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**Ableism in Education: Professor Perpetuation of Disability Discrimination Through
Accommodation Non-Compliance**

by

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Submitted to Scripps College in Partial Fulfillment of the Degree of Bachelor of Arts

**Professor Ma
Professor Mesinas**

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Abstract

This proposed study aims to explore factors that may decrease professor compliance with their disabled students' documented academic accommodations, including pre-existing ableist beliefs held by professors, race of the disabled student, and visibility of the student's disability. Participants will consist of undergraduate professors from colleges and universities across the United States, varying in size and geographical location. Participants will complete scales to assess their ableist beliefs, and will be asked to report their likelihood of complying with, or fully meeting, various disabled students' documented accommodations. It is expected that results will reveal that professors who hold more ableist beliefs tend to be less likely to fully comply with a disabled student's academic accommodations, and that participants will report the least likelihood of full compliance with academic accommodations for Black disabled students and students with non-apparent disabilities. This proposed study may add to the currently scarce pool of psychological research about ableism and disability discrimination. Results of this proposed study may increase societal understanding of and awareness about disability discrimination within the United States higher education system, and may lead to salient social change to solve this injustice.

**Ableism in education: Professor perpetuation of disability discrimination through
academic accommodation non-compliance**

As of 2018, disabled students make up 14% of the national public K-12 school enrollment, equating to nearly 7 million students in the United States (Schaeffer, 2020). In higher education, 19% of undergraduate students and 12% of post-baccalaureate students reported being disabled during the 2015-2016 school year (National Center for Education Statistics [NCES], 2019). Additionally, as of 2022, only 85% of disabled students attending a 4-year college and 57% of disabled students attending a 2-year college received accommodations from their institution (NCES, 2022). This disparity in accommodation access may be due to a myriad of inequities, such as the high cost of medical testing or certain disabilities not being recognized at one's institution (Woodard, 2022).

But what about those who do have access to academic accommodations at their college? Are all of their needs met, or do they face barriers to receiving the same education as abled students do? While many disabled college students across the nation report that their professors do not meet any or all of their documented accommodations (Rasamny, 2022), the empirical evidence that exists to support these claims is extremely minimal, especially in the psychological field (Dunn, 2010; Ilyes, 2020). While the lived experiences of disabled students should be enough to enact systemic change in the way academic accommodations are dealt with by educators and school administrations, this is unfortunately not the case (Byrnes & Rickards, 2011; Chaturvedi, 2019; Lee, 2020). Disabled voices are systemically ignored in the United States, and institutions of higher education are not doing much to listen to disabled people and eliminate these access barriers to an equal education (Rasamny, 2022). This proposed study aims

to explore mechanisms that may lead professors at higher education institutions to fail to comply with a disabled student's academic accommodations.

The History of Ableism and its Influence in the United States Education System

According to the Americans with Disabilities Act (ADA), disability is defined as a physical or mental condition which significantly limits one's ability to do one or more major life activities (ADA National Network [ADANN], 2022). The ADA also defines a major life activity as an activity that is important to one's daily life, including seeing, sleeping, caring for oneself, eating, working, and more (ADANN, 2022). Disabilities can include conditions that limit one's mobility, such as Muscular Atrophy, conditions that limit one's intellectual abilities, such as some cases of Fetal Alcohol Spectrum Disorder, many psychiatric conditions, such as Post Traumatic Stress Disorder, and more. There are many different shapes and sizes of disability, and each disabled person has a unique experience with their disability. Some disabilities are more apparent to others, such as a visible limb difference, and some disabilities are less apparent to others, such as Dyscalculia. Some disabilities can interfere with one's academic performance, and some disabilities do not. One can either be born with a disability, or acquire one at some point in their life (Bogart & Dunn, 2019). Anybody can become disabled at any time, making disability a unique marginalized identity in which the oppressor can become the oppressed at the drop of a hat (Bogart & Dunn, 2019).

The oppression of disabled people, on an individual level as well as a systemic level, is a form of ableism. Ableism is defined as the unjust actions or beliefs about disabled people due to their disability (Merriam-Webster, n.d.), such as failing to provide adequate ramps for wheelchair users to enter a space. Ableism posits that any impairment or inability to carry out a major life task is inherently terrible and tragic (Bogart & Dunn, 2019), thus painting the disabled

experience as inherently terrible and tragic as well. While the disabled experience can be terrible at times, it is often due to the societal treatment of disability and is less often due to the nature of the disability itself (Bogart & Dunn, 2019). Disabled people in modern society face ableism in their everyday lives, both systemically as well as during social interactions with others (Bogart & Dunn, 2019; Livneh et al., 2014). Disabled people collectively face many similar forms of ableism, such as being treated as less than abled people, however much of the current ableist rhetoric is dependent on the type of disability(ies) one has (Livneh et al., 2014). Disabled people with physical differences in their appearances are often regarded as “repulsive” or “unpleasant”, while disabled people with non-apparent disabilities are often not believed when they disclose their condition(s) (Livneh et al., 2014; Solomon, 2020).

In social psychology, ableism and disability are not discussed or studied nearly as often as other forms of oppression, such as racism or sexism (Bogart & Dunn, 2019; Gervais, 2011). However, social psychology posits that common stereotypes about disability perceive disabled people as innocent and warm, yet incompetent (Bogart & Dunn, 2019). Disabled people are also commonly perceived as helpless and slow, and incapable of doing anything even if their disability only affects a single area in their life (Gervais, 2011). These stereotypes can lead to structural and individual disregard and neglect for disabled people, causing the exclusion and oppression of disability in able-bodied spaces (Bogart & Dunn, 2019).

Many disabled individuals experience these exclusionary and oppressive acts against them in their everyday lives (Pérez-Garín et al., 2018). In Spain, Pérez-Garín and colleagues (2018) interviewed 27 adults with a wide variety of disabilities, both apparent and non-apparent. The disabled participants were asked questions about the ways in which their disability impacts their daily life experiences. Physically disabled participants and participants with apparent

disabilities reported experiencing more subtle forms of discrimination in their workplaces, such as being stared at, ostracized, and having their abilities underestimated by coworkers.

Participants who were blind reported being bullied, being unnecessarily and excessively protected by their coworkers, and not receiving as many professional opportunities as their able-bodied counterparts in the workplace. Participants who were deaf or hard of hearing also reported a disparity in the amount of professional opportunities they received compared to their able-bodied peers, as well as being infantilized. Many of the participants reported experiencing discrimination when applying for jobs, even when they were perfectly qualified for the position. Because of these experiences, many of the participants reported feeling anxious, depressed, angry, and helpless in their daily lives.

The impact of facing constant oppression and stigma due to one's disability(ies) is enormous, especially in children and young adults (Heary et al., 2014). Children and young adults are still developing psychologically, physically, and socially, and are therefore more vulnerable to experiences of discrimination and prejudice due to their disabilities (Heary et al., 2014). Ableism can negatively impact a child or young adult's ability to make friends, and they may be subjected to victimization and bullying from their peers (Heary et al., 2014). The impact of ableism on the developing individual can have lasting negative effects on one's mental health, social support, and hope for the future (Heary et al., 2014).

In a 2019 correlational study, Lett et. al. administered various surveys to disabled university students that assessed mental health, experiences of acts of ableism and ableist microaggressions, academic performance, and academic self-concept. Lett and colleagues found that the more ableist experiences a participant had in school, the more symptoms of anxiety, depression, and poor academic self-concept they reported. This study suggests that ableism in

spaces of higher education can have significant negative mental health effects on disabled students.

Ableism has long been present in the United States education system, and many argue that the education system itself was built off of ableist ideology (Baker, 2002; Hartlep, 2008). The origins of ableism, and ableism in the U.S. education system, are rooted in eugenics (Baker, 2002). In 1883, the term *eugenics*, meaning “good birth” in Greek, was coined by Francis Galton (Baker, 2002; Ilyes, 2020). In practice, eugenics typically refers to the state-sanctioned eradication of those labeled inferior, usually people of color and those who were intellectually or developmentally disabled, from the human race through processes of forced sterilization, regulation of marriages, and euthanasia (Baker, 2002; Ilyes, 2020). Eugenics remains in the U.S. school system through more subtle forms, such as the use of ableist language to describe disabled students (Hartlep, 2008). For example, the term *special needs* is rooted in eugenicist ideology as it assumes that disabled people have needs that are abnormal and separate from the human experience. The use of this term dehumanizes disabled people, and portrays the needs of disabled people as a burden on society.

Outside of eugenics-related language used in schools to refer to disability, eugenics also remains in common structures and practices within the U.S. school system. Practices such as testing, the differential treatment of students based on race, the perception of the quality of home life and mothering, the transmission of eugenics ideology within children’s books and schoolwork, and school building architecture all have some base in eugenics ideology (Baker, 2002). For example, in terms of the eugenics roots of testing, eugenicists use the information about others’ ability levels in order to determine who they deem as “fit” to carry on the human race, and who they deem as “unfit” (Baker, 2002). Similarly, eugenicists use the information

about the environments that children live in to determine which families are deserving of the ability to reproduce and raise offspring (Baker, 2002). These practices are widely used across schools in the United States today, and can be used to disproportionately place disabled students and students of color into classrooms and programs that separate them from their White and able-bodied peers (Baker, 2002; Beatty, 2012). When the entire school system itself is based in the supremacy of abled and White bodies, this supremacy leeches into the attitudes, beliefs, and practices of school educators (Baker, 2002; Hartlep, 2008; Yerbury & Yerbury, 2021).

So what about the current federal laws in place that are supposed to protect disabled people in the United States? It is common to believe that with the recent passing of disability-affirming legislation such as the Americans with Disabilities Act of 1990 (ADA) and the Individuals with Disabilities Education Act of 1975 and 2004 (IDEA), eugenics and other ableism within the U.S. school system is no more (Martin et al., 1995; Satz, 2013). However, disabled individuals face many barriers to even becoming protected by these acts, such as an inability to access healthcare in order to obtain medical diagnoses of their disabling conditions (Satz, 2013). Even when disabled individuals are protected under these laws, the accommodations may be limited and the compliance with academic accommodations by school educators is sometimes lacking (Satz, 2013). Some disabled students report that their classroom educators do not comply with their academic accommodations through failing to provide all or some of them, such as not allowing a student to have extra time on an exam (Rasamny, 2022). This is potentially one of the reasons why disabled people are underrepresented and underfunded in spaces of higher education and academics (Gibbons et al., 2015; Yerbury & Yerbury, 2021).

The role of educators in the pursuit of equal access to education for their disabled students includes meeting all of their individual academic needs (Martin et al., 1995). Disabled

students who receive protection under IDEA have their own Individualized Education Programs (IEPs) that serve as a timeline and list of goals for disabled students to be given the same opportunity as their abled peers to succeed academically (Martin et al., 1995). Teachers must meet with each of their disabled students in order to write the IEP for them (Martin et al., 1995). Each IEP contains a set of accommodations that are unique to the disabled student's needs (Martin et al., 1995). Some examples of common academic accommodations include preferential seating, the ability to eat or drink in class, ability to take breaks during class, use of additional assistive technologies, extra time allowed on assignments and exams, access to sensory-regulating tools in class, a notetaker, and more (Sarrett, 2017; Souma et al., 2002). According to the IDEA, teachers and any others involved in the education of a student must meet all of the accommodations presented in their IEP so long as the accommodations can be reasonably met (Martin et al., 1995; U.S. Department of Education, 2022). While IEPs do not exist on the undergraduate and graduate level, the ADA still protects disabled students and professors are legally required to meet their documented and reasonable accommodations (Bryn Mawr College, n.d.). However, if educators are legally obligated to meet these needs, then why are some educators unwilling or unable to (Rasamny, 2022)?

Current Literature on Educator Discrimination Against Disabled Students

The existing literature on professor non-compliance with academic accommodations for disabled students is extremely limited. The field of psychology is particularly lacking in research on this topic, or even the broader topic of disability stereotypes, prejudice, and discrimination (Bogart & Dunn, 2019; Ilyes, 2020). However, there is some existing literature regarding teacher discrimination against disabled students at both the primary school level (Kulkarni, 2021), and the undergraduate level (Bastart et al., 2021; Daniels, 2020;). Additionally, there is some existing

literature specific to educator willingness to provide academic accommodations (McCarron, 2020; Rao, 2002; Skinner, 2007).

Prejudice and Discrimination in the Classroom

Ableism in the classroom can come in many different forms, and can cause many different problems for disabled students who are trying to obtain the same access to education as their abled peers. Daniels (2020) interviewed 16 disabled college students in the United Kingdom about their experiences with ableism in their classrooms. Many of the students interviewed discussed facing access barriers to be approved for accommodations, despite having apparent and/or extensively documented disabilities. Students with mobility-related disabilities also expressed facing barriers to enter academic and residential buildings. Additionally, some students reported that their professors did not have an adequate understanding of disability. One of the students who was interviewed explained how, after having a stroke, her university faculty and staff had little to no understanding of strokes and failed to provide her with the resources she needed to succeed in her classes. Another student reported that her professors seemed to care much more about getting through course material than actually making sure that the students in the class properly understood the material. She explained how she would repeatedly ask her professors clarifying questions, but her questions were often ignored. The impacts of ableism in educational institutions can lead to psychological distress, exhaustion, and academic hardship, as disabled students are forced to overexert themselves to fight for equal access to education.

While disabled students of all identities can experience ableism in the classroom, disabled students of color are subjected to ableism and racism, as well as ableism that is rooted in racist beliefs about disability. Kulkarni (2021) conducted a qualitative study on teachers of color's perceptions of ableism and attitudes towards disabled students of color at a Hispanic

Serving Institution in Southern California. Kulkarni interviewed two preschool and early elementary teachers of color who discussed their experience with and witness of the intersection of racism and ableism in the classroom. The teachers recalled White teachers falsely claiming that their students of color had behavior problems, as the White teachers perceived the cultures and upbringings of their students of color as lacking and inferior compared to those of the White students. Both teachers also reported witnessing their White colleagues make comments about their disabled students of color using a deficit lens, or only focusing on what their disabled students of color were lacking, due to not only their disabilities but also their cultural and familial backgrounds. For example, one of the teachers, named Leena, reported her White colleagues saying phrases like, “it’s in their culture”, or “they just don’t know better cuz of their parents” when their disabled students of color would act socially inappropriately due to their disabilities. In the experiences of these two teachers of color in classrooms for children with intellectual and developmental disabilities, the teacher discrimination faced by disabled students of color was much higher compared to their disabled White classmates.

Educators, including both teachers and professors, are often the first to witness another educator discriminating against their students. An educator’s reaction to a colleague’s maltreatment of a disabled student can further perpetuate ableism in the education system, as Bastart, Rohmer, and Popa-Roch (2021) conducted a study that investigated teacher willingness to distance themselves from a coworker who discriminates against a disabled student. Bastart and colleagues found that the teacher participants were significantly less likely to distance themselves from a teacher who justified their actions to exclude a disabled person in a benevolent manner rather than a hostile one. This study provides insight into the different factors

that yield teacher compliance with ableism and neglect for disability justice in the classroom (Bastart et al., 2021).

Professor Willingness to Accommodate

So which factors yield ableist attitudes towards disabled students, and which factors yield educator willingness to comply with academic accommodations? Rao (2002) surveyed 500 college and university professors about these factors, including the specific department the professors worked in, and their prior contact with disabled persons. Rao found that the attitudes held by professors depended on the departments they worked in, with education and health profession departments exhibiting significantly more positive attitudes towards disabled people than any other departments. On the other hand, professors from the engineering department exhibited the most negative attitudes towards disabled people compared to any other department. In addition, professors who had personal contact to disabled people and prior knowledge about disability laws exhibited significantly more positive attitudes towards disabled people compared to professors with no personal contact with disabled people and no knowledge about disability laws. In terms of professor willingness to provide academic accommodations to disabled students, Rao found that professors of education and health professions were the most willing to provide accommodations, while professors of engineering and law were the least willing. This study provides preliminary evidence to explain the mechanisms behind professor ableism and accommodation noncompliance.

5 years later, in 2007, Skinner published a subsequent study investigating faculty willingness to adhere to academic accommodations of students with learning disabilities, at various liberal arts colleges in southeastern United States. Faculty were presented a list of common accommodations assigned to college students with learning disabilities, and were asked

to rate their willingness to provide each accommodation. Skinner found that most participants were willing or neutral to providing accommodations during an exam or test. On average, faculty participants were very willing to provide extended time on an exam and to allow students to complete the test in an alternate location. However, faculty participants on average felt neutral about providing accommodations such as administering an alternative format of the exam to the student, and allowing students to use various writing mechanics during the exam. During classroom instruction, faculty participants were on average very willing to allow the use of laptops, and were willing to allow students to record the class and access note taking services. However, on average, faculty were unwilling to provide extra credit and felt neutral on providing alternative assignments to students with learning disabilities. This study suggests that while college professors are legally obligated to comply with the documented academic accommodations of disabled students, their willingness to provide these accommodations vary based on the type of accommodation needed.

McCarron (2020) conducted a mixed methods study also evaluating college professor willingness to comply with academic accommodations for students with learning disabilities. McCarron collected data from undergraduate professors from a single private medium-sized school located in the northeastern United States. One-hundred and thirty-six professors completed the quantitative portion of the study, while 14 professors completed the qualitative portion. Quantitative measures assessed professor's self-ranking of willingness and ability to meet the academic accommodations for students with learning disabilities, attitudes about learning disabilities, beliefs about the need for and utility of accommodations, knowledge about and ability to provide academic accommodations, and prior faculty actions to accommodate students with learning disabilities (McCarron, 2020). The qualitative portion of the study

consisted of a short interview, asking them to explain their personal experiences with supporting students with learning disabilities in the classroom (McCarron, 2020). McCarron found that the large majority of the professors were willing or very willing to provide all accommodations to students with learning disabilities, and were also able or very able to. Results also showed that the more knowledge faculty had about the process for providing academic accommodations, the more actions those faculty displayed to meet the needs of their students with learning disabilities (McCarron, 2020). The more willing professors were to accommodate students with learning disabilities, the less effort the professors believed it would take to meet the needs of their students (McCarron, 2020). However, it was only faculty who were regarded as “committed”, reporting that they were very willing and very able to accommodate their students, that displayed this intention through their actions to actually provide academic accommodations to their students with learning disabilities (McCarron, 2020).

Potential Explanations for Educator Non-Compliance with Academic Accommodations

There are some potential reasons as to why educators may be unwilling to fully comply with the academic accommodations for their disabled students. It may be the case that only one of these explanations rings true for educators and causes this lack of compliance, or it may be a different explanation for different educators and/or different schools. However, it may actually be the combination of the factors described below that work and interact with each other to cause educators to fail to meet all the documented needs of disabled students.

Attitudes Towards Disabled People

Social dominance theory posits that in many modern-day societies, there are groups of people that hold unearned privilege in the ability to obtain social capital, while other groups are subjected to systemic oppression because they are not a part of the privileged, or dominant group

(Kattari, 2015). Those in the dominant group have the ability to create legislation and reinforce norms that keep them in power, which in turn keeps the non-dominant group oppressed (Kattari, 2015). Individuals who are a part of the non-dominant group often experience negative outcomes due to the oppression they face (Ramiah et al., 2010). For example, people of color are less likely to succeed academically than their White classmates (Ramiah et al., 2010). Individuals included in the non-dominant group include BIPOC, Queer people, Transgender people, women, disabled people, and more (Kattari, 2015). In terms of disability, able-bodied individuals are a part of the dominant group, while individuals with disabilities are a part of the non-dominant group (Kattari, 2015). This is due to the way in which society praises ability, and devalues disability and perceives it as a disease (Bogart & Dunn, 2019; Kattari, 2015).

In educational spaces, disabled students maintain their status in the non-dominant group (Kattari, 2015). As discussed before, the U.S. school system is rooted in eugenics ideology, and ableism is present within many common educational practices (Baker, 2002). Ableism that has been structured into school administrations and curricula across the United States could have a large impact on educators in terms of their beliefs and attitudes about disability. Due to this structural neglect for disabled students and their needs, educators may be encouraged either directly or indirectly to support these ableist practices and ideologies in the classroom, or they may not face penalty when discriminating against a disabled student. When educators are employed by institutions that uphold the values of eugenics and ableism, they may believe that discriminating against their disabled students is fine to do.

Educators may be less willing to provide academic accommodations to students with disabilities due to negative attitudes towards disabled people, or ableist prejudices against disabled people. Dunn (2010) writes about this potential cause for accommodation

non-compliance, explaining that those with negative attitudes or prejudices against a marginalized group of people are more likely to behave in a discriminatory manner to that group. This is due to prior evidence relating to intra-attitudinal consistency, which posits that prejudiced attitudes may lead to discriminatory behavior (Dunn, 2010).

Intra-attitudinal consistency refers to the similarity in beliefs one has about a single attitude object or subject (Knaplund, 2020). Beliefs about an attitude object or subject that are strong are more likely to be consistent with one another than beliefs that are weak (Knaplund, 2020). In terms of ableism, an individual's prejudices against disabled people is related to their discrimination against disabled people. Therefore, under the assumption of intra-attitudinal consistency, an individual with a high amount of prejudice against disabled people would also exhibit a high amount of discrimination towards disabled people.

Prejudiced attitudes about disability can be anything from curiosity or ignorance about disability, to the fear of saying something wrong or the fear of drawing attention to the disability, to the complete act of ignoring disability altogether (Dunn, 2010). All of these ableist attitudes work to erase and ostracize disabled people. If ableist beliefs held by an educator did indeed lead to discriminatory behavior against disabled students, it would be expected that an educator with more ableist beliefs would be less likely to fully comply with their disabled students' documented accommodations, compared to an educator with a less ableist beliefs (Dunn, 2010).

Lack of Resources Afforded to Educators

Another explanation for why an educator may not fully meet the documented needs of their disabled students is a lack of resources that are available to that educator to provide ample accommodations. Bussing and colleagues (2002) studied the access barriers that elementary school teachers face to acquire the necessary resources to accommodate their students with

Attention Deficit Hyperactivity Disorder (ADHD). Only about half of the teachers Bussing and colleagues surveyed received any training on ADHD, and many teachers reported that class size and a lack of time were the biggest reasons they did not feel confident in their ability to meet the needs of their students. A lack of disability training for educators can lead to ignorance and prejudice against disabled students, and a lack of time and ability to work one on one with disabled students may all lead to an educator not providing every needed accommodation to their disabled students.

While much of the current literature on resource barriers is centered around primary and secondary schools, these resource barriers also exist on the college level. Additionally, educators do not just experience barriers to obtaining resources for their students with ADHD. Educators can face many barriers to providing accommodations to any of their disabled students, regardless of their type of disability. In the survey conducted by Rao (2002), results from open-ended questions provided at the end of the survey yielded some answers regarding a lack of resources afforded to professors to be able to meet all academic accommodations needed by disabled students. Some faculty expressed the need for the disability service offices at their respective institutions to participate more in providing accommodations for disabled students, as the faculty felt they were spread too thin and unable to take on more workload to meet all of their students' academic needs. One example provided by many of the faculty was the accommodation for extra time on exams, as the faculty themselves did not have the availability to proctor exams lasting up to double the time provided for students without this accommodation. When there is a deficit in adequate resources for educators to provide academic accommodations, their disabled students are left behind and forced to struggle academically without this equal access to education.

Apparent Versus Non-Apparent Disabilities

The likelihood of a professor complying with one's academic accommodations may depend on the type of disability one has, either a disability that is apparent to others or a disability that is not apparent to others. This is due to the difference in experiences and treatment between those with concealable stigmatized identities and those with non-concealable stigmatized identities (Smart & Wegner, 2003; Quinn & Chaudior, 2005).

Stigmatization refers to the social reduction of one's whole self to a self that is perceived as less than and inferior (Bogart & Dunn, 2019; Major & O'Brien, 2005). When one is stigmatized against, one may experience exploitation, avoidance, and discrimination from others due to one's stigmatized identity (Bogart & Dunn, 2019; Major & O'Brien, 2005). Stigmatization surrounding one's identity can also cause psychological distress and poor physical health (Major & O'Brien, 2005).

One may assume that having a concealable stigmatized identity, such as a non-apparent disability, would shield one from any sort of stigma or discrimination from others. It is true that having a concealable stigmatized identity affords individuals some privileges that are not afforded to those with an apparent stigmatized identity, such as the privilege to choose to disclose or not to disclose one's identity (Smart & Wegner, 2003). However, having a concealable stigmatized identity can subject one to different forms of stigma and discrimination that are not often experienced by those with apparent stigmatized identities (Quinn & Chaudoir, 2015). Not only can having a concealable stigmatized identity cause specific psychological distress surrounding the fear of others finding out about their identity (Smart & Wegner, 2003; Quinn & Chaudoir, 2015), but it can also cause difficulty surrounding others' disbelief in their identity once it is disclosed (Livneh et al., 2014; Solomon, 2020).

Santuzzi and colleagues (2014) discuss the experience of those with apparent versus non-apparent disabilities in a workplace setting. In the workplace, having an apparent disability can lead to blatant discrimination in the workplace. Individuals with an apparent disability may be subjected to stigma and discrimination from their employer, due to their disability. Having a non-apparent disability can also lead to discrimination, however that discrimination is likely less direct as one's employers are unaware that one is disabled. Employers may discriminate against an individual with a non-apparent disability, as they may incorrectly assume that the individual is able. If that individual requires any informal accommodations in their workplace, employers may not allow or uphold those accommodations because they may not believe that the individual needs them.

This same situation can be applied to the classroom, where the roles of an educator and employer are quite similar. In higher education classrooms, Student A, someone with an apparent disability, may face disability stigma and discrimination from their professor due to their disability. However, because the professor can see that Student A is disabled, they may be more willing to provide the adequate academic accommodations needed by Student A. In terms of Student B, someone with a non-apparent disability, the professor may assume that Student B is not actually disabled, and therefore does not need their documented accommodations. This may lead to the professor deciding to not provide Student B with their documented accommodations, despite the equal need for both Student A and Student B to have access to their respective accommodations.

Intersection between Racism and Ableism

Ableism within the U.S. school system and within the beliefs and actions of educators may be exacerbated by racism within these same spaces and individuals. Not only are disabled

Black students significantly more likely to be labeled as having “behavioral problems”, but they are also more likely to be physically restrained compared to disabled White students (Boonstra, 2021). Black students and other students of color are significantly overrepresented in classrooms devoted for students with intellectual and developmental disabilities, which are commonly known as “Special Education” classrooms (Mireles, 2021). Once disabled Black, Indigenous, and people of color enter spaces of higher education, they are policed, surveilled, and criminalized for their disabilities (Mireles, 2021).

Mireles (2022) interviewed and surveyed 10 Black and Brown disabled undergraduate students and their experiences with racism and ableism at their institutions. Mireles analyzed various themes and patterns that arose from the reported experiences of the participants, and found that many of the participants discussed how their intelligence, productivity, and academic capability was questioned due to their race and disability status. One participant explained how they faced multiple barriers to obtain academic accommodations, despite having documentation of her disability. Another participant explained how they faced racist and ableist discourses surrounding the perception that Black and disabled individuals are incapable of academic excellence. Additionally, many participants reported being labeled as lazy, deviant, or as trying to cheat the system due to their race and disability status. One participant reported being called “lazy” for arriving late to class, even though she had disclosed her disability status to her professor. However, the professor did not accept her disclosure, as her disability was not institutionally recognized.

The intersection between these two marginalized identities cannot be separated for disabled people of color; racism cannot be discussed without also discussing ableism, and

ableism cannot be discussed without also discussing racism. The present study will investigate this intersection and its effect on educator compliance with academic accommodations.

Positionality Statement and Land Acknowledgement

I am conducting this study as a White, disabled, cis woman. I do not have documented academic accommodations due to the nature of my disability and due to the access barriers I face to receiving a diagnosis or other related resources. My identity also holds significant privilege. My disability is non-apparent or invisible, I am a White individual, and I attend an elite liberal arts college in Southern California, United States. While I live in a disabled body, I live in a disabled body of privilege and do not experience the same oppression that other disabled people do, particularly those who are people of color.

It is important to acknowledge that this study will be conducted on the land which was originally known as Torojoatngna, and was inhabited by the Gabrielino-Tongva and Serrano peoples prior to Spanish colonization when this land was stolen from these Indigenous peoples (Isabel, 2020).

Present Study

This proposed study will aim to evaluate educator actions to comply or fail to comply with the documented accommodations of disabled people, in relation to educator biases and prejudices against disabled people, race of the disabled student, and the visibility of the student's disability. The research questions are as follows:

1. Are undergraduate professors who hold more stereotypical beliefs about disability less likely to fully comply with a student's documented accommodation needs than professors who hold less stereotypical beliefs about disability?
2. Are undergraduate professors less likely to fully comply with a Black student's documented accommodation needs than a White student's documented accommodation needs?

3. Are undergraduate professors less likely to fully comply with the documented accommodation needs of a student with a non-apparent disability than of a student with an apparent disability?

In the proposed study, professors will answer a series of questions to assess their ableist beliefs, and will then view various profiles of different disabled students and their needed accommodations. Professors will be asked to rate their likelihood of complying with each student's accommodations, and will answer open-ended questions to explain these decisions. Participants' responses will then be analyzed using a logistic regression, and conclusions will be drawn based on the results.

Proposed Method

Participants

Participants will consist of at least 76¹ undergraduate college or university professors across the United States. This sample size was determined based on a power analysis for a design using a logistic regression analysis, assuming $\alpha = .05$, desired power = .8, three predictor variables, and a medium effect size (Cohen, 1991). The medium effect size was determined from the effect size used in a study with a similar design to the current proposed study (McCarron, 2020). Participants will be recruited from a wide range of higher education institutions across the United States. Sample schools will include those that are small (less than 5,000 students), medium (between 5,000 and 15,000 students), and large (over 15,000 students). Sample schools will also be an even or close to even distribution of private and public institutions, and will be located across the country, including the Northeast, Southeast, West, Southwest, and Midwest.

¹ Typically one would conduct a power analysis for the same statistical analysis used in one's present study. However, because neither Cohen (1991) nor G*Power offers a power analysis for the statistical test used in this proposed study, a logistic regression, the power analysis was conducted using the most similar test available, which was a multiple regression.

To recruit professors to participate in this study, emails will be sent to the administrations of various higher education institutions with an even distribution of the various school types needed for the sample. At minimum, there will be two of each school type represented in the sample. The emails sent to each administration will include a brief overview of the study with the link to the Qualtrics survey for interested professors to use to begin their participation. The administration will be asked to forward the recruitment email along to all faculty at their institution, if they are interested in participating. Once the threshold of 76 participants is reached, with an even distribution of institution types, the recruitment will cease. Additionally, in order to prevent an uneven distribution of one school over another, each institution will be capped at 5 participants. Collecting a sample over 76 participants will be accepted in order to increase the diversity of the sample of institutions, as the study is conducted in a mixed methods survey format without participation compensation so excess resources would not be wasted on a larger sample size and a larger sample size would increase the statistical power of this study. Professors will not be compensated for their participation, since the survey is only expected to take about 15-30 minutes, to ensure that they are voluntarily choosing to complete the survey. Based on racial demographic data for postsecondary institution faculty in the United States, it is expected that about 74% of participants will be White, 7% will be Black, 6% will be Hispanic/Latine, 12% will be Asian/Pacific Islander, 1% will be Indigenous, and 1% will be two or more races (NCES, 2022). Based on gender identity demographic data for postsecondary institution faculty in the U.S., it is expected that about 53% of participants will be women and 47% will be men (NCES, 2022). There was no data for prevalence of non-binary, two-spirit, and other gender-nonconforming professors in the United States. However, this proposed study will accept

participants of all gender identities. Racial and gender identity demographic questions will be asked in an open-ended format at the end of the survey.

Materials

Scales to Assess Ableist Attitudes

Participants will complete two scales to assess their attitudes towards disabled people. The first scale, the Symbolic Ableism Scale (SAS), was developed by Friedman and Awsumb (2019) and measures ableist beliefs based on four general themes: individualism, recognition of continuing discrimination, empathy for disabled people, and excessive demands. The first theme, individualism, describes ableist prejudices according to the expectations of individualistic cultures that judge one's value in society in terms of their ability to work hard (Friedman & Awsumb, 2019). An example of individualism is the item, "Any disabled person who is willing to work hard has a good chance of succeeding". This statement is ableist because it assumes that disabled people are not trying hard, and it also assumes that disabled people are capable of doing everything which is not true. Having a disability means that there are some things that you are not able to do. Assuming that disabled people are able to do anything they want as long as they work hard denies their disabled identity. The second theme, recognition of continuing discrimination, refers to the ableist belief that discrimination against disabled people does not exist anymore. An item that reflects this theme states, "most disabled people who don't get ahead should not blame the system; they really have only themselves to blame". The third theme measures participants' empathy towards disabled people, or lack thereof. This theme is reflected in the item, "over the past few years disabled people have gotten less than they deserve". Lastly, the fourth theme, excessive demands, is reflected in the item, "disabled people do not complain as much as they should about their situation in society" (reverse keyed). Participants are

prompted to answer each item with their level of agreement or disagreement with the statement, using a numerical-point Likert scale (1 – *strongly disagree*, 7 – *strongly agree*). Total scores for this scale are calculated using the sum of the scores for each item, factoring in all of the reverse-keyed items. Higher scores indicate higher ableist beliefs, and lower scores indicate lower ableist beliefs. While Friedman and Awsumb did not report psychometrics about this scale, face validity appears to be high, as each of the items in the scale do assess different common ableist beliefs.

The second scale will be the Interactions with Disabled Persons Scale (IDPS), developed by Gething (1994). This scale measures societal and personal attitudes towards disabled people based on five general themes across 20 items. The first theme, discomfort in social interactions with disabled people, is described by the item, “I can’t help staring at [disabled people]”. The next theme, a succumbing framework, is reflected in the item that states, “it hurts me when [disabled people] want to do something and can’t”. This framework addresses an ableist perspective that only focuses on what disabled people can’t do, and ignores their strengths. The item, “I feel unsure because I don’t know how to behave around [disabled people]” reflects the theme of perceived level of information about disability and disabled people. The fourth theme, vulnerability, is described by the item, “I dread the thought I could eventually end up like [disabled people]” This theme reflects the fear of becoming disabled, and assumes that being disabled is a tragedy. Lastly, the theme of coping is described in the item, “I pity [disabled people]” . Similar to the SAS, participants are prompted to answer each item with their level of agreement or disagreement with the statement, using a numerical-point Likert scale (1 – *strongly disagree*, 7 – *strongly agree*). Total scores for this scale are calculated using the sum of the scores for each item, factoring in all of the reverse-keyed items. Higher scores indicate higher

ableist beliefs, and lower scores indicate lower ableist beliefs. Getting reported adequate test-retest reliability, satisfactory internal consistency, and adequate construct validity.

The higher a participant scores on these scales, the more ableist beliefs the participant holds. Due to this, a score that is more than half of the total number of ableist beliefs listed on each scale will indicate that the participant has a high number of prejudices towards disabled people. A score that is less than half of the total number of ableist beliefs listed on each scale will indicate a low number of prejudices held by a participant.

Accommodation Profiles

The accommodation profiles will consist of 16 profiles of different students, with their name, photo, disability, and list of accommodations needed (see appendix). Each participant will only view four of the 16 profiles, and will be randomly assigned to one of four groups. Group 1 will view four profiles of White students with apparent disabilities, consisting of a student with a spinal cord injury (SCI), a student with Spinal Muscular Atrophy (SMA), a student with Cerebral Palsy (CP), and a student with Down Syndrome. Group 2 will view the same exact profiles with the same disabilities listed, except the race of all students will be Black instead of White. These disabilities will be classified as apparent disabilities, because they will be displayed to the participants through the appearances of the students in the accommodation profiles. Group 3 will view four profiles of White students with non-apparent disabilities, including Attention Deficit Hyperactivity Disorder (ADHD), Postural Orthostatic Tachycardia Syndrome (POTS), Tourette's Syndrome, and Autism Spectrum Disorder (ASD). Group 4 will view the same exact profiles as Group 3 with the same disabilities listed, except the race of all students will be Black instead of White. These disabilities cannot be seen by the professor through the appearances of students alone, so they are classified as non-apparent disabilities. Each profile will have the same number

of accommodations listed in order to eliminate the potential for participants to base their judgment on accommodation compliance due to the number of accommodations listed for each student in the profiles. The types of accommodations listed for each student, however, will be different and will depend on the needs pertaining to each disability. Some examples of accommodations that will be used in these profiles include extra time on assignments and exams, the ability to take an exam in a separate room, wheelchair and service dog access in the classroom, the ability to miss class time without penalty, access to notetaker, and access to extra credit assignments.

After each profile, participants will be asked five questions about their choice to comply with the accommodations listed for the student. The first question will be quantitative, and will ask, “how likely are you to accommodate the needs of this student?”. This question will be scaled on a 5 point Likert scale (1 – *not likely to comply with any needs*, 2– *not likely to comply with most needs*, and 3 – *neutral*, 4 – *likely to comply with most needs*, 5 – *likely to comply with all needs*). After this quantitative question, participants will be asked five qualitative open-ended questions, as follows:

1. Why did you choose to provide full, partial, or no accommodations to this student?
2. Which needs of this student are you most likely to accommodate? Why?
3. Which needs of this student are you least likely to accommodate? Why?
4. Do you believe this student needs these accommodations? Why or why not?
5. Are there any access barriers you may face to be able provide full accommodations to this student?

These questions will be analyzed separately from the other scales and analyses, and will allow participants to discuss the causal frameworks surrounding why academic accommodations are sometimes not met to the fullest capacity, such as access and resource barriers or ableist ideology.

Manipulation Check

After all four profiles and questions have been presented, participants will complete a manipulation check to ensure that they are aware of the changes between each of the four accommodations they were shown. Participants will be primed with the name for each student, and the order of students will remain the same as the order originally presented to participants. Participants will be asked three questions about each accommodation profile. The first question, asking, “Do you remember [name of student]’s profile?” will be answered by electing either *yes* or *no*. The second question will ask about the race of the student, and participants will have the option of choosing either *White* or *Black*. Lastly, participants will be asked to report what the student’s disability was, and will be given a multiple choice question consisting of all the disabilities presented to them during the study.

Procedure

Once participants click on the link to the Qualtrics survey, they will be sent to a page with an informed consent form, describing the nature of the study and the level of risk they may face from completing the study, and will be asked to submit an electronic signature before moving onto the start of the study. Once participants have provided their informed consent, they will complete the Symbolic Ableism Scale (Friedman & Awsumb, 2019), and then the Interactions with Disabled Persons Scale (Gething, 1994). Afterwards, participants will be presented with a page that informs them to answer the questions for the next section of the study as if there were no legal repercussions for their responses, and participants will be reminded that their responses are entirely anonymous. Participants will have to elect a response that states, “I understand” before they will be able to continue with the study. This page is intended to reduce social desirability and legal response bias, as participants may be inclined to inaccurately report that

they would provide full accommodations for all of the students in order to not face ridicule or legal action. Participants then will be randomly assigned to one of the four conditions, and will then be led to their four accommodation profiles and corresponding questions. After participants complete this section they will complete the manipulation check, racial and gender identity demographic questions, and then be properly debriefed.

Ethical Considerations

The current literature about academic accommodation noncompliance and the general discrimination of disability is quite sparse in the field of psychology (Dunn, 2010; Ilyes, 2020). However, the experiences of discrimination in spaces of education and within society occur on a daily basis for disabled individuals (Rasamny, 2022). This study is intended to add to the small amount of existing literature on this topic, and may expand on the reasons why educational ableism may occur in these instances. There also may be potential benefits to participants, particularly to those who do hold prejudices against disabled people and may not know that they do. Through participating in this study, one may realize that one holds ableist prejudices even when one feels that one was affirming of disability, and one may be inclined to put in the work to unlearn their beliefs and better oneself.

The study exposes participants to minimal risk, as it is not expected that participants will be exposed to any material they may find emotionally or physically disturbing or unsafe. Participants' identifying information, such as IP addresses and names, will not be recorded or asked for during the study. This means that although participants may report that they would illegally decide to not comply with a disabled student's academic accommodations, there is no risk for legal action against them as these scenarios are entirely fabricated and their responses will be anonymous. In addition, the study will not involve participants who are in a protected or

vulnerable population, will not require participants to provide sensitive information, and will not require participants to consider sensitive issues. It is not expected that participants will feel discomfort when electing a response that may lead to legal consequences if the scenario were real, as the scenarios are hypothetical and all data is anonymous. In addition, this study will not involve any sort of deception, and participation will be voluntary as informed consent will be gathered from participants, and participants will not feel undue influence to participate from compensation. Overall, the risk to those who participate in this study is minimal, and the benefits to participants and to the greater society greatly outweigh any potential risks that participants may face.

Anticipated Results

Data Analysis

This mixed methods design will analyze quantitative and qualitative data separately. In terms of the quantitative data, data will be analyzed using one dependent variable (accommodation compliance) and three predictor variables (professor amount of ableist beliefs, race of student, visibility of student's disability). The first predictor variable, a participant variable, will be measured by the average scores from the Symbolic Ableism Scale and the Interaction with Disabled Persons Scale. The second predictor variable will be an independent variable, and will reflect the race of the disabled student in the accommodation profile which is either Black or White. The third predictor variable will also be an independent variable, and will reflect the type of disability of the student in the accommodation profile, which will either be apparent or non-apparent. A logistic regression will be used to analyze the relationship between participant accommodation compliance and amount of ableism, the relationship between

participant accommodation compliance and race of disabled students, and the relationship between participant accommodation compliance and type of disability for each student.

In terms of data analysis for the qualitative data provided by participants through the open-ended questions administered after each accommodation profile, common themes found in the content of the answers will be presented and discussed in writing. Common themes will be determined by looking through all of the written answers provided by participants and by noting which of the same or similar answers appear multiple times. The top five most provided answers for each question will be presented and discussed for this section.

Anticipated Results

It is predicted that participants who score higher on the Symbolic Ableism Scale and the Interactions with Disabled Persons scale, as indicated those expressing more ableism, will be less likely to provide all accommodations to the students in the accommodation profiles compared to participants who score lower on the ableism measures. These results are anticipated due to prior evidence (Dunn, 2010) showing that prejudiced attitudes towards a marginalized group lead to discriminatory actions against that same group. Therefore, participants who hold more prejudiced beliefs about disabled people will be more likely to discriminate against their disabled students and will be less likely to fully meet their documented academic accommodations.

It is also predicted that professors will be less likely to provide all accommodations to Black students in the accommodation profiles than White students. Prior literature (Boonstra, 2021) has found that disabled Black students are more likely to be mistreated, such as experiencing forceful restraints, by their educator or paraprofessional compared to disabled White students. Black people are also overrepresented in the disability community relative to their overall population in the United States, and are more likely to be policed and criminalized

for their disability(ies) compared to White disabled people (Mireles, 2021). This prior evidence reflects the doubling of prejudiced beliefs towards Black disabled people, due to the intersection of their Black identity and their disabled identity (Boonstra, 2021; Mireles, 2021). Because of this increase in prejudiced beliefs towards Black disabled people, it is anticipated that participants will be less likely to provide all documented accommodations needed for Black disabled students compared to White disabled students.

Lastly, it is predicted that professors will be less likely to provide all accommodations to students with a non-apparent disability than to students with an apparent disability. People with non-apparent disabilities face different kinds of discrimination compared to people with apparent disabilities (Livneh et al., 2014). It is often that others will not believe that a person with a non-apparent disability is actually disabled, because their disabilities are not easily seen by someone who does not know the individual personally (Livneh et al., 2014). If a professor does not believe that a student is actually disabled because they cannot see any blatant displays of their disability(ies), they may be less inclined to provide all needed academic accommodations because they do not believe that the student actually needs them.

In terms of the qualitative results, no hypotheses will be tested as these open-ended questions administered to the participants serve as a way for participants to express their explicit reasons for deciding to accommodate or deciding not to accommodate the disabled students in each accommodation profile. However, there are a few areas of interest that, based on prior literature (Baker, 2002; Bussing et al., 2002), are anticipated to be discussed. It is predicted that participants will discuss a lack of resources available to them to be able to provide these accommodations in an actual classroom setting, as these barriers have been reflected in prior research (Bussing et al., 2002) about access to education for disabled individuals. Additionally, it

is predicted that participants will discuss instances of ableism they see within the school system that impacts their ability to provide accommodations to disabled people, or that impacts their perceptions of disability and their disabled students. This is predicted due to prior literature (Baker, 2002) that has shed light on the remnants of eugenics within the United States school system, that may put pressure on educators to limit access to accommodations to their disabled students or may cause educators to hold more prejudiced beliefs about disabled students. It is also anticipated that participants may reveal more ableist beliefs towards disabled students within their responses to these open-ended questions, particularly with the last question administered to participants after each accommodation profile viewing, asking if the participants feel that the student in the profile actually needs the listed accommodations under their profile.

Scholarly Merit and Broader Impacts

Scholarly Merit

This proposed research may add to the field of psychology in an area that has remained understudied to this day. Ableism and disability discrimination as a whole are fairly new topics that are being investigated in psychological research, especially in terms of educational psychology. In addition, there is only a handful of research studies covering topics of academic accommodation non-compliance from undergraduate professors, likely because the practice is illegal in the United States. Although accommodation non-compliance is illegal, it still happens across the United States and disabled students are left behind to advocate for themselves to receive the same level of education and resources that are available to their able-bodied peers. Increased research in this area may help psychologists to understand the mechanisms of ableism, and how stereotypes and prejudice about disability influence the behaviors of professors.

Additionally, there is an urgent need for more research in this field, as almost one in five undergraduate students in the United States are disabled (NCES, 2019). In addition, with the onset and continuation of the Covid-19 pandemic, over 1.2 million more individuals have become disabled due to persisting conditions following an infection with Covid-19 (Cusick et. al., 2022). Disabled people already make up a large proportion of undergraduate students across the United States, and the disabled population in colleges and universities is likely to increase as the pandemic progresses. Therefore, it is increasingly important that psychologists are able to discover the causal mechanisms behind accommodation non-compliance so that all students are provided with equitable access to their education.

Broader Impacts

With increased understanding of the causal mechanisms behind academic accommodation non-compliance, school administrations and educators may be able to locate areas within their institutions that require improvement or additional resources to increase access to various accommodation services. In addition, an increased understanding of and awareness for accommodation non-compliance may motivate educators and administrators to learn more about disability and to unlearn any ableist beliefs they may hold. This proposed study may also raise societal awareness for the illegal action of accommodation non-compliance, which may lead to salient social and policy change within the United States to prevent disability discrimination from occurring in spaces of education.

As this proposed study focuses on disability and disabled individuals, the knowledge gained from this research may help society to better understand this marginalized group that is often shunned from social visibility. With an increase in understanding of disabled people's daily life experiences comes an increase in compassion, respect, and openness to disabled people and

disability. Disabled adults report experiencing five times the amount of frequent mental distress than abled adults (Centers for Disease Control and Prevention [CDC], 2020). This increased mental distress can come in part from the discrimination disabled people face every day, which also leads to barriers that prevent disabled people from accessing mental health care (National Alliance on Mental Illness, 2022). Understanding disability and its impact on an individual would hopefully reduce one's prejudices against disability, which can reduce discriminatory behavior against disabled individuals (Dunn, 2010), which can improve the well-beings and quality of life of disabled people. Disabled people deserve basic compassion and understanding from others, especially from those who are responsible for providing them with a proper education. This study will act as a step toward increasing such understanding, thus increasing disability-affirming psychological research and education.

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Appendix

Accommodation Profiles for each Disability

Student: Alex **Disability:** Spinal Cord Injury

Academic Accommodations Needed:

- Ability to use laptop in class and during exams
- Extra time on exams
- Ability to leave for the bathroom at any time
- Ability to complete some schoolwork remotely or asynchronously
- Ability to use dictation instead of written answers in class and during exams

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Student: Taylor **Disability:** Spinal Muscular Atrophy

Academic Accommodations Needed:

- Access to electronic versions for class textbooks
- Ability to use dictation instead of written answers in class and during exams
- Ability to leave classes early without penalty
- Extra time on exams
- Ability to use assistive technology to participate in class discussions

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Student: Jordan **Disability:** Tourette's Syndrome

Academic Accommodations Needed:

- Ability to take exams in a separate location from other classmates
- Ability to sit in the back of the classroom
- Unlimited time to complete exams
- Ability to step out of class during tic attacks
- Access to a notetaker

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Student: Bailey **Disability:** Postural Orthostatic Tachycardia Syndrome

Academic Accommodations Needed:

- Ability to eat/drink in class
- Ability to record lectures
- Ability to take exams in a separate location from other classmates
- Ability to sit during presentations and other activities that typically involve prolonged standing
- Ability to complete some schoolwork remotely or asynchronously

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Student: Morgan **Disability:** Autism Spectrum Disorder

Academic Accommodations Needed:

- Ability to use stim tools in class
- Extra time on exams and assignments
- Ability to use Augmentative and Alternative Communication (AAC) device in class and on exams
- Access to visual aids for all class materials and instructions
- Ability to take breaks during class

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Student: Luca **Disability:** Attention Deficit Hyperactivity Disorder

Academic Accommodations Needed:

- Extra time on exams and assignments
- Ability to take breaks during class
- Access to a notetaker
- Ability to take exams in a separate location from other classmates
- Ability to record lectures

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Student: Rowan **Disability:** Down Syndrome

Academic Accommodations Needed:

- Ability to use Augmentative and Alternative Communication (AAC) device in class and on exams
- Extra time on exams and assignments
- Access to a notetaker
- Ability to complete modified and alternative assignments
- Ability to take exams in a separate location from other classmates

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Student: Sage **Disability:** Cerebral Palsy

Academic Accommodations Needed:

- Alternative format for exams (i.e. oral)
- Extra time on exams and assignments
- Ability to use Augmentative and Alternative Communication (AAC) device in class and on exams
- Access to a notetaker
- Ability to record lectures

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