# Article information:

Reported Accommodations and Supports Provided to Secondary and Postsecondary Students With Disabilities: National Perspective - Lynn A. Newman, Joseph W. Madaus, 2015
<https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/full/10.1177/2165143413518235>

# Article summary:

1. Only 35% of students with disabilities inform their college of their disability, and only 23% receive disability-based accommodations at the postsecondary level.

2. Differences in legal mandates and eligibility criteria between K-12 and postsecondary education may contribute to the low use of accommodations by students with disabilities in college.

3. Academic adjustments such as extended exam time and alternative exam formats are the most commonly provided accommodations for students with disabilities in postsecondary education.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Reported Accommodations and Supports Provided to Secondary and Postsecondary Students With Disabilities: National Perspective" by Lynn A. Newman and Joseph W. Madaus provides a comprehensive overview of the accommodations and supports available to students with disabilities in secondary and postsecondary education. The authors draw on data from the National Longitudinal Transition Study–2 to examine the rates of self-disclosure, accommodations, and modifications provided to students with disabilities.

One potential bias in the article is that it focuses primarily on the experiences of students with disabilities who have enrolled in postsecondary education since leaving high school. This may not be representative of all students with disabilities, as some may not pursue postsecondary education or may enroll at a later time. Additionally, the authors do not explore potential differences in accommodations and supports for different types of disabilities.

The article also highlights the low rates of self-disclosure among students with disabilities in college, which may be due to a range of factors such as fear of stigma or lack of understanding about their rights under Section 504. However, the authors do not fully explore potential reasons for this low rate or consider alternative explanations for why some students may choose not to disclose their disability.

Furthermore, while the article provides data on the types of accommodations provided by postsecondary institutions, it does not provide information on how effective these accommodations are or whether they meet the needs of individual students. The authors also do not address potential challenges faced by institutions in providing accommodations, such as limited resources or conflicting demands.

Overall, while "Reported Accommodations and Supports Provided to Secondary and Postsecondary Students With Disabilities: National Perspective" provides valuable insights into the experiences of students with disabilities in higher education, it could benefit from a more nuanced exploration of potential biases and limitations in its data and analysis.

# Topics for further research:

* Challenges faced by postsecondary institutions in providing accommodations for students with disabilities
* Differences in accommodations and supports for students with different types of disabilities
* Reasons for low rates of self-disclosure among students with disabilities in college
* Effectiveness of accommodations provided by postsecondary institutions for students with disabilities
* Alternative explanations for why some students may choose not to disclose their disability
* Experiences of students with disabilities who do not pursue postsecondary education

# Report location:

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