Traumatic Events Impact on Colleges Enrollment of Students with Learning Disabilities

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Traumatic Events’ Impact on College Enrollment of Students with Learning Disabilities

The College at Brockport, State University of New York
Presenter: Shaniece Blair
Mentor: Algrenon Kelley, Ph.D.

Introduction
Numerous traumatic events have occurred in recent years that may have greatly impacted college-aged students. One of the causes of learning disabilities may be the increasing number of traumatic events. It is hypothesized that there has been an increased enrollment of students with learning disabilities in areas where traumatic events have occurred. Using data acquired from public and private colleges or universities in New York, we will determine if the number of students with learning disabilities is increasing, the connection, if any, to traumatic events and what services are being most frequently utilized.

Methodology
This research was conducted by performing a literature review. Data gathered for the study came from research collected through the NY State Education Department’s 2010 Directory showing university enrollment and accommodations given to students with disabilities. Future work will be required so that an open response survey can be given to staff and administrators who work with students with learning disabilities. The Likert Scale Survey will also be given to students who self-identify as having a learning disability through their Office of Student with Disabilities or other related office on campus.

Research Questions
Can we determine whether more students are entering college with learning disabilities due to traumatic events? Also, what accommodations are being offered to these students?

Limitations
• Difficulty in finding survey participants due to limited student and faculty availability during summer months
• Because traumatic events are unpredictable, it appears that any relationship to traumatic events and enrollment of students with disabilities may be very dependent on the location of the disaster and student at the time of the event
• Data available for the study is greater than five years old

Conclusion
• The number of students with learning disabilities represents the largest population of students receiving accommodations on college campuses in New York
• We cannot conclude that traumatic events account for an increased enrollment of students with learning disabilities on New York college campuses
• Our goal is that the data collected from our survey might help to determine what impact, if any, traumatic events have on the enrollment of students with learning disabilities in New York

Results

<table>
<thead>
<tr>
<th>Name of College University</th>
<th>Number of Students</th>
<th>Students with Learning Disabilities</th>
<th>% Learning Disabilities</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Brockport</td>
<td>557</td>
<td>185</td>
<td>66.8%</td>
<td>Learning Disability Specialist, Assistive Technology</td>
</tr>
<tr>
<td>SUNY Buffalo</td>
<td>621</td>
<td>203</td>
<td>60.3%</td>
<td>Learning Disability Specialist, Assistive Technology</td>
</tr>
<tr>
<td>SUNY College at New Paltz</td>
<td>725</td>
<td>243</td>
<td>69.8%</td>
<td>Learning Disability Specialist, Assistive Technology</td>
</tr>
<tr>
<td>SUNY Cortland</td>
<td>530</td>
<td>170</td>
<td>65.3%</td>
<td>Learning Disability Specialist, Assistive Technology</td>
</tr>
<tr>
<td>SUNY Albany</td>
<td>1420</td>
<td>947</td>
<td>67.8%</td>
<td>Learning Disability Specialist, Assistive Technology</td>
</tr>
</tbody>
</table>

A) New York State Education Department, Office of Higher Education Disability Services 2010 Directory identifies the accommodations and percentage of individuals within SUNY schools who have enrolled with some form of disability compared to those classified only with a learning disability

B) Represents enrollment data of individuals with learning disabilities compared to general population who enter some form of post-secondary higher education and other accommodations given to students with learning disabilities.

Questions to Ask Students
1. How satisfied were you with accommodations offered by the Office of Student with Disabilities? (A) Very Pleased, (B) Satisfied, (C) Some Improvement Needed, (D) None
2. How satisfied were you with accommodations offered by the Office of Student with Disabilities?
3. How satisfied were you with accommodations offered by the Office of Student with Disabilities?

Future Works
These are sample questions from the surveys that will be given to students who self-identify with a learning disability and to Staff and administrators who work with students with learning disabilities on campus, respectively.

References (Selected)


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