

## Nathalie Nunez Healthcare Studies

### INTRODUCTION

The Disability Services Office, located at the Frederick E. Berry Library on North Campus at Salem State University, is committed to providing appropriate housing and academic accommodations for self-identified students with disabilities.

- The office works with faculty and students to ensure that proper accommodations are made within and beyond the classroom.
- Disability Services Office also provides services such as Student Academic Meetings (SAM), Readable PDFs, and extended times on exams.



### INTERNSHIP PROJECT OBJECTIVES

- To effectively promote and measure student engagement with the Disability Services Office
- Educate SSU students about the services and accommodations that the office can provide for self-identified students with disabilities

### RELATED LITERATURE

“Academic and career advisers have a unique opportunity to bring their institutions closer to universal design by examining their own attitudes and practices, establishing mutual respect and trust with students with disabilities, understanding how disability and institution interact to create barriers, using flexibility and creativity to solve problems, addressing disclosure issues, achieving balance in focus between disability-related and nondisability-related issues, and balancing support with fostering independence for students with disabilities” (Zilvinskis, 2022, p. 87).

“Findings suggest that even a small dose of awareness-raising in the form of a workshop could have beneficial outcomes for college students’ perceptions of people with disabilities” (Harnek Kegan et al., 2022, p. 454).

### REFERENCE LIST

Behling, K., Bellemore, E. H., Bibeau, L. B., Cioffi, A. S., & McNamee, B.A. (2023). Disability Services In Higher Education: An Insider's Guide. Temple University Press.

Harnek Kegan, D. M., Vejar, C. M., & Martinelli Beasley, L.A. (2022). Perspectives of college students’ attitudes and knowledge about people with disabilities. British Journal of Special Education, 49(3), 438–462. <https://doi-org.corvette.salemstate.edu/10.1111/1467-8578.12415>

Zilvinskis, J. (2022). The Mediating Effects of Student Services on Engagement Among First-Generation and Transfer Students Who Use Disability Services at Community Colleges. Community College Review, 50(1), 71–95. <https://doi-org.corvette.salemstate.edu/10.1177/00915521211047675>

### MATERIALS & METHODS

To create a bridge and further a connection between the staff at the Disability Service Office with Salem State Students, 2 tabling events were held on campus (South Campus and North Campus).

To carry out successful tabling events that promote engagement with the Instagram page and educating students on what the office can provide, the following material were prepared:

- Disability in Higher Education Facts Flyer
- Office Postcards
- Giveaway opportunities to increase following and engagement on Instagram (Sweats, Hoodie, and Water Bottle)
- Printed QR Codes of office Instagram page and Accommodate, where students can register with the office, upload documentation required to receive accommodations, and communicate electronically with staff.



\*Example of Flyer\*

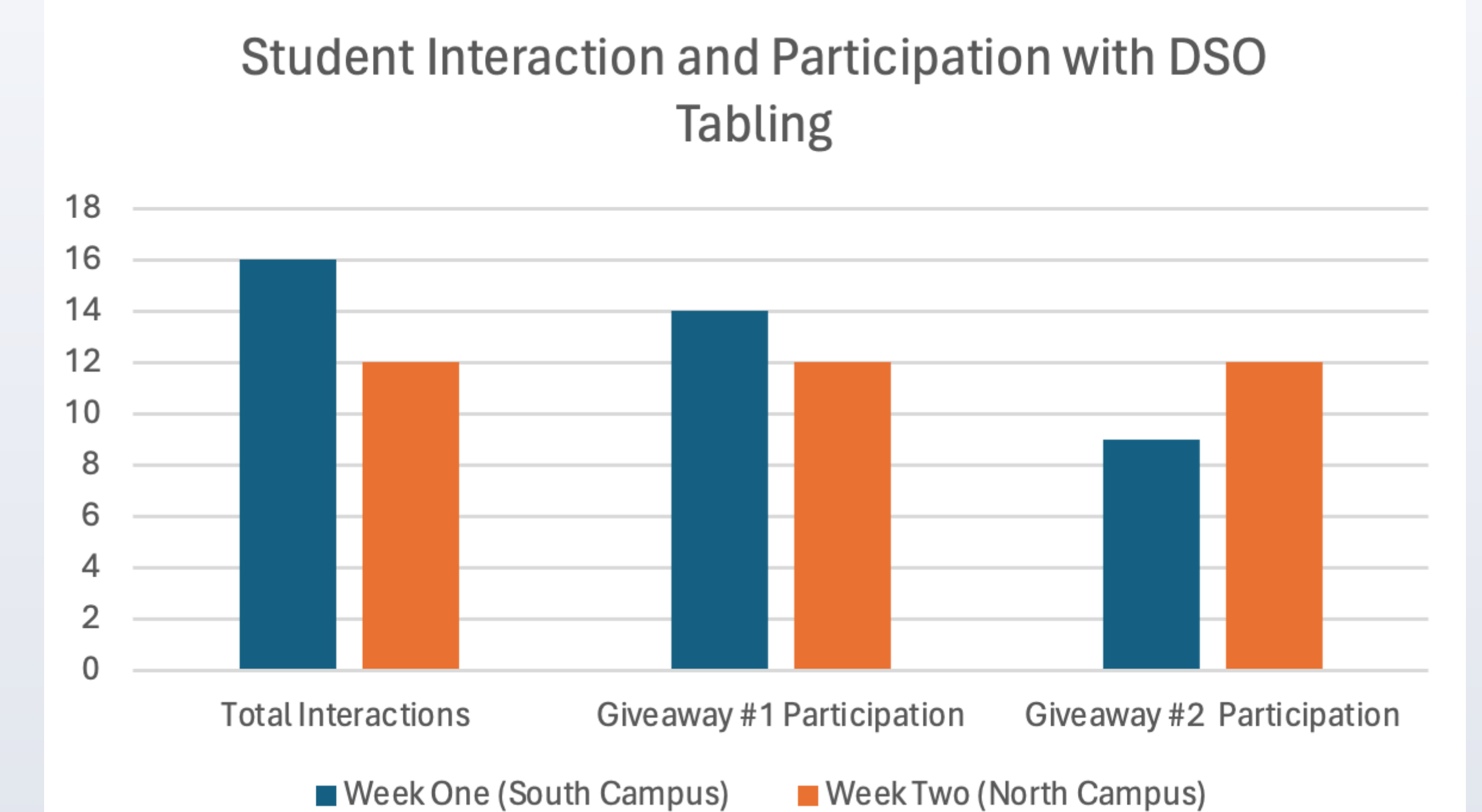


\*Table Exemplar\*

In order to track how many students interacted with the table in some way:

- A tally was taken for every student that stopped by the table
- If a student participated in a giveaway to win one of the items, their name, clipper card info, and preferred email were noted.
- After tabling, the tally of each student was placed into an excel sheet and made into a chart

### RESULTS



### CONCLUSION

In conclusion, tabling is an effective way to interact and educate students in person. These tabling events serve as a platform for conversations and a learning experience for students to learn various accommodations that can be provided by the Disability Service Office, the support that would be received for students, and clearing any misconceptions about the office that one may have. Each interaction raised awareness for students with disabilities, while also empowering students to utilize and seek resources that will support their academic success.

Moreover, feedback from students illuminates the effectiveness of tabling and addressing any misconceptions. Students confirmed their knowledge regarding the location of the office and the types of accommodations that can be provided such as Student Academic Success Meetings, Readable PDFs, and Extended Time on exams. Notably, students acknowledged that they believed that the office only assisted students with visible disabilities. They now recognize that the office provides extensive support to students with invisible disabilities, such as ADHD or Dyslexia.

### ACKNOWLEDGEMENTS

Professor Lisa Bibeau – Assistant Dean  
Miriam Jeanphilippe – Intern at DSO  
Samantha Flaherty - Administrative Assistant  
Emily Bradley – Staff Associate