



# Framing Disability: Understanding the Future of Post-Secondary Student Accessibility Accommodations by Documenting Past Experiences

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# The Bounds of The Frame

- My Why: Positionality
- Context: When Worlds Collide
- Significance: Collision Ramifications
- What To Do: Research Goals
- Expected Methodologies: Mapping and Modelling
- Research Significance and Community Connections
- Conclusions: Why the How Matters



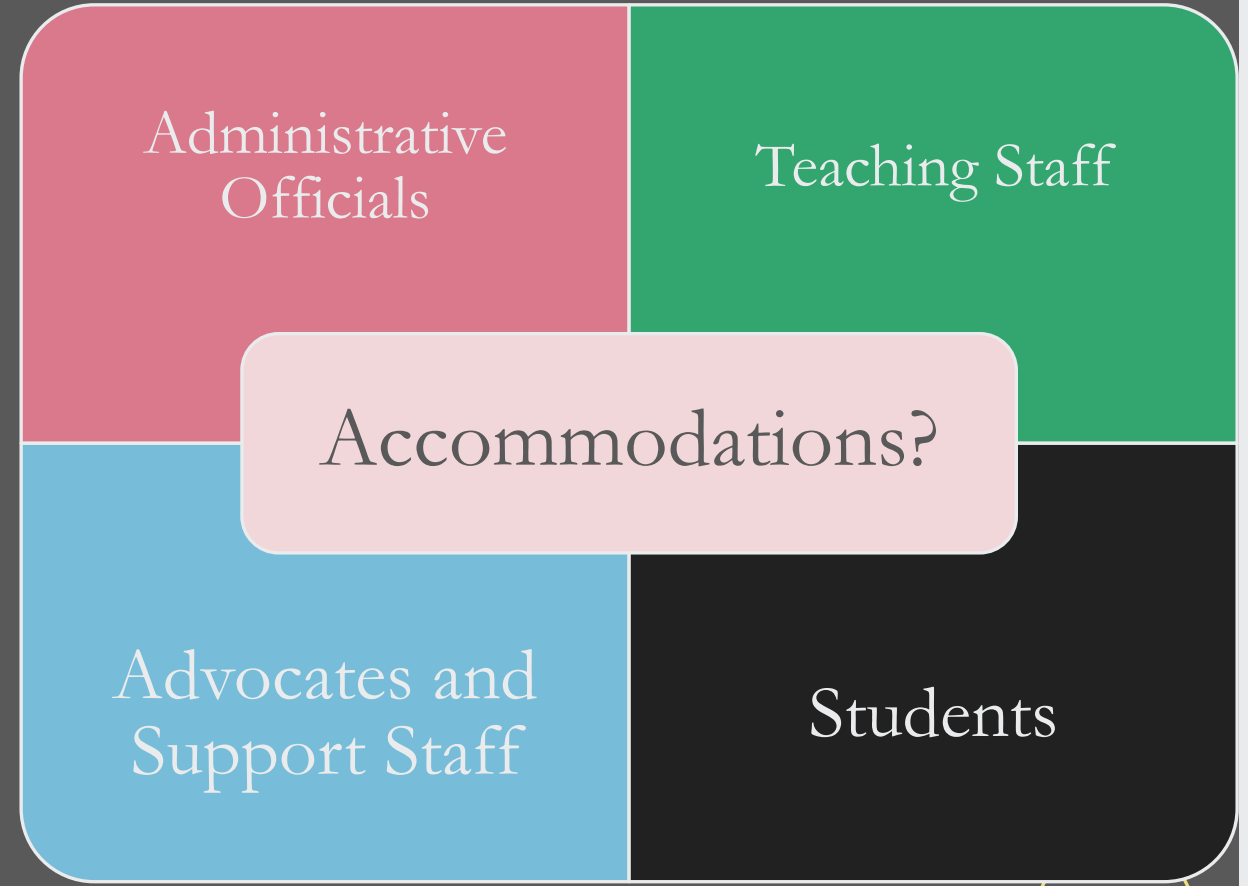


# My Why: Positionality

- Academic Background:
  - Bachelor of Science in Mathematics and Physics
  - Bachelor of Education with a focus on Universal Design and educational pedagogy,
- A disability advocate across educational systems for more than 10 years:
  - Across levels, roles, locations and systems

# Context: When Worlds Collide

- Academia:
  - Knowledge Sharing
  - Implied Customs and Cues
    - How do you know who to go to when things go wrong?
- The Disability Community:
  - Protect Your Own
  - Information Sharing is Advocacy
    - Who can you talk to when people don't understand?

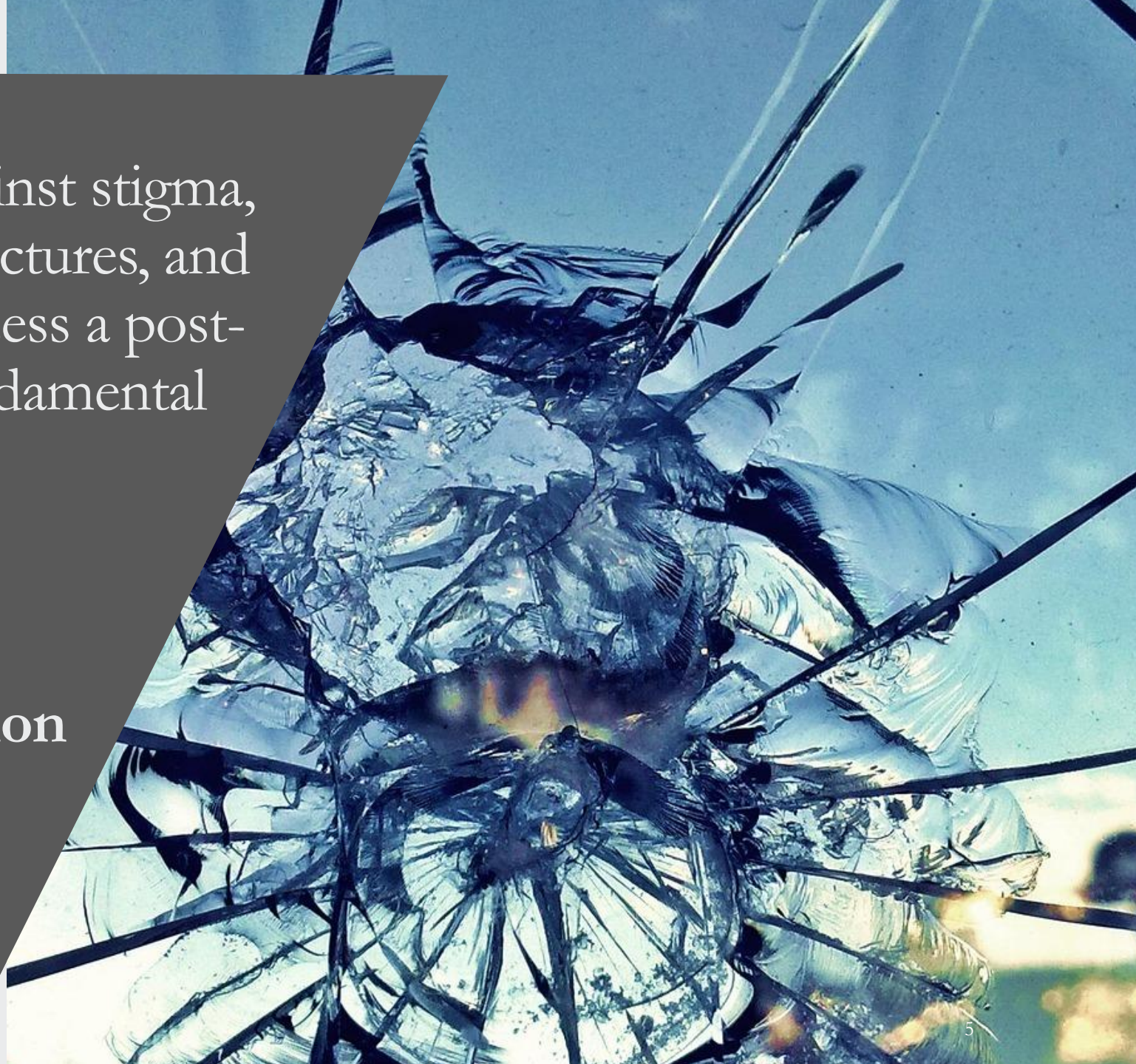




Students are struggling against stigma, identity politics, power structures, and even general barriers to access a post-secondary education, a fundamental human right.

We “need to strive for structural and holistic change in higher education policy and practice.”

- Shpigelman et al., 2022



## Collect Narratives

- What customs and actions make up the overlapping information frameworks used by the main actors in the academic accommodations information system?

## Find the Gaps.

- What disparities in understanding and information access exist between these actors?

## Align the Frames

- How the system can be adjusted and improved to remedy these disparities and better support a more inclusive accommodations system for post-secondary students with disabilities?

# What To Do: Research Goals





# Expected Methodologies: Mapping and Modelling

- A Dalhousie University Case Study
  - Semi-structured Interviews across all four actor populations.
- Information World Mapping narrative elicitation
  - A creative visual mapping exercise that focuses on participant viewpoint and understandings and centers equity-deserving narratives (Greyson et al., 2017).
- Describe these Small Worlds
  - Use Chatman's Small World Theory (1999) as a basis to describe information sharing and customs in closed systems
- Quantitative Context
  - Use semantic distance in textual meaning to model quantitative error in the modelling.



# Research Significance and Community Connections

- Look to the ripple effects:  
Using critical frameworks to extend  
Chatman's Small World Theory (1999)
- Extend textual analysis through  
the use of semantic distance to  
quantify error
- Reduce the effort and  
barriers to narrative  
research in disabled  
communities







# Conclusions: Why the How Matters

- The need for advocacy and protection in diversity, inclusion and autonomy is at a high: these issues must be prioritized in systems that control new research and knowledge.
- This cannot be done without an in-depth understanding of the inadequacies of the current university accommodations system for disabled students.

# Thank You



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