

Supporting the Integration and Learning of Students with Disabilities at U.W.I. Cave Hill and St. Augustine Campuses

Professor Dennis Conrad *State University of New York (Potsdam)*, **Dr. Stacey Blackman** *University of the West Indies, Cave Hill Campus*, **Ms. Lisa Philip**, *University of the West Indies, Open Campus*.

What Barrier to Participation is depicted?



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Literature Review

What do we know about supporting students with disabilities in HE?

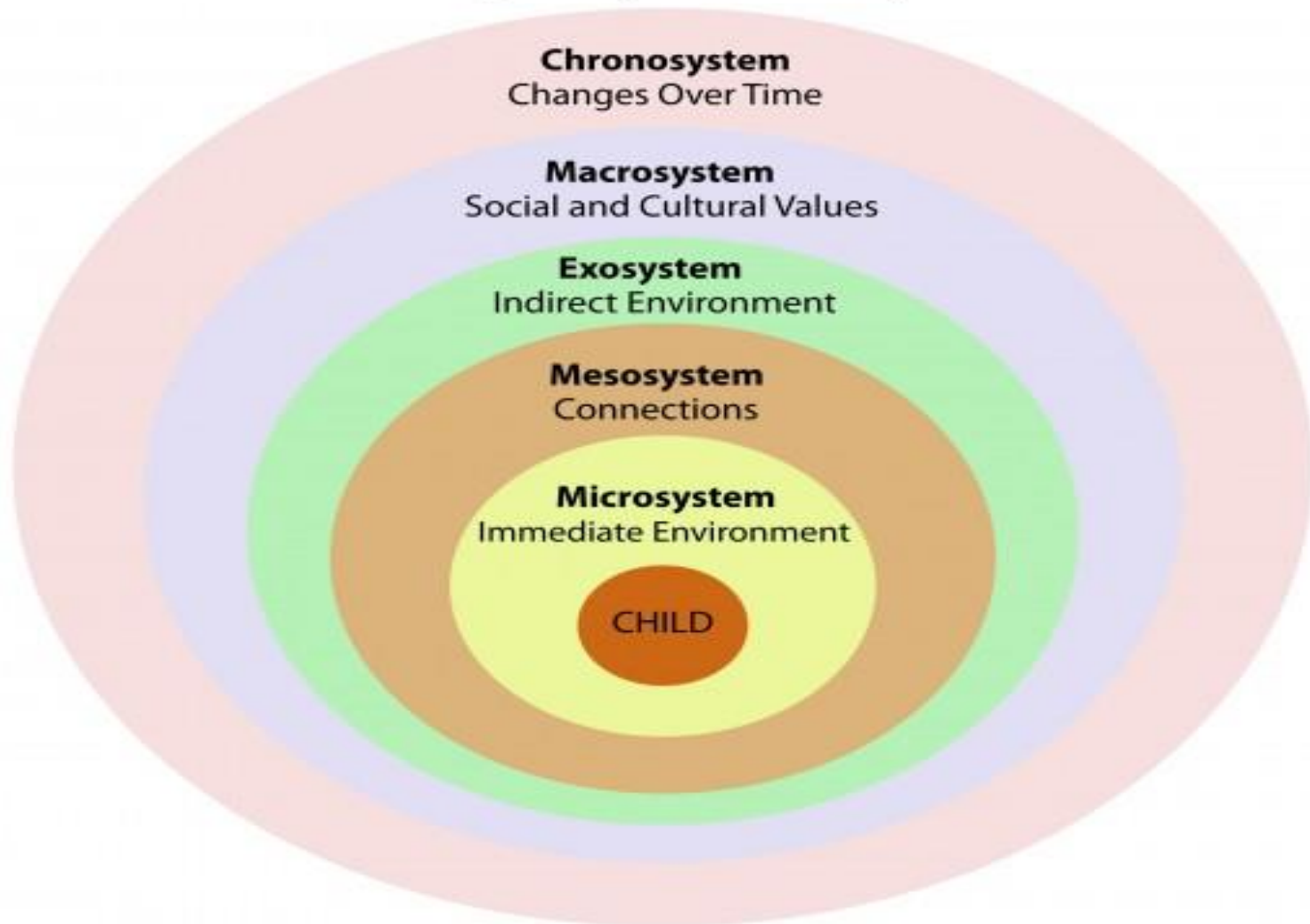
- Negative attitudes towards accommodation and support can negatively impact the performance of students with disabilities (Dowrick, Anderson, Heyer, & Acosta, 2005)
- Gender difference exist with respect to whether or not lecturers grant access to accommodation for SWD (Lombardi and Murray,2011)

Literature Review

- Reinschmiedt, Buono, Sprong, Upton, and Dallas (2013) study found that students with disabilities were dissatisfied with
 - Type of classroom accommodations given in HE
 - Assignment extensions and modifications
 - Academic accommodations
- Access to curriculum and instruction are enhanced when lecturers use Universal Design for Learning (CAST, 2011)

Theoretical Stance

Bronfenbrenner's Ecological Systems Theory



Research Questions

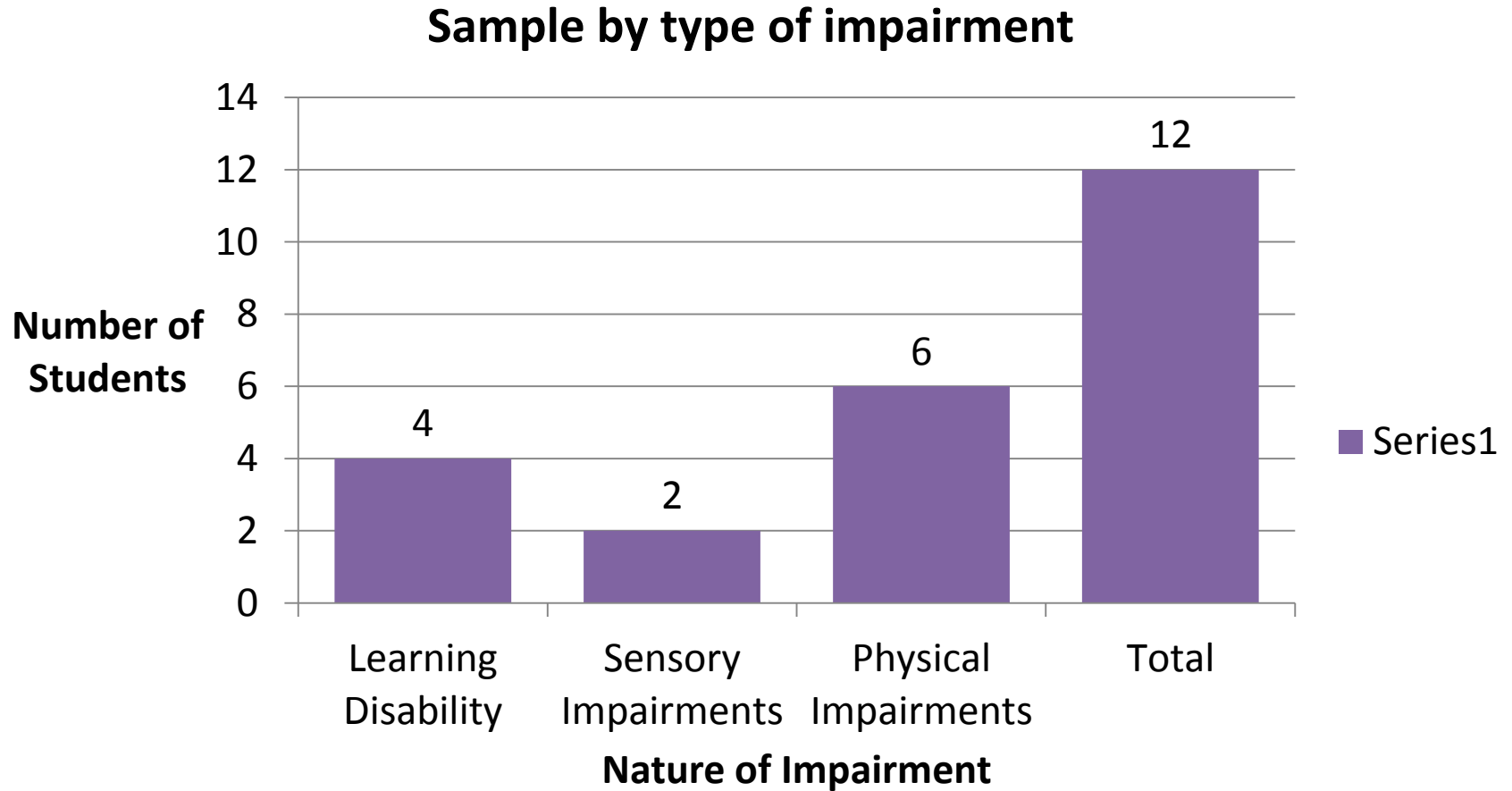
- What barriers to participation and integration do students report experiencing at CH and St. Augustine?
- How do students with disabilities at university level navigate the barriers to access and participation in Barbados and Trinidad

Methodology

N = 12

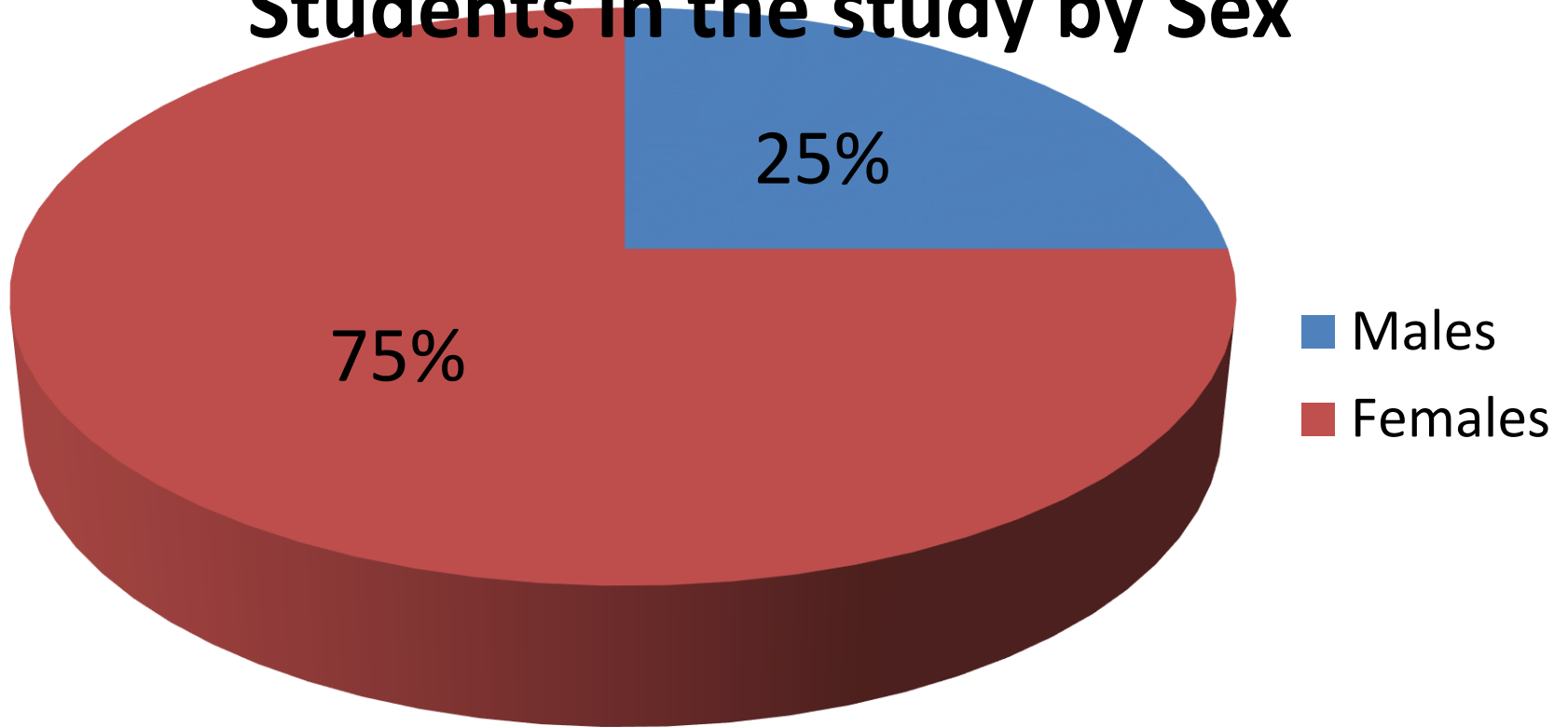
Participants	Mean Age 26.7 years (SD 7.71) 4 Cave Hill; 8 St. Augustine	Purposive Sample
Measure	In Depth Interview Guide	Barriers to Participation-school, society, tertiary level; employment
Design	Qualitative; Phenomenology	
Data Analysis	Content Analysis	Grounded Theory (Glaser & Stauss, 1967); Open & Axial Coding, Themes and Theory Application

Type of Impairment



Sample by Sex

Students in the study by Sex



Findings

Barriers to Participation and Integration

Contextual

- External Factors that influenced levels of participation and integration
- Related to the environment



Psychological

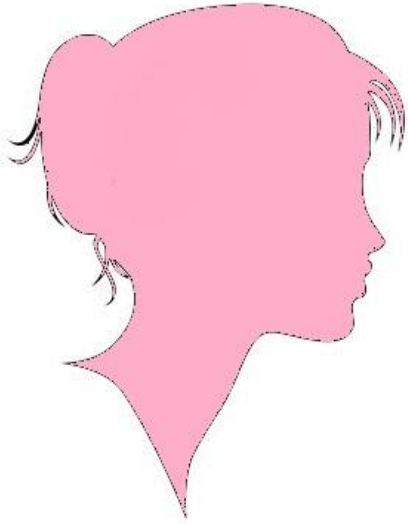
- Internal Factors that influenced levels of participation and integration
- Related to self



RQ1: Identifying Barriers-Four Themes

Theme	Meaning
Equality of Opportunity	A call for responsive teaching that caters equally to all students
Know who we are and what we need	Build awareness and sensitization about SWD and their needs
Institutional Barriers to Integration	Contextual factors that influence student performance
I am not my disability	Personal factors that influence psycho-social and academic adjustment of students

Equality of Opportunity



Andragogy as a Barrier- Duration of lectures

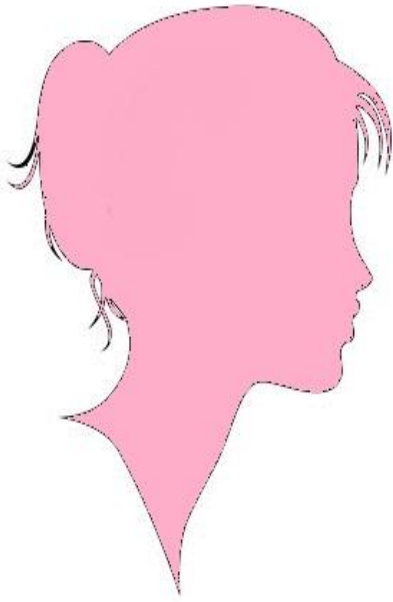
These] . . . are three or a two hour lecture sometimes. It makes it a lot harder to focus. [I think that] some lecturers can adjust their teaching styles to accommodate different types of students. (Shannie, ADD,CH)

Andragogy as a barrier



- I am doing a course right now and everything is done on the PowerPoint. [However] I need to write it to process the calculations. I can't follow it like that [only using the PowerPoint] Because for me, I can't like zone out in the class, and I say 'Jacob it doesn't make sense fighting up'. (Jacob, ADD, St. Augustine)

Know who we are and what we need



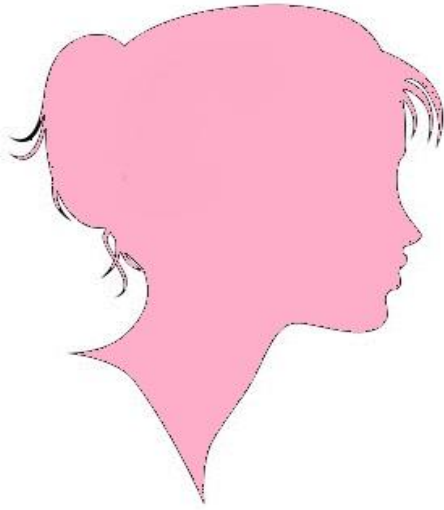
- **Awareness and Access to Accommodations**
- The system should be in a way that where the lecturer knows [all] persons in his/her class who are visually impaired. Every visually impaired person is not going to tape record [lectures] they may need something else like large print (Martha, p.18, Visual Impairment, Cave Hill).

Institutional Barriers to Integration



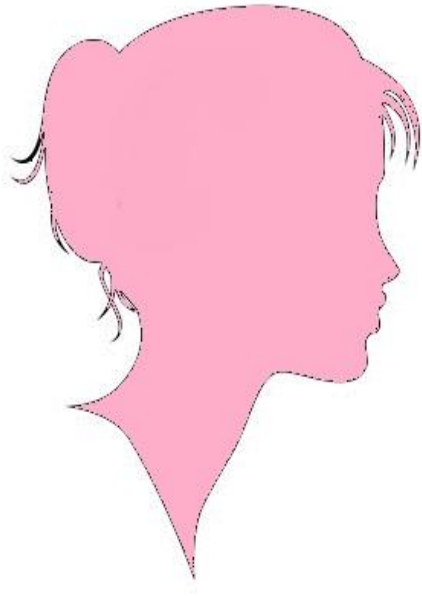
- **Administrative Challenges**
- Early in the semester like week 3 or week 4 there is a group of guys in one row always talking in class, and this particular lecturer has a problem with noise. And it so happened that one day he walks into the class, and . . . and takes the ID cards of the whole row. He doesn't say a word. [He] leaves the classroom and then comes back and hands us back the cards and then starts back [continues] lecturing. At the end of the semester -- I did 4 courses I got A+s in 2 of them, I got a C+ in one -- and that course, I failed.

Institutional Barriers-Environment



I think the unevenness of some of the walkways could be improved upon. It would be easy when you are walking but when you have that impairment or you are in pain then you realise “oops!”there is a lot of bump-t-bump so that can be worked on (Karen,p.1. physical impairment, St. Augustine).

I am not my disability: Perceptions



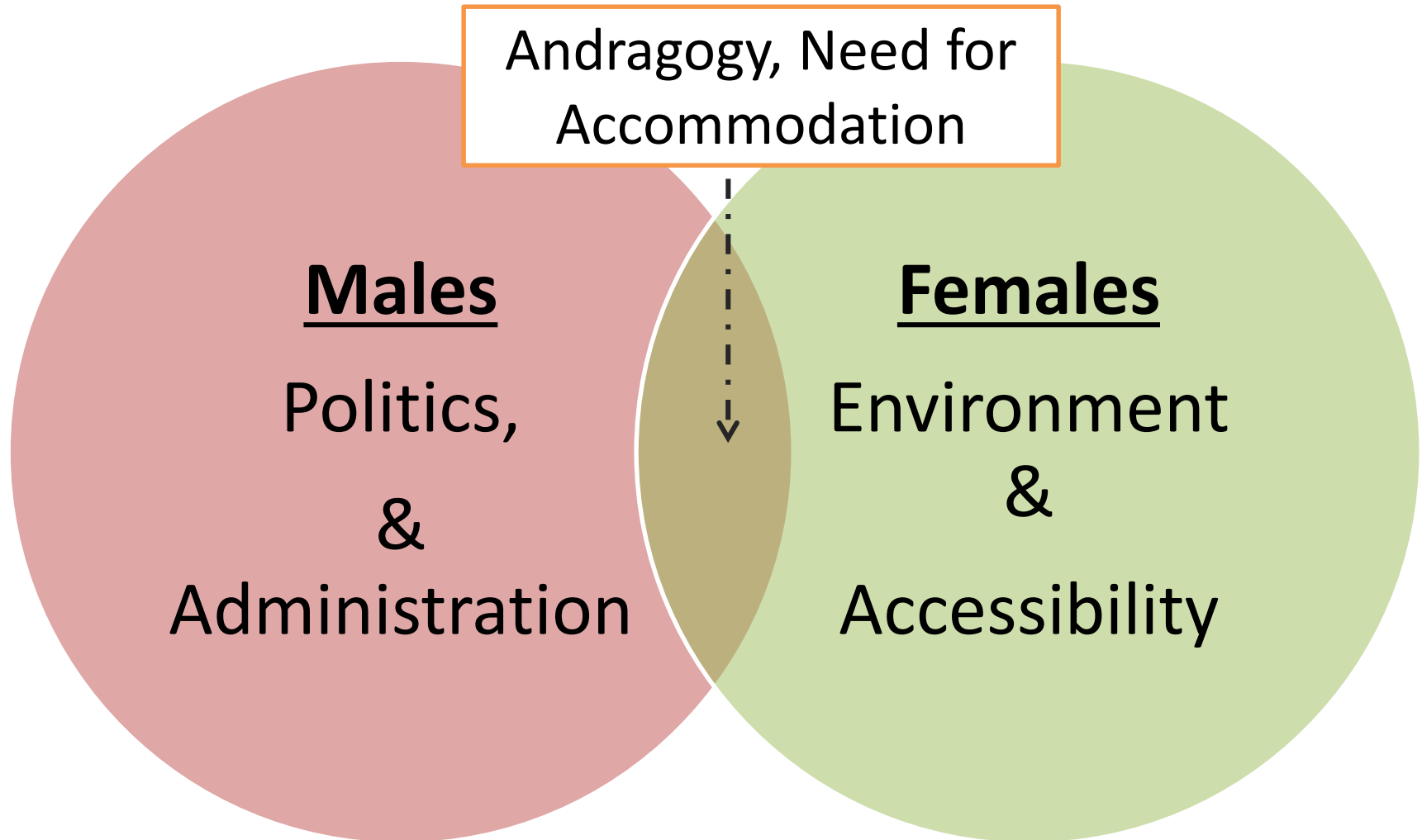
- People can look at your disability and not even worry about [listen to] what you are saying. So it is not that you shouldn't read like that or it can distract the audience. Instead of taking in the information they are more concerned with why you are reading *like* that. (Martha, p.22, sensory impairment, Cave Hill).

External Locus of Control

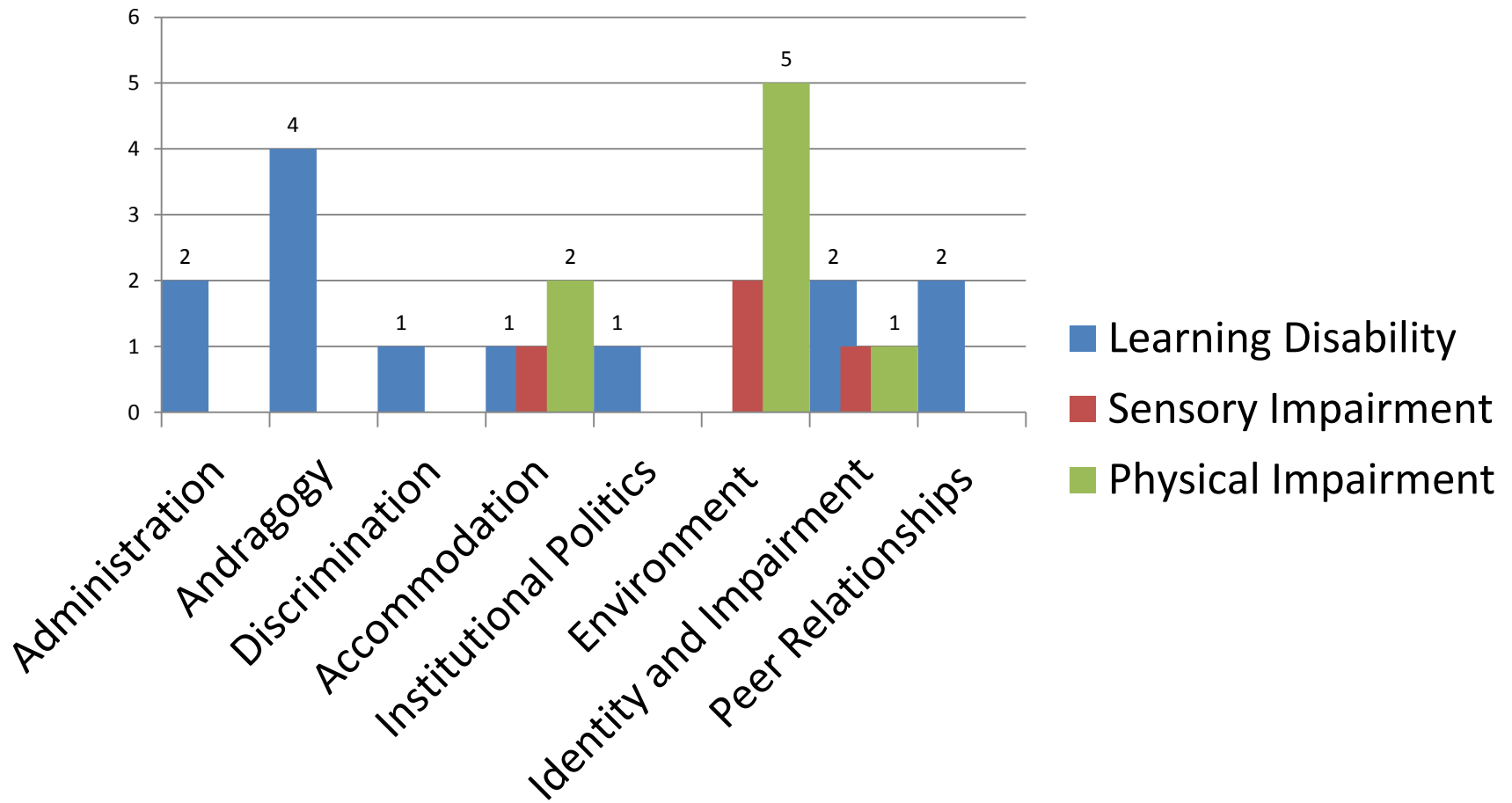


I made mistakes sometimes. I got assignments and I would keep it until the last minute. I use to lime, a lot of liming because they don't give ya homework in UWI. So if they don't give you homework you know you could go home. You had a choice of either going to study, go and lime, or watch tv or do some other thing. (Jason, p.1, Dyslexia, St. Augustine).

Summary of Findings by Gender



Type of Barriers to Participation and Integration

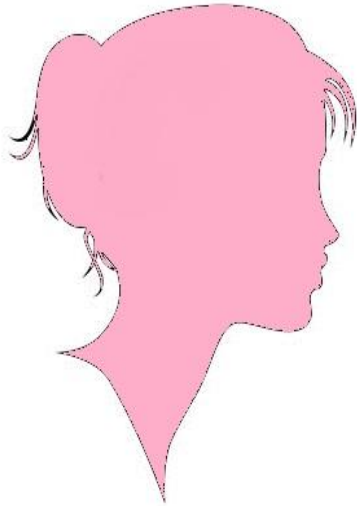


Navigating Barriers

RQ2: Navigating Barriers

Theme	Meaning
Family as central to academic success	Examines ways in which family support students
Technology as support	Examines the need for other technology assistance
Self-Actualization through self-advocacy	Examines how students exercise self-advocacy and self-determination

Family as Central to Academic Success



- **Emotional and Financial Support**
- My sister thinks I can conquer the world to be honest. That's if I had to say the one body in my family without a shadow of a doubt that supports or believes in me. It is my sister and my passed brother, her [financial] support from her financially was tremendous . . . the support from her academically pushing me where I wanted to go and where she knew I should be (Martha, p.20, physical impairment, St. Augustine).

Family as Central to Academic Success



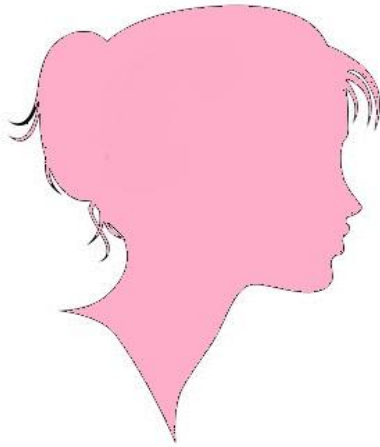
- **Advocacy**
- Without my mother's insistence at the age of 9 to take that test, I wouldn't have been diagnosed with ADD; I wouldn't have gotten extra time at CXC at CAPE and at UWI (Jacob, ADD, St. Augustine).

Technology as Support: Hardware



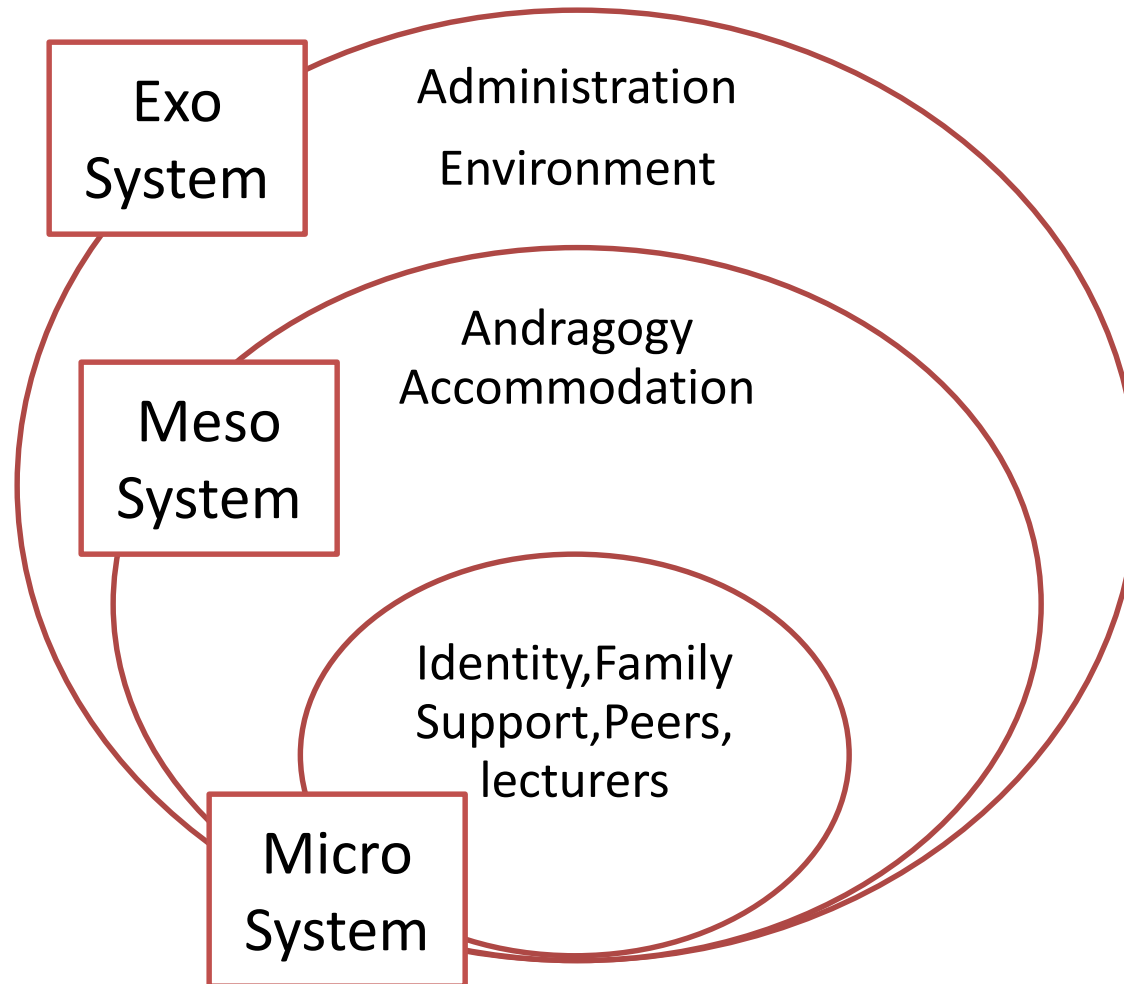
- 'Better hardware' (Trevor, p.4, Physical Impairment St. Augustine),

Self-Actualization Through Self-Advocacy



- **Self-Determination**
- What I have been able to do is email the lecturer or talk to the lecturer and let them know that I would not be able to attend night courses because I have [only] one major source of transportation. They have allowed me to keep track and submit my work via E-Learning. (Crystal, p. 5, Cerebral Palsy, Cave Hill).

Discussion- Theorizing the findings



Further Research

- Could broaden the study to 50
- • Could explore more 'hidden' disabilities
- • Could explore the beliefs, perceptions and attitudes of lecturers at Cave Hill and St. Augustine and other non-UWI campuses
- • Could develop targeted interventions to address any negative psycho-social and environmental barriers that might further inhibit the participation and integration of students with disabilities at both campuses