

Developing and Implementing a Flexible, Structured Interview to Facilitate the Accommodation Process

Juli Albiero-Walton
Edith F Miller

jwalton@po-box.esu.edu
candemiller@msn.com

Delta Alpha Pi International Honor Society
East Stroudsburg University of PA
AHEAD Webinar May 7, 2013



Disability Studies Influence



- Construct of Disability
 - Medical model
 - Social/ interactive model
- Requirement of third party documentation supports the medical model
- Disability studies have influenced the change to the social/ interactive model
- How is this change reflected in the new documentation guidelines?

Documentation Requirements

- Previous documentation guidelines were based on the medical model
- New guidelines reflect a change in how we establish disability
- Sources of Documentation:
 - Primary – self-report
 - Secondary – observation and interaction
= Interview!

http://www.ahead.org/resources/documentation_guidance





Benefits of Interviewing

- Assists in gathering more complete information
- Creates rapport and a relationship of trust
- Facilitates understanding of how the disability impacts the individual
- Provides a clearer understanding of the reasonableness of the accommodation request within the context of the course and/or program



Benefits Continue

- A positive interview can influence a student's decision to use services
- Reflects what the student needs rather than what a professional thinks is important for access



Interviewing Skills

- Be present
 - Be attentive
 - Be flexible
 - Be accurate
-
- This is an opportunity to put the information in writing so there is no confusion later on.

A black rectangular sign with rounded corners hangs from a silver chain on a light-colored wooden door. The sign features the text "INTERVIEW IN PROGRESS" in white, bold, sans-serif capital letters, arranged in two lines. The background of the image is a yellow and black diagonal striped pattern.

**INTERVIEW
IN PROGRESS**

Why Structured?

- Equitable
- Supports the interviewer in the decision making process
- Supports students in their ability to tell their story and express their needs
- Facilitates accommodation recommendation based on functional limitation



Developing a Structured Interview

- Demographic Information
 - Develop rapport
 - Show interest in the individual

Initial Intake Assessment

Office of Disability Services

|

Date

Interviewer

Name:

ID:

Phone:

Email:

Local Address:

Home Address:

Preferred Communication:

Code:

Major:

Status:

Other individuals present:

Referral to ODS:

Educational History

- Provides information:
 - Past accommodation use and effectiveness
 - Previous educational experience
 - Current program of study

Educational History

Did you have problems in elementary or secondary school? Yes No

If Yes, describe:

Did you ever stay back or repeat a grade in school? Yes No

If Yes, describe:

High School

Year Completed

Support Services

Accommodations Used

What accommodations worked?

Favorite Subject(s)

Least Favorite

Disability / Chronic Illness History

- Allows students to tell their story
- Clarifies student needs
- Gives information about self-advocacy

Disability / Chronic Illness History

Describe your disability

Current Treatments / Medications

Side Effects

Last Assessment

How does disability / Chronic Illness affect activities of daily living

What Accommodations are you requesting?

Have you ever requested your own accommodations? Yes No

Comment

Auxilliary Aids Needed

Client with Outside Agencies

Counselor/ Case Manager

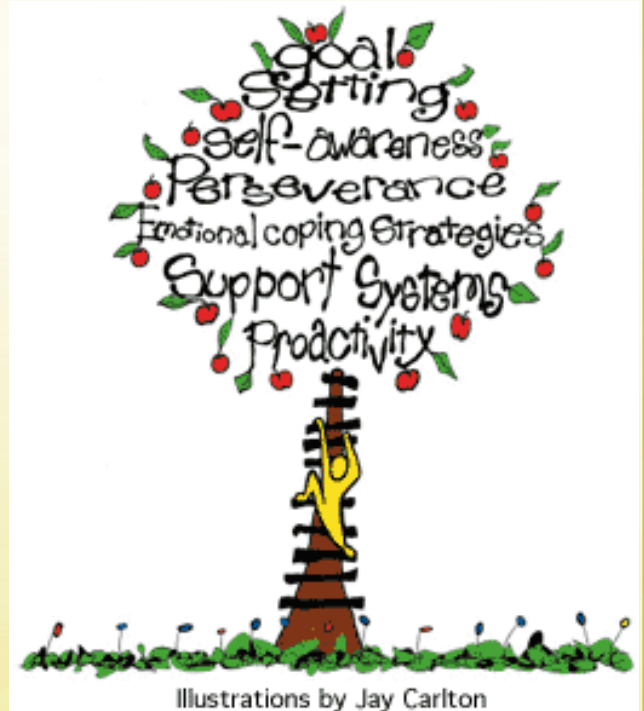
Why A Skill Review?

- Provides information on strengths and areas of concern
- Focuses student discussion
- Reveals specific areas to address related to accommodations
- Leads into accommodation discussion



Accommodation Discussion

- It is a collaborative process
- Relies on direct information from student rather than professional recommendations
- Tends to be more relevant to the situation
- Translates previous accommodations into higher education environment



Other Sections

- Employment History
- Housing / Transportation
- Family
- Support Services / Programs

Introduction to Other Support Services

- | | |
|--|--|
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Writing Lab |
| <input type="checkbox"/> ODS staff | <input type="checkbox"/> Professors |
| <input type="checkbox"/> College Catalog | <input type="checkbox"/> MyPortal |
| <input type="checkbox"/> Academic Advisor | <input type="checkbox"/> Career Services |
| <input type="checkbox"/> CAPS Counseling center | <input type="checkbox"/> Health Center |
| <input type="checkbox"/> Enrollment Services | <input type="checkbox"/> D2L classroom platform |
| <input type="checkbox"/> E-Mail | <input type="checkbox"/> DAP Delta Alpha Pi Honor Society |
| <input type="checkbox"/> Study Areas | <input type="checkbox"/> Other <input type="checkbox"/> |

Supplemental Health Information

- Optional
- Beneficial when waiting for further documentation
- Clarifies older documentation

Have you ever been diagnosed with ADHD (Attention Deficit Hyperactivity Disorder)?

Yes No If Yes, describe:

Have you ever had a head injury / post-concussive syndrome?

Yes No If Yes, describe:

Have you ever had seizures? Yes No If Yes, describe:

Have you ever had a serious illness or injuries? Yes No

If Yes, describe:

Do you have a history of mental health problems?

Yes No If Yes, describe:

Interview Revisions

- Over 200 structured interviews this year
- What is working in the structured interview
- What is not working and is in revision
- Remember – Be Flexible

