. Lowered levels of expectations by secondary students with disabilities (Garrison-Wade & Lehmann, 2009) at the secondary level has been shown in the literature to impact the coursework these students take, the preparatory studies for college entry exams and their participation in academic activities. To be sure, the above activities determine the level of

the "preparedness" of all students with regard to postsecondary education (Garrison-Wade & Lehmann, 2009). Additionally, there are marked disparities between students with and without disabilities with regard to their life outcomes that either impact or are impacted by whether or not they choose, enter and successfully complete postsecondary education. These negative secondary school experiences impact both their self-perception and academic readiness to postsecondary education.

Academic readiness. In order to succeed in postsecondary level course work, students need the academic readiness including: background in content knowledge that is expected to be gained at secondary education levels through rigorous courses in content areas; reading, writing (Conley, 2007) and mathematics (Milson & Dietz, 2009). Readiness also involves study skills; time management, planning and organization, critical thinking (Conley 2007), and note taking. As a result of being denied access to the services they may need, and the lack of inadequate social support on postsecondary campuses (Riddell, Tinklin, & Wilson, 2005), many students with disabilities may need to put more time and effort to achieve the same learning outcomes as their peers with no disabilities, or may drop out of college.

Knowledge of 'self' and self-advocacy. In addition to academic readiness, in order to survive and succeed in the existing system, students with disabilities need to acquire a realistic awareness/knowledge of "Self" as a person with a disability (Cawthorn & Cole, 2010) and to understand of how their disability(s) currently impacts their learning and well-being, their strengths and weaknesses, and whether to expect any additional challenges as they pursue postsecondary education. Self- knowledge is the first step to acquiring self-advocacy skills (Cawthorn & Cole, 2010), and coupled with willingness as a personal disposition, empowers students with disabilities toward becoming independent adults in a pursuit of a higher quality of life. Furthermore, they need to be equipped with both self-knowledge and skills in order to actively participate in their own transition process including exploring postsecondary options, selecting a college that is a good fit for them and "having a voice" (Milsom, 2007, p.277) as self-advocates in this process and beyond.

Social –emotional and cognitive skills. The type and severity of the disability as well as whether or not students with disabilities have been provided with the explicit training, strategies, and opportunities to develop these skills impact their *self-efficacy, self- confidence, persistence/perseverance, self- determination and self- regulation skills* (Milson & Dietz, 2009). Other social-emotional and cognitive skills including *coping skills* (Conley, 2007), *conflict resolution, problem solving, negotiation, working with others* are also reported to be among crucial skills for suc-

cess at postsecondary contexts. Knowing when and, how to ask for help, following up with an inquiry that is made, and *building social networks and friendships* are skills that are integral part of fulfilling social and educational experiences.

Knowledge of requirements and responsibilities. Students need to be prepared to make the *shift* from a secondary context in which their rights were protected, and responsibilities were shared by both educators and parents who might have acted as vocal advocates on their behalf- to the postsecondary context where they are expected to know their rights and responsibilities and independently practice them. They are also expected to be knowledgeable about institutional requirements and responsibilities available services (Cawthorn & Cole, 2010); relevant law and legislation; and have developed realistic expectations, pursue with procedures in place to access the services they need and continue to advocate for their rights. These skills are reported to be critical skills in that their presence or absence immensely impact students' pursuit and completion of postsecondary education.

Social Support System

The shift from a secondary to postsecondary context, in most cases leaves students in a great distress when institutions are not proactive in planning and creating opportunities for students with disabilities to build new networks of support where they feel that they belong, can freely share their concerns and ask for guidance. The absence of parental support (Madaus & Shaw, 2006) and the familiar support network including peers, counselors, and educators which students with disabilities had throughout their education career increases the severity of challenges they experience in their new home institutions.

Unfortunately however, current research on postsecondary education for students with disabilities identifies their limited success in these educational settings in spite of historical levels of access to higher education and increased support systems in those settings for this group of students (Alliance for Excellent Education, 2011; Trainor, 2008; Webb, et al., 2008). Therefore, it is of critical importance to investigate the extent to which secondary and postsecondary educational policies, practices, and procedures exclude, impede, or disenfranchise students with disabilities in those settings so as to better support these important members of our society.

Socio-Political Factors: Policy and Procedures

Given the continued poor postsecondary outcomes for students with disabilities, America has a moral, ethical and legal imperative to ensure secondary students with disabilities receive a high-quality secondary education that facilitates their successful transition, attendance and completion of postsecondary educational programs (Alliance for Excellent Education, 2011).

There are three policy, procedure, and implementation related factors that are determined to be impacting the access to and success of students with disabilities to postsecondary education: *Transition process from secondary to postsecondary education, Disclosure and documentation of a disability, and Inconsistencies in policies and their implementation.*

Transition process from secondary to postsecondary education

Lack of a well-planned and implemented transition program from secondary to postsecondary education put the success of students with disabilities in postsecondary context at risk. These activities determine the level of the "preparedness" of the students for secondary education. Due to the stigma attached to both the disability in general and the label associated with the student's disability, in most cases students' capabilities are underestimated and expectations are lowered by educators (Garrison-Wade & Lehmann, 2009). At secondary levels, lowered expectations that are driven by stereotypes impact the coursework students advised to take, the preparatory studies for college entry exams and student participation in academic activities. These types of unjustified actions are the results of the stereotypes and negative perceptions attached to the disability label which might lead to exemption of students from taking advance classes and working toward meeting minimum graduation requirements. Students miss out on opportunities of participating in advanced classes that are more likely to be taught through innovative teaching practices that integrate higher level cognitive skills. (Madaus & Shaw, 2006).

The lack of understanding and commitment by all involved in creating and implementing the *Individualized Transition Plans (ITP)* with students (Garrison-Wade & Lehmann, 2009), as well as the inclusion of possible issues and "hoops to jump through" inhibit planning a smooth transition. The timely access of services is an important issue that needs to be proactively addressed in order to enhance student performance and prevent dropout of students with disabilities during the first year of postsecondary education.

Disclosure and Documentation of a Disability

Another significant policy related barrier to success in postsecondary context has been identified as the requirements for disclosure and documentation of a disability (Virginia Higher Education Leadership Partners, 2007). Unlike the requirements in secondary education settings, students with disabilities are not only required to provide evidence of disability/documentation, but also state the impact of the disability on their learning in order to receive the supports services they are entitled to under the law. Students are expected to be knowledgeable about the relevant law, available accommodations/services, even after considering that most policies are not easily understood and implemented on campuses.

Inconsistencies in Policies and Their Implementation

Certain inconsistencies in policies and their implementation add another layer of unfamiliarity and feeling of displacement that exacerbates the stress most students with disabilities experience while trying to have access to the services they need the most. Among these inconsistencies:

- lack of standardized documentation of disability proof across institutions,
- financial burden the students and their families face when required to pay for expensive medical and/or psychological assessments, and
- lack of student friendly policies regarding processes, expectations, and requirements in requesting accommodations are of significance.

With the increased access to advanced assistive technology systems and devices, and postsecondary education more students with varied levels of abilities are expected to access postsecondary education. Institutions will be required to proactively consider the unique needs of individual students, plan and deliver not only academic support services but also create an inclusive culture with full access to specialized services such as personal assistance, psychological counseling and daily functioning skills for all students to benefit as needed.

Institutional Factors

College experience is a very different reality for students with disabilities most of whom are not prepared for. In addition to the academic demands and expected independence and self-advocacy, barriers that exist at institutional level create an unhealthy level of anxiety that may manifest itself at various forms at individual levels (Madaus & Shaw, 2006). As noted previously, institutional characteristics

such as culture, size, type and length of the programs offered, and whether or not institutions offer specialized programs have been reported to be some of the factors that impact students' outcomes at postsecondary context. For the purpose of this discussion, institutional factors that act as barriers to success of students with disabilities set to include: *Institutional culture, Faculty related factors and Availability and quality of student support services and Staff.*

Institutional Culture

This process of becoming an inclusive institution also has its own challenges. While the procedures might be in place as mandated, there appears to be varying levels of reluctance and/or resistance in providing these services to eligible students. These behaviors may be due, but not limited, to the lack of understanding and training on:

- (a) disabilities and individual differences (Eichhorn, 2016),
- (b) the educational implications of disabilities (Eichhorn, 2016),
- (c) students' rights and institutional obligations,
- (d) possible misperceptions and biases regarding disabilities, and
- (e) recognizing the obligations to include students with disabilities as a professional duty and not burden.

These factors directly impact student access to specialized services and tools and inhibit student success as well as their social standing with their peers, faculty and staff. Due to some of these factors reflected in the institutional culture, as stated by Treby, Hewitt and Shah (2006) students without disabilities may not appreciate the personal support and resources their peers with disabilities receive under accommodations which creates unnecessary tension within student body.

Faculty Related Factors

While expected to create an inclusive learning environment and maximize student outcomes, faculty members face pressures in balancing multiple demands due to lack of institutional support at various aspects (Fichten, Ferraro, Ascunacion, Chwojka, Barile, Nguyen, & Wolforth, 2009; Moriarty, 2007) such as *lack of professional development regarding instructional techniques and the lack of time available or designated for instructional improvement* ((López Gavira, Moriña Díez, Melero Aguilar, & Perera Rodríguez, 2016; Moriarty, Moriarty, 2007).

A review of the literature yielded to barriers directly related to the academic staff/faculty which impact the schooling experience and outcomes of students

with disabilities in postsecondary settings including (a) faculty-student relationship (Orr & Hammig, 2009); (b) negative attitudes and conduct towards students with disabilities (Sachs & Schreuer, 2011); (c) lack of knowledge and understanding of disabilities and their educational implications; (d) lack of competency in teaching strategies and methods that include technology (Fichten, et al., 2009); faculty knowledge of reasonable accommodations (Sachs & Schreuer, 2011); and (e) willingness to provide accommodations as a professional disposition.

Studies in the field reported that providing opportunities to faculty to develop knowledge and understanding regarding disability as diversity creates positive outcomes that directly impact schooling of students with disabilities. May and LaMont (2014) indicated that faculty members perceive the individual differences and diversity they bring on to the campus as a deficit and focus on negative aspects, rather than accepting this difference as part of the student's overall identity. This appreciation and acceptance for diversity is not limited with the faculty but also has been reported to emerge among peers without disabilities when enrolled in courses as inclusive practices with their peers with disabilities, more specifically those with intellectual disabilities (May, 2012). It is crucial that these types of opportunities to socially interact are planned and provided as part of becoming an inclusive institution.

Availability and Quality of the Student Support Services and Staff

The limited success of postsecondary students with disabilities mandates a critical investigation of the quality and the level of support provided to them which directly impacts the likelihood of their success in postsecondary settings (Webb et al., 2008). Ensuring that students are able to gain and maintain an acceptable academic performance, as well as availability and access to support services has become a major concern.

Challenges Student Support Services (SSS) staff experience. In order for students with disabilities to succeed in the existing postsecondary contexts which resist abandonment of medical model driven practices, there is a critical need to establish/adapt, implement, and assess student support services at a continuous basis. Findings of research that investigated the challenges Student Support Services (SSS) staff experience in order to meet the diverse needs of students lead to challenges characterized by *lack of sufficient number of staff, lack of expertise, and isolated as well as irrelevant role and responsibilities assigned to SSS staff*. In order to reduce or remove the barriers to student success, there is a pressing urgency to redefine the role and responsibilities of the SSS office at an institutional level.

In most campuses, as defined by their traditional roles, SSS office is generally understaffed and overwhelmed with such tasks as acting as the first contact for students with disabilities regarding institutional policies on disability documentation, meeting with students, and in some cases with parents, making decisions on whether or not student qualifies for services, informing faculty through correspondences, and many other time-consuming tasks. These tasks greatly limit any meaningful impact the SSS staff could have on both the quality of students' postsecondary experience and the level of professional stress the faculty experience due to lack of understanding and competence in providing services that are inclusive in their planning of access, delivery and assessment process.

Traditional accommodations in postsecondary settings. A review of literature on available and mostly reported accommodations yield to the following types of traditional accommodations in postsecondary settings: *extended test time* (Madaus and Shaw, 2006) *auxiliary aids including note takers, counseling* (Scott, 2009), *coaching and mentoring* (Hughes, 2010; Garrison-Wade & Lehmann, 2009), *career counseling* (Luckett & Luckett, 2009), *training on study* (Scott, 2009) and *organizational skills and tutoring and remedial classes*. These services are **provided in an isolated manner that sets the students with disabilities apart from their peers without disabilities and are not inclusive by nature**. In addition, increasing the number of staff with required expertise in inclusive education and philosophy would yield to more supportive and effective teamwork with faculty members. As a result, the support services that are identified with the student and delivered through a system including faculty members are more likely to be meaningful and inclusive.

Student Concerns and Recommendations

Student concerns on barriers to the quality of life. In a Canadian study, Matanga, Freeze, Duchesne, and Nyachoti (2008) conducted a focus group with individuals with multiple identities including disability and other diversity markers. Researchers reported the following as themes that emerged during the discussions reflecting concerns and barriers that impact the quality of participants' lives: *appropriate educational provisions, access to work and services, marginalization, mental health issues, self-knowledge, human rights, and universal design* (Matanga et al., 2008, p. 93). Similarly, a review of recent international studies on postsecondary trends involving individuals with disabilities, and barriers to their success supported the findings of a study including students with disabilities in Germany by Meister in 1998 (as cited in Powell, Felkendorff, & Hollenweger, 2008) and found the none to minimal changes to reported concerns to be alarming.

Student recommendations for change. A summary of the student concerns and barriers reported as well as student recommendation for change included

1. negative societal attitudes (society members/ staff/faculty/peers and family), and the need for change – move from deficit to social model (Hadjikakou et al., 2010; Naami & Hayashi, 2012),
2. lack of understanding and collaboration from both administration and staff/faculty (Matonya, 2012; Mayat & Ladele Amosun, 2011),
3. lack of disability knowledge and awareness /activities (Hadjikakou et al., 2010; Mayat, & Ladele Amosun, 2011),
4. need for professional development for faculty on accessibility strategies (Sharma, 2012; Stampoltzis & Polychronopoulou, 2008),
5. lack of policies/provisions including accommodations (Mayat & Ladele Amosun, 2011; Stampoltzis & Polychronopoulou, 2008),
6. need for earlier preparation for postsecondary context to include family,
7. lack of comprehensive support on campus (Jameel, 2011; Matonya, 2012) including professional counseling (Koca-Atabey et al., 2011) orientation and mentoring programs , and technical support (Meister,1998 as cited in Powell et al., 2008), adaptive aids and specialized resources (Reindal, 1995),
8. physical or architectural barriers (Halder, 2009; Sharma, 2012; Yılmaz, Gökçe, Şavklı, & Çeşmeci, 2012),
9. accessible transportation (Jameel, 2011), and
10. financial constrains (Halder, 2009).

5.

INCLUSIVE PRACTICES

A Bridge to Inclusive Practices: A Social Justice Model

Creating an Inclusive Institutional Culture

Empower all members of the institution

Provide opportunities for personal development and social learning

Adopting Universal Design for Learning (UDL)

As the number of students with disabilities who pursue further education continues to increase and the student body becomes more diverse, postsecondary institutions will need to be more committed to developing and implementing innovative programs in order to attract students to their campuses. Although a wide range of programs have been in place, lack of studies documenting the effectiveness of these programs continue to be a pressing issue. In this section, ***A Bridge to Inclusive Practices: A Social Justice Model*** is introduced, and *Inclusive Practices* aspect of promising practices are addressed.

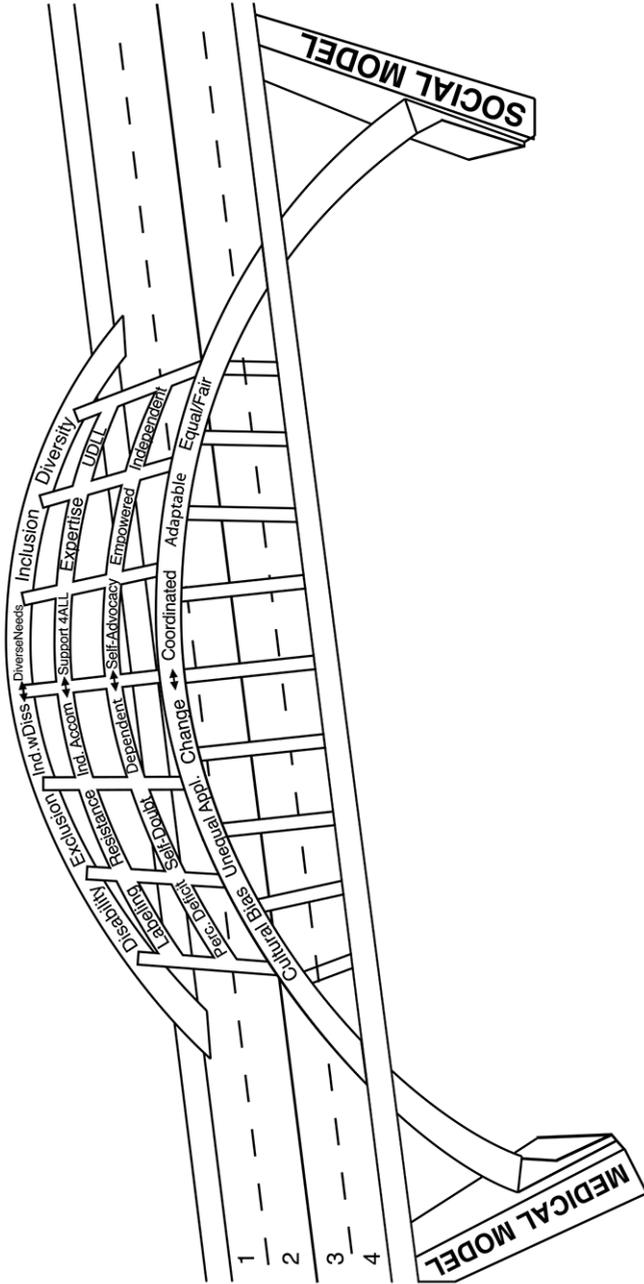
A Bridge to Inclusive Practices: A Social Justice Model

As the title of this book **Crossing our “Pettus Bridge”: Students with Disabilities in the Postsecondary Education Context** came to being after a visit to Selma, Alabama as it offers a metaphor that provides a bridge between different social struggles for equality; and brightly reflects on the analogous nature of how disadvantaged individuals in any society need to make their voices heard loud enough so that society at a whole understands, accepts, and supports the need for change.

Crossing our “Pettus Bridge” is a direct reference to one of the seminal moments in the continuing struggle for civil rights by African-Americans as they sought (and still seek) to gain the equality that had been denied them as a people since the implementation of the 14th Amendment to the Constitution of the United States back in 1868.

The following model, “A Bridge to Inclusive Practices: A Social Justice Model” reflects the march of society as it transitions from one phase to another toward Inclusion.

INCLUSIVE PRACTICES



EXCLUSIONARY PRACTICES

Lane 1: Societal Standing
 Lane 2: Institutional/Academic Practices
 Lane 3: Socio-Individual Experiences
 Lane 4: Socio-Political Constructs

Figure 2. Bridge to Inclusive Practices: A Social Justice Model

As a means of providing a model that presents the Exclusionary (i.e. Social Oppression) and Inclusive Practices (i.e. Social Equality) that define the various factors which impact the postsecondary experience for students with disabilities, the basic structure of the Pettus Bridge in Selma, Alabama has been utilized as shown in figure 1. Due to the continuous fluidity with which individual societies/cultures move with regards to either maintaining or incorporating exclusive and/or inclusive practices, the center of the span for each lane has a $\leftarrow \rightarrow$ symbol that represents movement one way or another between the various practices.

On the left side of the bridge are some of the exclusionary practices that have as their foundation the Medical Model of Disability while the right side of the bridge reflects those inclusive practices that are supported by the Social Model of Disability. There are four lanes on the bridge that are associated with a specific series of factors (three each exclusionary and inclusive), and as noted above, each lane can change direction based on actions taken by a society/culture to either advance or reverse their thinking about how individuals with disabilities are perceived and supported in either a postsecondary environment (or by society in general). Each lane is named for a general practice/construct and as previously noted, within that construct are six broad constructs that impact student access/success in a postsecondary educational environment.

Table 1. Constructs Impacting the Progress toward Inclusive Practices: Medical vs. Social Model

	<i>Medical Model</i>	<i>Social Model</i>
Lane 1: Societal Standing	Individual with Disability (Visible/Hidden) Exclusion Disability	Diverse Needs Inclusion Diversity
Lane 2: Institutional/ Academic Practices	Labeling Resistance Individual Accommodation	Support 4 ALL Expertise Universal Design for Learning & Living (UDLL)
Lane 3: Socio-Individual Experiences	Perceived Deficiency Self-Doubt Dependent	Self-Advocacy Empowered Independent
Lane 4: Socio-Political Constructs	Cultural Bias Unequal Application Change	Coordinated Adaptable Equality/Fairness

Creating an Inclusive Culture

In spite of the advancements in legal policies aimed to ensure equal rights and opportunities to individuals with disabilities and the protection of their civil rights across the world, the international community including postsecondary institutions continue to fail to create fundamental changes and adopt an inclusive culture. Postsecondary institutions should strive to create an inclusive institutional culture in which the major principles of social justice framework are embedded into the institutional policies and service provisions; and that not only meets the needs of those with disabilities (Reaney et. al., 2012, p.193) wherein all members of the society enjoy equal rights in education, employment and financial prosperity toward a fulfilling social life.

When an institution is truly inclusive. the need to disclose a disability in order to access services/accommodations (Reaney et. al., 2012, p.193), and costly burden of providing specialized services will diminish. Furthermore, institutional barriers that impede student success, and social inclusion will no longer exist as part of the institutional profile.

Empower all members of the institution. In order to create an inclusive culture that is centered around diversity, educators and academic administrators can employ strategies that establish and reinforce safe learning environments/communities through valuing diversity empowering all members of the institutional community and encouraging cross-cultural interaction and exchange (Caruana & Spurling, 2007). This is achievable through planning for and incorporating inclusive activities within academic as well extracurricular contexts and providing the members of the diverse body including students with disabilities with opportunities to not only participate in activities (Caruana & Spurling, 2007) but also actively engage in committees and work force.

Provide opportunities for personal development and social learning. By being active participants in these groups, students with disabilities are directly involved with creating, assessing and implementing innovative programs and initiatives which in turn reinforce the inclusive culture of the institution. Eventually, this process should culminate in a culture that values and provides opportunities for personal development, as well as opportunities for social learning with the end goal of "a critical, more just society" (Zepke, 2005, p. 170).

The movement toward a continuous process of becoming inclusive as both learning and teaching communities, and society at large requires gaining awareness, understanding and knowledge of disabilities as diversity through the utilization of intentionally planned opportunities for development of those competencies that directly impact how the issues related to diversity are viewed (Treby et al., 2006).

In this process toward inclusion, **learners:**

- are valued as individuals who have their own unique strengths and weaknesses (Treby et al., 2006),
- come with their own perception and experiences that are welcomed and appreciated,
- are energized, encouraged and empowered to take an active role in self-discovery as well as the fluid process of identity construction and/or reconstruction, and personal growth,

- are viewed as contributing members to the learning community (Collective experience of inclusion, diversity, and performance in work groups, 2010),and
- are held accountable for themselves and others (Collective experience of inclusion, diversity, and performance in work groups, 2010) as they become co-constructors of a safe environment.

Adopting Universal Design for Learning (UDL)

Pedagogy related characteristics of an inclusive environment includes creating inclusive teaching environment that is characterized by its culture that diversity and social issues are embedded in the curriculum to ensure increased understanding and acceptance of diversity (Treby et al., 2006).

The Center for Applied Special Technology (CAST) believes that... “barriers to learning are not, in fact, inherent in the capacities of learners, but instead arise in learners’ interactions with inflexible educational goals, materials, methods, and assessments.” (Rose & Meyer, 2002, p.v)

As defined by Booth, Lohman, Donnell, & Hall (2018) Universal Design for Learning (UDL) is based on the concept that traditional curriculum can be challenging for some students to understand because these students have learning preferences and needs that are different from those of the traditional learner. UDL in and of itself is a proactive and continuous process that is designed to help individuals take charge of their own learning regardless of their ability to take charge of their own learning (Meyer, Rose, & Gordon, 2014).

It is within this conceptual learning context that UDL is defined by The Higher Education Opportunity Act of 2008 (HEOA 2008), that “UDL is a scientifically valid framework for guiding educational practice that:

- (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- (b) reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students including students with disabilities and students who are limited English proficient” (HEOA, P.L. 110-315, §103(a)(24)).

The UDL approach to instruction includes three principles: (a) multiple means of engagement, (b) multiple means of representation, and (c) multiple means of action and expression; UDL is thereby a flexible process that can be utilized in

all educational environments to meet the unique needs of all learners through instruction that is focused on maximizing their understanding and performance (Rose & Strangman, 2007).

In order to satisfy the increasing academic demands and requirements, all students benefit from inclusive pedagogical practices such as having access to innovative technology for various purposes combined with training (Gillette & Depompei, 2008; Harrington, 2010; Klemes, Epstein, Zuker, Grinberg, & Ilovitch, 2006; Martínez-Marrero & Estrada-Hernández, 2008; Mueller, Wood, Hunt, & Specht, 2009; Ripat & Booth, 2005; Silver-Pacuilla, 2006; Stewart II et al., 2010) and ongoing support services for general academic use and specialized purposes to meet the students individual needs.

Mishra, Koehler and Kereluik (2009) stated that instructional technology, which is constituted of technological processes and resources have been effectively utilized in a wide range of teaching practices in order to facilitate student learning. In addition to integration of technology in content delivery, assistive technology creates endless possibilities for students with disabilities through enhancing their means of access (curricula, materials, and instruction), demonstration of their performance, as well as their participation in all aspects of educational experience.

6.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions

Implications and Recommendations

Recommendations for SSS Staff

Recommendations for Institutions

Create an Inclusive Culture: Restructure and Redistribute

Create “Teaching and Learning” Communities

Create Collaborative Partnerships with Secondary Education
Institutions

Postsecondary institutions can only make sustainable changes through a systematic review of their institutional culture and follow a path toward becoming an Inclusive Institution.

Conclusions

Postsecondary institutions need to coordinate efforts at both an institutional and societal level to create a culture that: fosters inclusive practices; sustains necessary efforts to serve all students through appropriate policies and procedures; mandated services are in place along with available resources and staff to support and deliver them; and a knowledgeable and competent faculty to assist in the implementation of these policies. Creating an inclusive culture is an ongoing process that requires flexibility, and an assessment and adaptation of pedagogical best practices that are grounded within a social justice framework.

The accommodation approach to providing services to students with disabilities in an individualized and segregated manner that reinforces the notion that the disability resides within the individual and furthers stigmatization and stereotypes. Unlike the accommodation approach, which is based on the medical model, advocates of the social model assert that only when an individual is empowered and accepted within an inclusive and flexible environment can he/she succeed without prescribed services. This approach brings another dimension to the promising social model of disabilities by stating that not only the society, but also the specific context the individual interacts with at the time determines the disability; and as the context changes the "disability" does as well.

Movement away from a medical model mentality towards the inclusive social model of disability (Treby et al., 2006) is necessary to eliminate the current existing societal barriers that continue to marginalize and impede the growth of individuals with disabilities. It needs to be eliminated for holding back the creation of a socially equitable and a just society that allows the doors of opportunity to be open to all, and not just a select few. Professionals in the field should refrain from using the medical model since its very makeup focuses on identifying deficits rather than abilities and strengths. The abundance of the use of medical model may lead to a great impact on both attitudes and behaviors of others in the society including professionals who make important decisions regarding the services and benefits that might be available to the individuals with disabilities.

Among many others, these challenges are the absence of an understanding and consideration of student experience and challenges in general; lack of consistent and clear requirements for reestablishing the evidence of disability for eli-

gibility; the burden to prove the need for support services; and the disregard and dismissal of previously established documentation of disability (Madaus & Shaw, 2006) under relevant legislation. All of these challenges reflect the continued oppression of individuals with disabilities in postsecondary institutions.

Implications and Recommendations

Recommendations for Institutions

Create an inclusive culture: Restructure and redistribute

In addition to adopting a collaborative relationship with secondary institutions, it is important that postsecondary institutions *create an inclusive, safe learning environment and culture on its own campus*. In order to ensure that previously addressed lack of knowledge and skills necessary in creating an inclusive environment/culture that is designed with all learners in mind, with increased number of qualified and knowledgeable as well as experienced faculty and staff, the institution first needs to identify the office that will provide the expertise in ensuring the services and training are provided to all parties involved, monitored and assessed effectively.

In some cases, creating an inclusive culture may require a restructuring and redistribution of responsibilities on campus. Most institutions allow student support services (SSS) office in collaboration with relevant academic departments to lead the efforts to orchestrate these collaborative activities.

Create “Teaching and Learning” communities

Many institutions host *Center for Excellence in Teaching and Learning* which plan and provide staff and faculty professional development and support activities as well as Learning centers that provide academic support programs such as tutoring and remedial support and orientation programs to students. Institutions that provide ongoing training and support programs to all staff and faculty empower them to dialog on issues of diversity in order to understand and take responsibility in advocating for the rights and inclusion of all students in all aspects of campus life. This is only possible when an institution integrates diversity, collaboration, shared responsibility, accountability and inclusiveness into its own culture.

As an extension of the inclusive institutional culture, in addition to utilizing the Universal Design framework, faculty members can positively impact the postsecondary experiences of students with disabilities through being mindful and

reflective educators. Students are known to be more engaged in classes when they have a good report with faculty members who show interest in students and encourage them. As previously was presented, the principles also apply to educators:

- get to know your students, have a genuine interest in who they are, what they have to offer and their contribution to the diversity of the campus community;
- be available and mindful of your interaction with students; whether or not you are approached or asked for extra time or meeting in your office;
- be flexible and consider daily challenges adult students face as either they juggle roles and responsibilities and /or try to adopt to the new environment;
- refrain from being judgmental, be aware of your prejudices and biases;
- listen to yourself, and pay attention to your interaction with your students...invite a colleague to sit in your classes and provide you with informal feedback on certain behaviors you may identify to be more mindful or aware;
- challenge students with higher level cognitive tasks, do not underestimate their potential based on a disability label they might have been assigned;
- if you identify students who need help are not following through with the recommended support services, invite them for an individual conference, offer strategies.

Improve Quality of SSS and Staff

More specifically, a review of studies investigated the challenges students with disabilities reported to have faced led to the following recommendations.

- advocating for less burdensome disability documentation procedures,
- ensure the delivery of appropriate services including accommodations in a timely manner (Garrison-Wade & Lehmann, 2009)
- collaborate with instructional support services and remedial classes for all students who need the prerequisite skills and knowledge they might lack, study and organizational skill workshops and support maintenance of these skills (Scherer, 2005)
- empower and encourage participation and active involvement of students in innovative practices such as learning communities, collaborative learning (Hughes, 2010)

- actively engage with faculty regarding their role (intentional or spontaneous) in -
 - » coaching and mentoring (Garrison-Wade & Lehmann, 2009; Luckett & Luckett, 2009)
 - » career counseling (Garrison-Wade & Lehmann, 2009)
 - » ensuring access and transfer of access to all learning environments including distance learning,
 - » planning for possible challenges and timely access to support services including technical assistance to maximize their access , participation and success in distance learning platforms.

Create collaborative partnerships with secondary education institutions

Regarding the transition of students with varied abilities, postsecondary institutions can lead efforts of proactive collaboration with secondary institutions in initiating and sustaining a network of stakeholders to ensure that meaningful individualized transition plans (ITP) for students are in place and implemented effectively (Garrison-Wade & Lehmann, 2009). An initiative that allows secondary students with varied levels of abilities to become familiar and feel comfortable within the postsecondary context through opportunities to visit, experience campus dynamic, explore academic as well as social demands of the postsecondary setting has been widely implemented.

More specifically, through intentionally planned and systemically implemented guidelines students with varied levels of abilities could be allowed to audit classes, shadow postsecondary students, spend weekends at postsecondary dormitory, and interact with postsecondary students to gather information and insight that are necessary to determine whether or not a particular institution is a good fit for them. These meaningful and honest exchange of ideas benefits all prospective students and lead to welcoming and including prospective students to the 'big campus' where further experiences are gained through participating in small learning communities where social networks are formed and possible support systems such as peer buddy system is created.

This relationship amongst secondary and postsecondary institutions should also include collaboration between faculty at both levels through sharing of ideas and professional development. Cassimos, Polychronopoulou, Tripsianis, & Syriopoulou-Delli (2015) stated that any training or transition planning could be built upon teachers who have necessary skill and knowledge combined with willingness to make a change with appropriate resources and guidance.

Much as the actors in the civil rights movement utilized activism, advocacy, empowerment of self and groups to overcome the reactionary and exclusionary practices of the time. They also sought and received fellowship and support from other groups who identified with their struggle, due to their own history of oppression and disenfranchisement; the same level of commitment, determination and activism is required to bring about a heightened level of "social consciousness" that holds inclusion for individuals with disabilities as an inalienable human right.

It is crucial to continue engaging in research that investigate the interacting and intersecting nature of multiple markers of identity including gender and disability, -and study the complex nature of factors impacting the overall well-being of diverse learners, with the end goal being advocating for change and against oppression as well as discrimination. As the research on entrance of students to post-secondary education, accommodations, technology increases the research need to urgently focus on and address issues around creating fundamental changes adopting and utilizing the principles of Social Justice framework toward inclusive institutional culture that welcomes all. Additionally, creating guidelines to assist institutions in assessing their current practices towards the creation and sustainment of an inclusive culture is of paramount importance.

REFERENCES

- Adams, M., & Brown, S. (2012). Reigniting the voice of disabled people in higher education. In *Disabled Students in Education: Technology, Transition, and Inclusivity* (pp. 305-315). IGI Global.
- Alliance for Excellent Education. (2011). *Caught in the crisis: Students with disabilities in U.S. high schools*. National Center for Learning Disabilities.
- Artiles, A. (2013). Untangling the racialization of disabilities: An intersectionality critique across disability models. *Du Bois Review*, 10(2), 329-347.
- Assistive Technology Act. (2004). P.L. 108-364, U.S. Code. Retrieved from <http://www.gpo.gov/fdsys/pkg/STATUTE-118/pdf/STATUTE-118-Pg1707.pdf>
- Boothe, K. A., Lohmann, M. J., Donnell, K. A., & Hall, D. D. (2018). Applying the principles of Universal Design for Learning (UDL) in the college classroom. *Journal of Special Education Apprenticeship*, 7(3), n3.
- Campos Oliven, A. (2012). Inclusion policies in the Brazilian system of higher education: The public and the private sectors. *Journal of US-China Public Administration*, 9(11), 1302-1310.
- Caruana, V. and Spurling, N. (2007) *The Internationalization of UK Higher Education: A Review of Selected Material* Retrieved from www.heacademy.ac.uk/assets/York/documents/ourwork/tla/internationalisation/lit_review_internationalisation_of_uk_he_v2.pdf, Higher Education Academy, York.
- Cassimos, D. C., Polychronopoulou, S. A., Tripsianis, G. I., & Syriopoulou-Delli, C. K. (2015). Views and attitudes of teachers on the educational integration of students with autism spectrum disorders. *Developmental Neurorehabilitation*, 18(4), 241-251.
- Cawthorn, S. W., & Cole, E. V. (2010). Postsecondary students who have a learning disability: Student perspectives on accommodations access and obstacles. *Journal of Postsecondary Education and Diversity*, 23(2), 112-128.
- Conley, D. (2007). *Toward a more comprehensive conception of college readiness*. Eugene, OR: Educational Policy Improvement Center.
- Collective experience of inclusion, diversity, and performance in work groups. (2010). *Revista De Administração Mackenzie*, 11(3), 6-26.
- Corrigan, P. W., & O'Shaughnessy, J. R. (2007). Changing mental illness stigma as it exists in the real world. *Australian Psychologist*, 42(2), 90-97.
- Corrigan, P. W., & Watson, D. A. (2007). The stigma of psychiatric disorders and the gender, ethnicity, and education of the perceiver. *Community Mental Health Journal*, 43(5), 439-458.
- Council for Exceptional Children. (2008). *Higher Education Opportunity Act Reauthorization (HEOA, P.L. 110-315). Summary of selected provisions for individuals with Exceptionalities and the professionals who work on their behalf. Executive Summary.*
- Darling, R. B. (2013). *Disability and Identity: Negotiating Self in a Changing Society*. Boulder, CO: Lynne Rienner Publishers.
- Daviso, A., Denney, S. C., Baer, R. M., Flexer, R. (2011). Postschool goals and transition services for students with disabilities. *American Secondary Education*, 39(2), 77-93.
- Dutta, A., Scguri-Geist, C., & Kundu, M. (2009). Coordination of postsecondary transition services for students with disability. *Journal of Rehabilitation*, 75, 1, 10-17.
- Eichhorn, M. S. (2016). *Haunted by Math: The Impact of Policy and Practice on Students with Math Learning Disabilities in the Transition to Post-Secondary Education in Mumbai, India*. *Global Education Review*, 3(3).
- Fichten, C. S., Ferraro, V., Asuncion, J. V., Chwojka, C., Barile, M., Nguyen, M. N., Wolforth, J. (2009). Disabilities and e-learning problems and solutions: An exploratory study. *Journal of Educational Technology & Society*, 12(4), 241-256.

- Gardner, M. K., & Toope, D. F. (2011). A Social Justice Perspective on Strengths-Based Approaches: Exploring Educators' Perspectives and Practices. *Canadian Journal of Education*, 34(3), 86-102.
- Garrison-Wade, D., & Lehmann, J. P. (2009). A conceptual framework for understanding students with disabilities transition to community college. *Community College Journal of Research & Practice*, 33(5), 417-445.
- Gillette, Y., & Depompei, R. (2008). Do PDAs enhance the organization and memory skills of students with cognitive disabilities? *Psychology in the Schools*, 45(7), 665-677.
- Gillman, M., Heyman, B., & Swain, J. (2000). What's in a name? the implications of diagnosis or people with learning difficulties and their family careers. *Disability & Society*, 15(3), 389-409.
- Goggin, G. (2010). 'Laughing with/at the disabled': The cultural politics of disability in Australian universities. *Discourse: Studies in the Cultural Politics of Education*, 31(4), 469-481.
- Gorard, S. (2008). Who is missing from higher education? *Cambridge Journal of Education*, 38(3), 421-437.
- Hadjikakou, K., Polycarpou, V., & Hadjilia, A. (2010). The experiences of students with mobility disabilities in Cypriot higher education institutions: Listening to their voices. *International Journal of Disability, Development and Education*, 57(4), 403-426.
- Haeger, H. A. (2011). At the intersection of class and disability: The impact of forms of capital on college access and success for students with learning disabilities. The University of Arizona Campus Repository.
- Halder, S. (2009). Prospects of higher education of the challenged women in India. *International Journal of Inclusive Education*, 13(6), 633-646.
- Hale, C. (2010). Privilege and the avoidance of stigma. *Disability Studies Quarterly*, 30(2), (online journal, 15 pp.).
- Harrington, A. (2010). Adapting to fit the technology: Problems and solutions for technology-based college classes. *Delta Kappa Gamma Bulletin*, 76(3), 12-19. Retrieved from Academic Search Premier database.
- Harrison, G., Wolforth, J (2012). Findings from a pan-canadian survey of disability service providers in postsecondary education. *International Journal of Disability, Community & Rehabilitation*, 11(1).
- Helliwell, J. F., & Putnam, R. D. (2007). Education and social capital. *Eastern Economic Journal*, 33(1), 1-19.
- Higher Education Opportunity Act. (2008). Retrieved from <https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>.
- Hinz, S., Arbeit, C., Bentz, A., (2017). Web Tables: The Characteristics and Outcomes of Undergraduates with Disabilities. NCES 2018-432. National Center for Education Statistics.
- Hughes, G. (2010). Identity and belonging in social learning groups: The importance of distinguishing social, operational and knowledge-related identity congruence. *British Educational Research Journal*, 36(1), 47-63.
- Hurtado, S., Alvarado, A. R., & Guillermo-Wann, C. (2015). Thinking about race: The salience of racial identity at two- and four-year colleges and the climate for diversity. *Journal of Higher Education*, 86(1), 127-155.
- Izzo, M. V., & Lamb, P. (2003). Developing self-determination through career development activities: Implications for vocational rehabilitation counselors. *Journal of Vocational Rehabilitation*, 19(2), 71-78.
- Jameel, S. S. (2011). Disability in the context of higher education: Issues and concerns in India. *Electronic Journal for Inclusive Education*, 2(7).
- Jarvela, S. (2010). *Social and Emotional Aspects of Learning*. Academic Press – Esevier, Kidlington, Oxford.

- Klemes, J., Epstein, A., Zuker, M., Grinberg, N., & Ilovitch, T. (2006). An assistive computerized learning environment for distance learning students with learning disabilities. *Open Learning*, 21(1), 19-32.
- Koca-Atabey, M., Karanci, A., Dirik, G. & Aydemir, D. (2011). Psychological wellbeing of Turkish university students with physical impairments: An evaluation within the stress- vulnerability paradigm. *International Journal of Psychology*, 46(2), 106-118.
- Kohen, D., Uppal, S., Khan, S., & Visentin, L. (2010). Access and Barriers to Education of Canadian Children with Disabilities. Canadian Council on Learning.
- Lauchlan F. & Boyle, C. (2007). Is the use of labels in special education helpful? *Support For Learning*, 22(1), 36-42.
- Levine, P., & Nourse, S. W. (1998). What follow-up studies say about postschool life for young men and women with learning disabilities: A critical look at the literature. *Journal of Learning Disabilities*, 31(3), 212-233.
- Linton, S. (1998). *Claiming disability: Knowledge and identity*. NYU Press.
- Loewen, G. & Pollard, W. (2010). Social justice perspective, the. *Journal of Postsecondary Education and Disability*, 23(1), 5-18.
- López Gavira, M. R., Moriña Díez, A., Melero Aguilar, N., & Perera Rodríguez, V. H. (2016). Proposals for the improvement of university classrooms: the perspective of students with disabilities. *Procedia: Social and Behavioral Sciences*, 228, 175-182.
- Luckett, K., & Luckett, T. (2009). The development of agency in first generation learners in higher education: A social realist analysis. *Teaching in Higher Education*, 14(5), 469-481.
- Madaus, J. W., & Shaw, S. F. (2006). The impact of the IDEA 2004 on transition to college for students with learning disabilities. *Learning Disabilities Research & Practice* (Blackwell Publishing Limited), 21(4), 273-281.
- Martínez-Marrero, I., & Estrada-Hernández, N. (2008). Assistive technology: An Instructional tool to assist college students with written language disabilities. *TechTrends: Linking Research & Practice to Improve Learning*, 52(1), 56-62.
- Matanga, Z., Freeze, R., Duchesne, H., & Nyachoti, M. (2008). Disability and Diversity in Canada: Problems and Opportunities in Creating Accessible and Inclusive Learning and Service Delivery Environments. *Journal of The International Association of Special Education*, 9(1), 89-104.
- Matonya, M. (2012). Individuals - needs support in Tanzanian higher education: experience of women with disabilities. In *EDULEARN12 4th International Conference on Education and New Learning Technologies: Conference Proceedings* (pp. 2329-2336). Barcelona, Spain: International Association of Technology, Education and Development (IATED).
- May, C. (2012). An investigation of attitude change in inclusive college classes including young adults with an intellectual disability. *Journal of Policy and Practice in Intellectual Disabilities*, 9(4), 240-246.
- May, B., & LaMont, E. (2014) Rethinking Learning Disabilities in the College Classroom: A Multicultural Perspective, *Social Work Education*, 33 (7), 959-975.
- Mayat, N., & Ladele Amosun, S. (2011). Perceptions of academic staff towards accommodating students with disabilities in a civil engineering undergraduate program in a university in South Africa. *Journal of Postsecondary Education and Disability*, 24(1), 53-59.
- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., ... & Bullock Mann, F. (2017). *The Condition of Education 2017*. NCES 2017-144. National Center for Education Statistics.
- Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.

- Milsom, A., & Dietz, L. (2009). Defining college readiness for students with learning disabilities: A Delphi study. *American School Counselor Association*, 12(4), 315-319.
- Milsom, A. (2007). Interventions to assist students with disabilities through school transitions. *Professional School Counseling*, 10(3), 273-278.
- Mishra, P., Koehler, M. J., & Kereluik, K. (2009). The song remains the same: Looking back to the future of educational technology. *TechTrends*, 53(5), 48-53.
- Moriarty, M. A. (2007). Inclusive pedagogy: Teaching methodologies to reach diverse learners in science instruction. *Equity & Excellence in Education*, 40(3), 252-265.
- Moriña, A., & Carballo, R. (2017). The impact of a faculty training program on inclusive education and disability. *Evaluation and Program Planning*, 65, 77-83.
- Morley, L., & Croft, A. (2011). Agency and advocacy: Disabled students in higher education in Ghana and Tanzania. In L. Morley (Ed.), *African Higher Education: Researching Absences, Equalities and Aspirations* [Special issue]. *Research in Comparative and International Education*, 6(4), 383-389.
- Mueller, J., Wood, E., Hunt, J., & Specht, J. (2009). Assessing adult student reactions to assistive technology in writing instruction. *Adult Basic Education & Literacy Journal*, 3(1), 13-23.
- Murray, C., & Wren, C. T. (2003). Cognitive, academic, and attitudinal predictors of the grade point averages of college students with learning disabilities. *Journal of Learning Disabilities*, 36(5), 407-415
- Mwaiopop, R. N., Lihamba, A., & Njewe, D. C. (2011). Equity and equality in access to higher education: The experiences of students with disabilities in Tanzania. *Research in Comparative and International Education*, 6(4), 415-429.
- Nagoka, J., Roderick, M. & Coca, V. (2008, December). *Barriers to college attainment: Lessons from Chicago*. Washington, DC: Center for American Progress.
- National Center for Education Statistics. (2009). *National Postsecondary Student Aid Study. 2003-04 and 2007-08 (NPSAS:04 and NPSAS:08)*. U.S. Department of Education.
- Newman, L., Wagner, M., Cameto, R., Knokey, A-M., & Shaver, D. (2010). *Comparison across time of the outcomes of youth with disabilities up to 4 years after high school. report of findings from the national longitudinal transition study (NLTS) and the national longitudinal transition study-2 (NLTS-2)*. (No. NCSER 2010-3008). Menlo Park, CA: SRI International.
- Newman, L., Wagner, M., Knokey, A. M., Marder, C., Nagle, K., Shaver, D., Wei, X., Cameto, R., Contreras, E., Ferguson, K., Greene, K., & Swarting, M. (2011). *The Post-High School Outcomes of Young Adults with Disabilities Up to 8 Years After High School. A Report from the National Longitudinal Transition Study-2 (NLTS2)*. (No. NCSER 2011-3005). Menlo Park, CA: SRI International.
- Naami, A., & Hayashi, R. (2012). Perceptions about disability among Ghanaian university students. *Journal of social work in disability & rehabilitation*, 11(2), 100-111.
- Obiozor, W. E., Onu, V. C., & Ugwoegbu, I. (2011). Academic and social challenges facing students with developmental and learning disabilities in higher institutions: Implications to African Colleges and Universities. *African Journal of Teacher Education*, 1(1), 126-140.
- Orr, A. C., & Hammig, S. B. (2009). Inclusive postsecondary strategies for teaching students with learning disabilities: A review of the literature. *Learning Disability Quarterly*, 32(3), 181-196.
- Powell, J., Felkendorff, K., & Hollenweger, J. (2008). Disability in the German, Swiss, and Austrian higher education systems. In Susan L. Gabel, S. L., & Danforth, S. (Eds.), *Disability & the Politics of Education: An International Reader* (pp. 513-540). Bern, Switzerland: Peter Lang US
- Radd, S. I. (2008). Looking for social justice: Competing perspectives as methodological instrument in a study of school leaders for social justice. *Journal of School Leadership*. 18(2), 268-286.

- Ragins, B. R., & Cornwell, J. M. (2001). Pink triangles: antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology, 86*(6), 1244-1261.
- Raue, K. & Lewis, L. (2011). Students with disabilities at degree-granting postsecondary institutions (NCES2011-018). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Reaney, J., Gorra, A., & Hassan, H. (2012). Support for disabled students in higher education: A move toward inclusion. In Moore, D., Gorra, A., Adams, M., Reaney, J., & Smith, H. (Ed.) *Disabled students in education: Technology, Transition, and Inclusivity*, 192-208.
- Reeve, D. (2002). Negotiating psycho-emotional dimensions of disability and their influence On identity constructions, *Disability & Society, 17*(5), 493-508.
- Reed, L. C. (2008). The expansion of a scholar's social justice perspective: A meeting at crossroad. *Journal of School Leadership, 18*(2), 200-223.
- Reindal, S. (1995). Some problems encountered by disabled students at the University of Oslo – Whose responsibility? *European Journal of Special Needs Education, 10*(3), 227-241.
- Riddell, S., Tinklin, T. & Wilson, A. (2005). *Disabled Students in Higher Education: Perspectives on widening Access and Changing Policy*. London: Routledge Falmer
- Ripat, J., & Booth, A. (2005). Characteristics of assistive technology service delivery models: stakeholder perspectives and preferences. *Disability & Rehabilitation, 27*(24), 1461-1470.
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714
- Rose, D. H., & Strangman, N. (2007). Universal design for learning: Meeting the challenge of individual learning differences through a neurocognitive perspective. *Universal Access in the Information Society, 5*(4), 381-391.
- Sachs, D., Schreuer, N. (2011). Inclusion of students with disabilities in higher education: Performance and participation in student's experiences. *Disability Studies Quarterly, 31*(2). doi:10.18061/dsq.v31i2.1593.
- Scherer, M. (2005). Assessing the benefits of using assistive technologies and other supports For thinking, remembering and learning. *Disability & Rehabilitation, 27*(13), 731-739.
- Schloss, P. J., Schloss, M. A., & Schloss, C. N. (2007). Postsecondary service options. In Schloss, P. J., Schloss, M. A., & Schloss, C. N (Eds.), *Instructional Methods for Secondary Students with Learning and Behavioral Problems* (4th ed., pp. 21-38). Boston, MA: Allyn and Bacon.
- Scott, G. A. (2009). *Education Needs a Coordinated Approach to Improve Its Assistance to Schools in Supporting Students*. GAO Reports, 1-45.
- Shakespeare, T. (1996). Disability, identity, and differences. In C. Barnes & G. Mercer (Eds). *Exploring the divide: Illness and identity* (p 94-113). Leeds: The Disability Press.
- Sharma, A. (2012). Higher education and its perspectives with special reference to “differently able” learners. *International Multidisciplinary e-Journal, I*(IV), 1-6.
- Shoho, A. R., Merchant, B.M., & Lugg, C. A. (2005). Social justice: Seeking a common language. In F.W. English (Ed.) *The Sage handbook of educational leadership: Advances in theory, research and practice* (pp.47-67). Thousand Oaks:Sage.
- Silver-Pacuilla, H. (2006). Access and benefits: Assistive technology in adult literacy. *Journal of Adolescent & Adult Literacy, 50*(2), 114-125.
- Snyder, T.D., deBray, C., Dillow, S.A. (2016). *Digest of Educational Statistics, 2015* (NCES 2016-014). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Stampoltzis, A., & Polychronopoulou, S. (2008). Dyslexia in Greek higher education: A Study of incidence, policy and provision. *Journal of Research in Special Educational Needs, 8*(1), 37- 46.
- Stewart II, J. F., Mallery, C., & Choi, J. (2010). A multilevel analysis of distance learning achievement: Are college students with disabilities making the grade? *Journal of Rehabilitation, 76*(2), 27-39.

- Stier, A., & Hinshaw, S. P. (2007). Explicit and implicit stigma against individuals with mental illness. *Australian Psychologist*, 42(2), 106-117.
- Stodden, R. A., Whelley, T., Chang, C., & Harding, T. (2001). Current status of educational support provision to students with disabilities in postsecondary education. *Journal of Vocational Rehabilitation*, 16(3), 189.
- Substance Abuse and Mental Health Services Administration. Results from the 2012 National Survey on Drug Use and Health: Mental Health Findings, NSDUH Series H-47, HHS Publication No. (SMA) 13-4805. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2013. Retrieved from http://www.samhsa.gov/data/NSDUH/2k12MH_FindingsandDetTables/2K12MHF/NSDUHmhfr2012.htm#sec1-1
- Susinos, T. (2007). 'Tell me in your own words': Disabling barriers and social exclusion in young persons. *Disability & Society*, 22(2), 117-127.
- Thomas, S. B. (2000). College students and disability law. *Journal of Special Education*, 33(4), 248-257.
- Trainor, A. A. (2008). Using cultural and social capital to improve postsecondary outcomes and expand transition models for youth with disabilities. *Journal of Special Education*, 42(3), 148-162.
- Treby, E., Hewitt, I., & Shah, A. (2006). Embedding 'disability and access' into the geography curriculum. *Teaching in Higher Education*, 11(4), 413-425.
- U.S. Department of Veterans Affairs. Post-9/11 GI Bill. Retrieved from http://www.gibill.va.gov/benefits/post_911_gibill/index.html
- Virginia Higher Education Leadership Partners (VA HELP) (2007). Access to Postsecondary Education for Individuals with Disabilities. A Summit on Removing Barriers to Access: Addressing Documentation Issues.
- Vocational Rehabilitation Act. 1973. Pub. L. 93-112, U.S. Code, Vol. 29 § 701 et seq, Vocational Rehabilitation Amendments 1998. Section 508, Pub. L. 105-220, U.S. Code Vol. 29 § 794d.
- Ward, N. (2009). Social exclusion, social identity and social work: Analyzing social exclusion from a material discursive perspective. *Social Work Education*, 28(3), 237-252. doi:10.1080/02615470802659332
- Wax, A. (2014). Putting the "ability" back into "disability". *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 7 (2), 253-255.
- Webb, K., Patterson, K., Syverud, S., & Seabrooks-Blackmore, J. (2008). Evidenced based practices that promote transition to postsecondary education: Listening to a decade of expertvoices. *Exceptionality*, 16(4), 192-206.
- Wilgosh, L., Scorgie, K., Sobsey, D., & Cey, R. (2010). Quality of life and empowerment issues for post-secondary students with physical and learning disabilities. *Developmental Disabilities Bulletin*, 38(1), 111-131.
- Wilson-Strydom, M. (2015). University access and theories of social justice: Contributions of the capabilities approach. *Higher Education*, 69(1), 143-155.
- Winter, J. (2003). The development of the disability rights movement as a social problem solver. *Disabilities Studies Quarterly*, 23(1). Retrieved from <http://dsq-sds.org/article/view/399/545>
- Yell, M. L. (2008). *The Law and Special Education* (2nd Ed.). Upper Saddle River, NJ: Pearson.
- Yılmaz, T., Gökçe, D., Şavklı, F., & Çeşmeci, S. (2012). A study on young disabled people's use of common areas in the university campuses example of Olbia Culture Center in Akdeniz University. *Journal of Tekirdag Agricultural Faculty*, 9(3), 1-10.
- Zalaquett, C. P., Fuerth, K. M., Stein, C., Ivey, A. E., & Ivey, M. B. (2008). Reframing the DSM-IV-TR from a multicultural/social justice perspective. *Journal of Counseling & development*, 86, 364-371.
- Zepke, N. (2005). Diversity, adult education and future: a tentative exploration. *International Journal of Lifelong Education*, 24, 2, 165-178.