

Summer 2018

# Traumatic Events Impact on Colleges Enrollment of Students with Learning Disabilities

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## Recommended Citation

Blair, Shaniece, "Traumatic Events Impact on Colleges Enrollment of Students with Learning Disabilities" (2018). *Posters@Research Events*. 7.

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# Traumatic Events' Impact on College Enrollment of Students with Learning Disabilities



The College at Brockport, State University of New York  
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## 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.

## 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

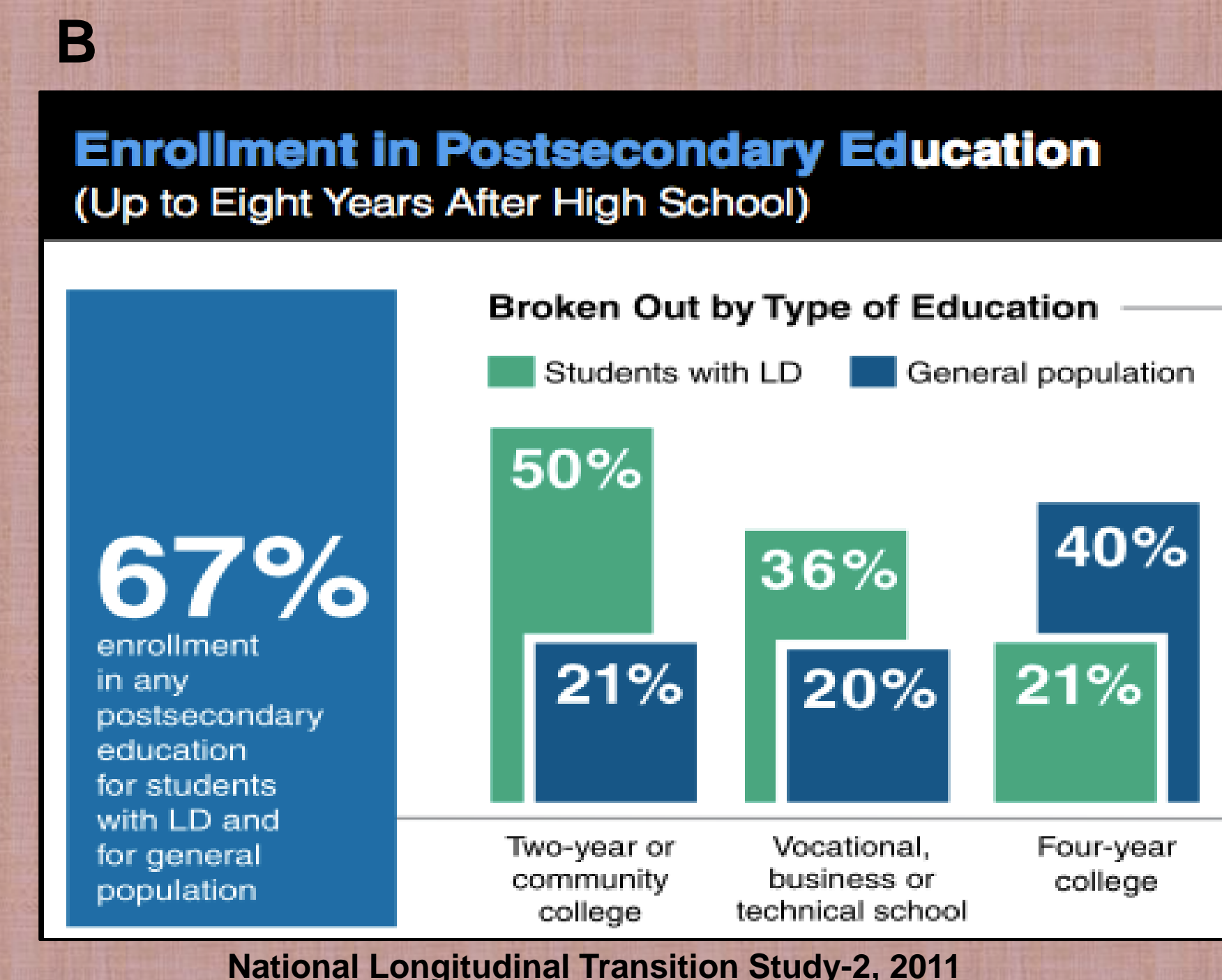
## Methodology

- 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.

## Results

Name of College /University	Number of Students All Disabilities	Students with Learning Disabilities	% Learning Disabilities to all Disabilities	Accommodations
Adirondack Community College	283	195	68.9	Learning Disability Specialist, Assistive Technology, Community Resources, Tutoring, Assistive Technology
SUNY Brockport	358	273	76.3	Transition Program to Orient Student, Tutoring
SUNY Buffalo	420	226	58.3	None
SUNY Cortland	319	190	59.6	Tutoring, Student Support Group, Transitional Service from College To Employment
Orange County Community College	410	187	45.6	Tutoring, Internships, Assistive Technology
Cayuga Community College	201	133	66.2	Transitional Service from College to Employment, Learning, Disability Specialist,
Monroe Community College	1420	947	66.7	Learning Disability Specialist, Specialized Gym
SUNY Binghamton	342	232	67.8	Eq., Tutoring, Transitional Service from College to Employment, Learning Disability Specialist, Tutoring
Westchester Community College	1023	668	65.3	Assistive Technology
SUNY Purchase	736	369	50.1	Tutoring, Assistive Technology
SUNY Potsdam	177	131	74.0	Specialist in ADHD, Diet Accommodation, Learning Disability Specialist, Tutoring
Mohawk Valley Community College	505	357	70.7	Transitional Service from College to Employment, Screening for Learning Disabilities, Tutoring
Jamestown Community College	215	140	65.1	Specialist in ADHD, Learning Disability Specialist,
SUNY Albany	474	376	79.3	Tutoring, Campus transition

<http://eservices.nysed.gov/dds/maninservlet?a=search&p=suny>, assessed on: 20 June 2018.



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 education within 8 years of graduating high school

## Future Works

Questions to Ask Students	1= Least Satisfied	2 = Some Satisfaction	3= Average Satisfaction	4= Above Satisfaction
I believe that my learning disability was, at least in part, a direct result of Super Storm Sandy				
I feel very comfortable about telling those on campus who help students with learning disabilities about my learning disabilities and the impact Super Storm Sandy had on them				
Teachers are very receptive and willing to work with me to ensure my accommodations are met				
There is enough staff or centers on campus to ensure my accommodations are reasonably met				
The process to register for accommodation on campus was very painless				

Questions to Ask School Staff or Administrators
What was the total number of students who identified with learning disabilities prior to Super Storm Sandy occurring?
Since Super Storm Sandy occurred, did you see an increase in the number of students who self-identify with a learning disability?
What are the most commonly requested accommodations for students who have enrolled with learning disabilities since Super Storm Sandy?
Were there any changes needed to accommodate the numbers of students enrolled since the traumatic event occurred? If so, can you please list them?
Based on the enrollment data you collected since the traumatic event occurred, what do you predict about enrollment of students who self-identify with a learning disability?

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.

## 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

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## Acknowledgments

McNair Program at SUNY Brockport  
 Barbara Thompson, MA  
 Helen Cheves, MA  
 Dr. Algernon Kelley