

# **50 First “Intakes”: Strategies & Considerations for Meeting with New Students**

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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.

# Learning Objectives

- Develop a deeper understanding of the key elements of an initial intake meeting, including rapport building, defining our role in the interactive process, and outlining student rights and responsibilities.
- Articulate and refine our approach to conducting an initial intake meeting, incorporating best practices while aligning with individual communication strengths.

# Agenda

- The First Meeting
- Defining our Role
- Breaking Down the Initial Intake
- Factors to Consider
- Practical Tips
- Student Equity Considerations

# The First Meeting

- This meeting is often student's first interaction with disability services
- This is a pivotal time for:
  - Establishing trust
  - Creating expectations
  - Teaching self-advocacy
  - Introducing the interactive process

# Defining our Role

- Defining the role of an Accessibility Specialist/DRP
- Understanding the scope of our practice
- We're here to help the students understand:
  - Their rights
  - Their responsibilities
  - Processes related to accommodations

# Breaking Down the Initial Intake

- Introductions and building rapport
- Defining our role
- Listening to the student's narrative
- Introducing services, timelines, expectations
- Talking about the interactive process
- Allowing time for questions

# Factors to Consider

- Class status (e.g., first year, transfer, graduate)
- Prior history of accommodations (or lack thereof)
- Type of disability and potential access barriers
- Student's familiarity with disability laws
- Identity-based factors



# Exercise

- Think about an intake you conducted that went well. What made it work?
- Think about an intake you conducted that maybe didn't go so well. What did you learn? If given the opportunity, what would you have done differently?

# Practical Tips

- Normalizing the interactive process
- Emphasize empowerment and agency
- Discussing and framing student rights
- Strengths-based language
- Disability as a valued aspect of diversity

# Exercise

- What strengths do you bring to a first meeting? How do you use your strengths to foster trust with students?

# Student Equity Considerations

- The value of a first meeting and how this can bridge an important resource gap
- Disparities in accessing disability services
- Centering dignity and belonging in the process

# Takeaways

- First meetings shape student trust, understanding, and engagement
- Many factors inform how students view us and our office
- How we can help to destigmatize disability services
- Lean into your unique strengths

# References

- Bogart, Lund, Rottenstein (2017)
- IRISS: Strengths-Based Approaches
- Additional citations (Elder et al., Fish, Morgan, Shifrer)

# Thank you for attending!

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