

3.07: Participatory Design: A Roadmap for Embedding Student Voice in Disability Services Practice

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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.

Friday, Feb 15, 2019 • 10:58 AM

Hello, just wanted to update you. [redacted]
led our story time for the youngest
students yesterday (our community
love day gift) and chaired our
democratic meeting this morning.

[redacted] is just flourishing, Monique!
Thank you for all your support to her. It
means the world to me.

Thursday, Feb 14, 2019 • 10:58 AM





Learning Goals

- To describe contrasting models of disability services delivery in institutions of higher education.
- Create a roadmap for incorporating student partnership in planning accessibility policies and initiatives.

Who is in the Room?

How Would You Describe Your Department?

Question 1: How does your department define success?

- A. We ensure institutional compliance with disability law.
- B. We provide accommodations that allow students equitable access.
- C. We partner with campus stakeholders to remove barriers before students encounter them.
- D. We actively influence institutional culture and policy, ensuring that accessibility becomes everyone's responsibility.

Question 2: When a faculty member contacts your office, what is it most often about?

- A.** Clarifying legal obligations.
- B.** Implementing accommodations.
- C.** Problem-solving around inclusive teaching.
- D.** Seeking guidance before barriers arise.

Question 3: Your department spends most of its time...

- A. Processing accommodation requests.
- B. Managing accommodations and responding to concerns.
- C. Building partnerships with student groups, academic departments, and administrative leadership to improve campus practices.
- D. Driving institutional accessibility initiatives while continuing accommodation work.

Question 4: How are accessibility barriers typically addressed?

- A.** After a community member reports them.
- B.** Through accommodation implementation.
- C.** Through collaborative problem-solving across departments and offices.
- D.** Through proactive policy and systems redesign.

Question 5: Which best describes your department's role?

- A. Accommodation administrator
- B. Disability resource office
- C. Campus accessibility partner
- D. Institutional accessibility strategist

Question 6: Which outcome best reflects your office's long-term vision of success?

- A.** We consistently meet our legal and regulatory responsibilities.
- B.** Students receive timely, effective accommodations that support equitable access.
- C.** Faculty and campus partners actively collaborate to improve accessibility.
- D.** Accessibility is routinely integrated into institutional planning and decision-making, reducing barriers before they arise.

Scoring

Give points based on responses:

- A= 1 point
- B= 2 points
- C= 3 points
- D= 4 points

Scoring Results

Score	Profile
6-10	Compliance-centered
11-15	Compliance with Collaborative Practices
16-20	Collaboration-Forward
21-24	Culture Builder

The Disability Services Maturity Journey

**Accommodation
Administrator**

Change-Maker

**Reactive:
Compliance-
Centered Office
Focus**

- Primary activities include processing individual accommodation requests and ensuring basic legal compliance.

**Responsive:
Compliance with
Collaborative
Practices**

Focuses on case management, student support, and providing direct guidance to faculty.

**Collaborative:
Proactive
Partnership
Model**

Emphasizes campus-wide partnerships and Universal Design to remove barriers before students encounter them.

**Transformative:
The Institutional
Culture Builder**

Leads institutional strategy and policy development to embed accessibility into the fabric of the organization.

Compliance Model of Service Delivery⁽¹⁾

- The department is designed to help an institution adhere to local, state, and federal regulations related to preventing disability discrimination.
- Focus is on interpreting legislation and how those interpretations apply to everyday practice and service delivery.

Compliance Model of Service Delivery⁽²⁾

- Since the legislation is framed in terms of responding to individual requests from individuals with disabilities around task modification, the service delivery model is based on this.
- Focus on legal compliance by providing individual modifications (“accommodation model”)

Compliance Model of Service Delivery⁽³⁾

- Interpretation of key pieces of legislation
 - Americans with Disabilities Act of 1990 as amended
 - Section 504 of the Rehabilitation Act of 1973

Collaboration-Forward Model of Service Delivery ⁽¹⁾

- The work may still be grounded in responding to individual accommodation requests, but the approach values partnership that extends beyond the individual interactions. There's reliance on community feedback to make decisions on how the interactive process will look and feel.

Collaboration-Forward Model of Service Delivery ⁽²⁾

- Integrating community feedback (faculty, staff, students and other institutional personnel) in the administration of disability services on a campus. Community input is informing the implementation of services on a campus.
- With this model, you are moving beyond compliance only to integrating some element of partnership

Collaboration-Forward Model of Service Delivery ⁽³⁾

- As the service practitioner, you are not the sole expert - you are instead working in partnership with the community members you “serve”.
- Ongoing feedback loops
 - Student Senate
 - Barrier Removal Committee
 - Student surveys
 - Student focus groups
 - Town hall meetings

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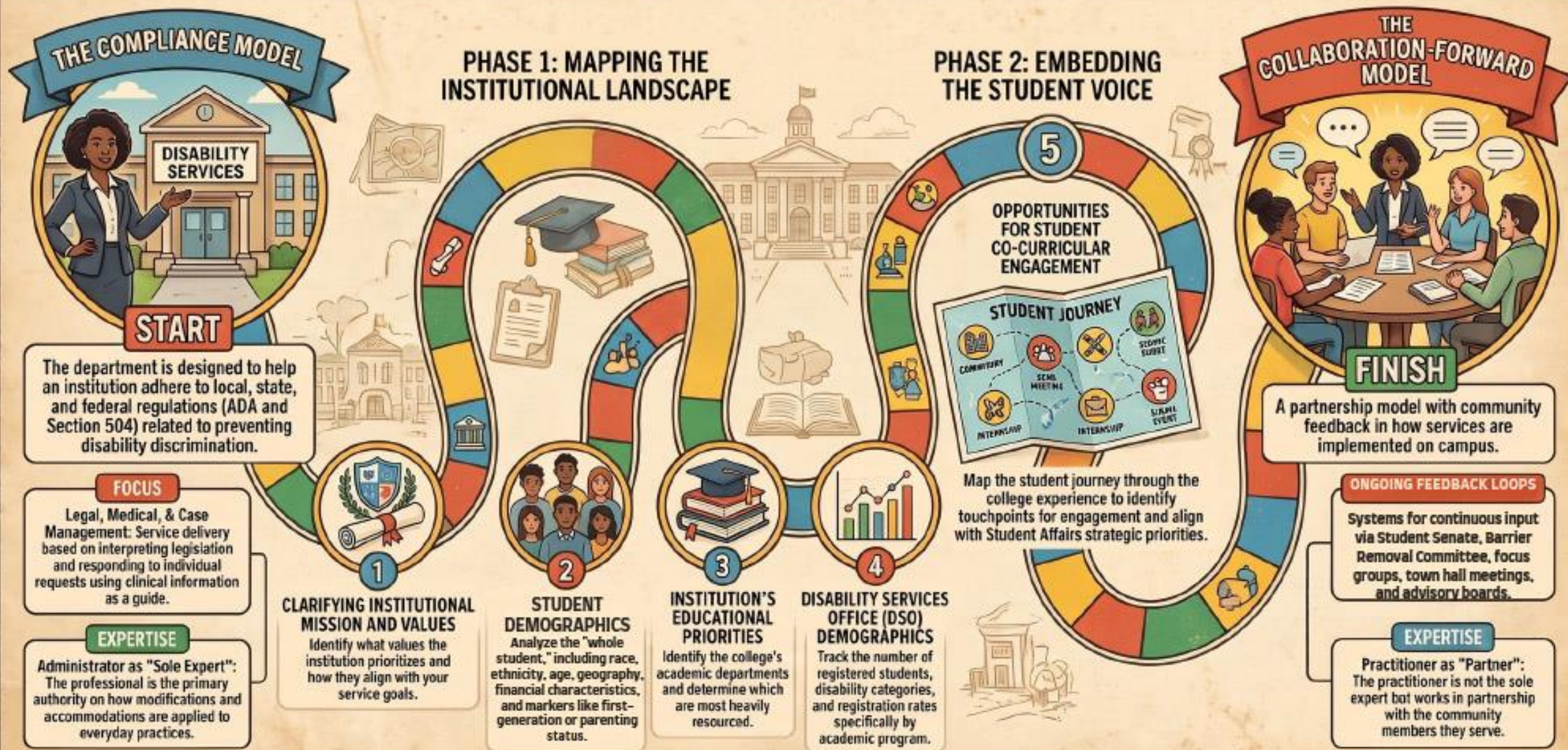
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Roadmap for Embedding Student Voice in Disability Services Practice



Roadmap for Embedding Student Voice in Disability Service Practice

- **Phase 1:** Mapping the Institutional Landscape
- **Phase 2:** Embedding the Student Voice

Phase 1: Mapping the Institutional Landscape (1)

- Clarifying Institutional Mission and Values
- What is your institution's mission statement?
- What are the institution's core values?
- What is the relationship with these values and your disability service goals?

Phase 1: Mapping the Institutional Landscape (2)

- Thinking through student demographics!
- What statistics does your institution maintain related to race, ethnicity, age, geography, financial characteristics and identity markers like first-generation and parenting status?

Phase 1: Mapping the Institutional Landscape (3)

- What are the institution's educational priorities?
- Identify major academic departments
- Which departments are most heavily resourced?
- What metric will you use to define the value of an academic department's resources?

Phase 1: Mapping the Institutional Landscape (4)

- Consider the demographics of your department
- Number of registered students?
- Primary disability categories?
- Registration rates by academic program?

Phase 2: Embedding the Student Voice⁽¹⁾

- What are the opportunities for student co-curricular engagement?
- Can you map a student's journey through their college experience to identify touchpoints for engagement?

Phase 2: Embedding the Student Voice ⁽²⁾

Touchpoint	Potential Barrier	Feedback Opportunity
Commuting/Arrival		
Club Meetings		
Library		
Internship/Practicum		
Career Events		

Next Steps

- Where are there opportunities for feedback on your campus?
- What feedback loop can you implement this upcoming academic year?
- Is there a critical data point that may be paired with a specific student-voice engagement strategy?
- What would you like to prioritize for this academic year?



to me ▼

Jul 16, 2026, 1:15 PM (2)

Thank you so much Daphne! It's such a relief to feel understood. I hope your time away is fruitful and restorative ❤️



Session Evaluation

tiny.cc/8zu1101

Thank you for attending!

Your feedback helps shape future programming.

