

Navigating Initial Meetings with Students: A Workshop for Newer Disability Resource Professionals

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We ask you to join us in creating a culture that
reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Introductions

Nathan Rider, (He/Him)

Associate Director

Loyola Student Accessibility Center

Grace Hunter, (She/Her)

Accessibility Specialist

Loyola Student Accessibility Center

Your Turn!

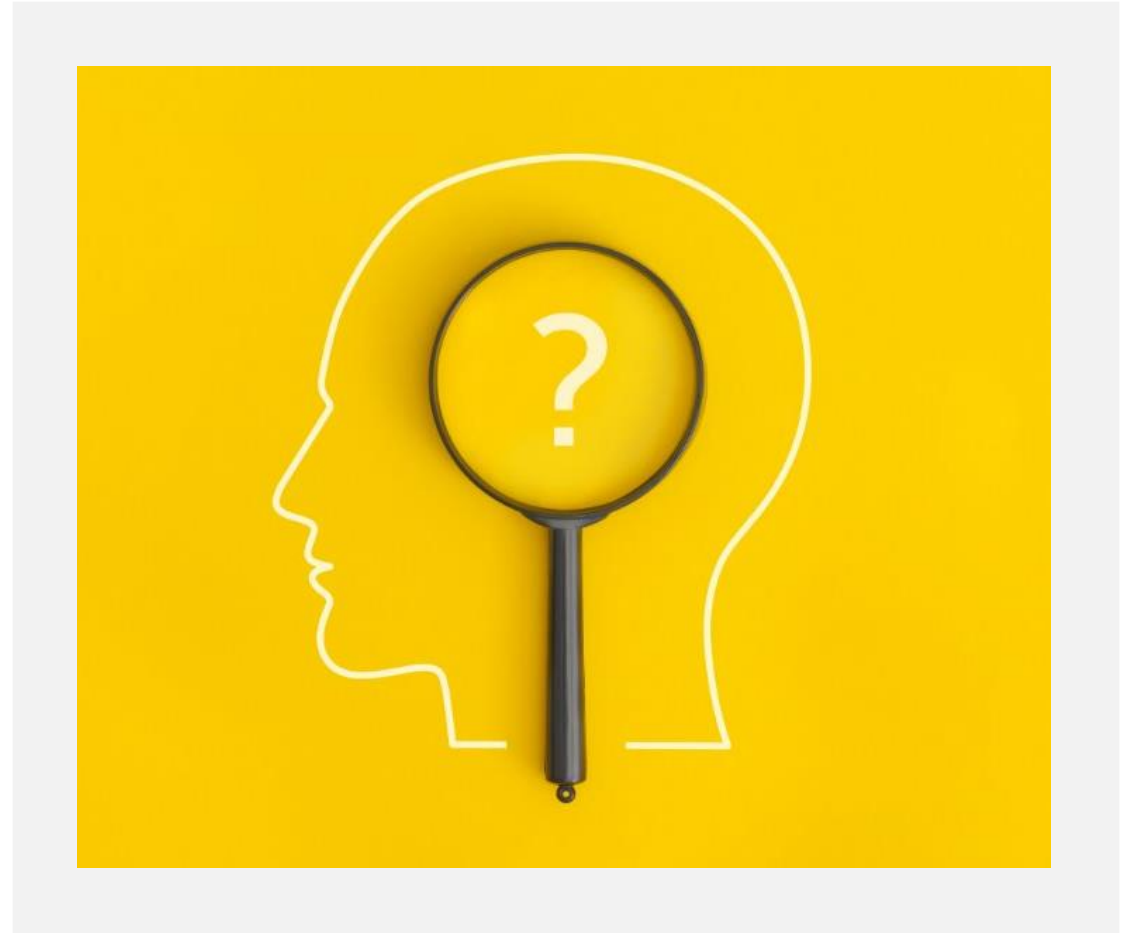


Session Overview

- Holistic approach to initial meetings
- Student Connection
- Gathering Information
- Activity: Student Scenarios
- Reflection, Q&A, "Talk Shop"

Discussion Point #1

- What makes a good Disability Resource Professional (DRP)?
- Of those qualities, which do you see within yourself?



Holistic Approach to Initial Appointments

- Holistic approach to accommodations, *Cura Personalis*
- Self-reflection before beginning the appointment
- Guided decision-making and partnership
- Encourage follow-up and feedback; "Always leave a door open"

Why the First Meeting Matters

- Builds a *sense of belonging* — a key factor in student retention and success
- Move beyond the transaction into connection



Discussion Point #2

- What do you consider to be a successful initial appointment?
 - Sphere of influence
 - What goals do you have going into a meeting?
 - What goals might a student have going into a meeting?

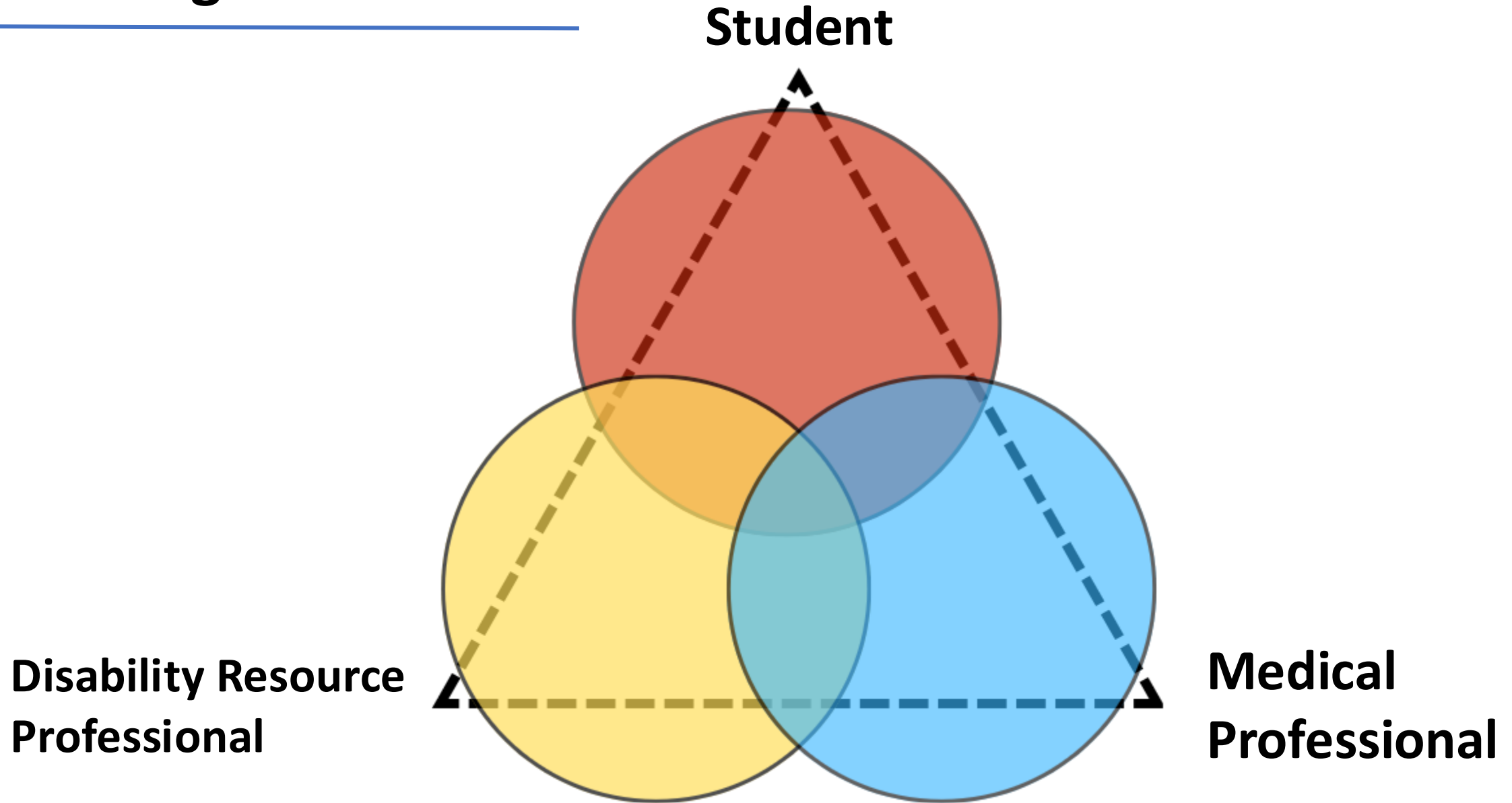




Student Connection

- Use open-ended questions to build trust and clarify needs
- Invite students to share their story in their own way
- Collaborate on accommodations through conversation, not checklists

Gathering Information



Scenario 1: "Interrupted Iris"

Iris is an incoming freshman for the fall semester. During the meeting she is frequently interrupted by her parent who has joined this meeting to support her. You have gotten through nearly 20 minutes of the meeting but haven't really gotten a good understanding of what the student wants and needs. Your attempts to redirect the conversation to Iris are continuously intercepted by the parent. Iris initially seemed engaged in the meeting but has clearly become less so as the meeting has gone on.



Scenario 1: "Interrupted Iris"

- **What can we do to make sure that Iris is getting the most she can out of this meeting?**
- **What strategies can you use before, during, and after the meeting to make sure Iris feels confident about her upcoming semester, while respecting the role of the parent in this interaction?**





Scenario 2: "Nervous Nicholas"

Nicholas reaches out to the disability resource office towards the end of the current semester. Despite having accommodations in high school, Nicholas decided to forgo accommodations in college because he "wanted to see if I could handle it by myself".

Nicholas is now struggling in his classes and is starting to realize that accommodations provide him with the necessary access to their courses. Nicholas doesn't really know what kind of help he needs, but they are open to trying anything.

Nicholas arrives to his appointment. You can tell he's a bit embarrassed about his current grades and about uncomfortable asking for help.



Scenario 2: "Nervous Nicholas"

- How do we help Nicholas finish the semester?
- How can you and Nicholas work together to get the next semester off to a good start?

Scenario 3: "Serious Sarah"

Sarah is seeking non-academic accommodations for the upcoming semester. You sent her an email inviting her to schedule an initial meeting to discuss her requests. In response, she sends you an email telling you that she already submitted her request and documentation and asks "So, why is it necessary to meet?" Eventually, she agrees to an appointment.

In the initial meeting, Sarah responds to your questions with one or two-word responses and generally seems disinterested in engaging in the conversation.



Scenario 3: "Serious Sarah"

- **Why is it important for you to meet with Sarah?**
- **What can you do to make this meeting worthwhile for the both of you?**





Reflection,
Q&A, and
"Talk Shop"

Session Evaluation



tinyurl.com/AHEADFeedback

Your feedback helps shape future programming.

Thank you for attending!