

The Student Interview and the Interactive Process: Practical Application and Guidance for the DS Professional

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Agenda

- Introductions
- Acknowledgments
- Learning objectives and outcomes
- Brief refresher on the law
- What is the interactive process
- How do we apply it in our practice
- Practical application - Case Study
- Wrap up
- Q&A

Acknowledgements

- Indigenous people
- AHEAD leadership
- Hardworking and caring disability services professionals

Webinar Learning Objectives

- Understand that the law, regulations, and best practices are the foundations for conducting the interactive process
- Define the interactive process
- Learn how to apply the AHEAD 7 Step Guidance on Utilizing the Student Conversation as an Effective Resource
- Use the principles learned in the webinar in order to inform your practice as a disability services professional

Disability-Related Laws, Regulations, and Best Practices

- **ADAAA** - The Americans with Disabilities Act Amendments Act
- **FERPA** - Family Educational Rights and Privacy Act
- **FHA** - Fair Housing Act
- **HIPAA** - Health Insurance Portability and Accountability Act
- **Section 504**
- **WCAG** - Web Content Accessibility Guidelines

What is the Interactive Process

- Process, process, process
- For matters of this webinar, the interactive process is the method used to determine whether or not an accommodation is determined to be reasonable and effective.
- It is a collaboration of student, staff, faculty, and any other relevant subject matter experts.

Using the AHEAD 7 Step Guidance on Utilizing the Student Conversation as an Effective Resource

1. Listen to the student's story
2. Initial professional observations
3. Any known environmental barriers, considerations, or fundamental components in play
4. Any gaps between what the student requests, details in the environment and what you believe would create access
5. Your judgment and assessment matter
6. Use 3rd party documentation to fill gaps in understanding
7. Student or disability office consults with course and department as necessary

Getting Ready for the Case Study

- What do you as a disability professional need to know in advance about the course, the major, and the expectations of students, and how do you gain that information?
- How do you know what student interview questions are most relevant to getting the information you need?
- How do you determine what the student's barriers may be?
- Do you need to bring in the instructor or other subject matter experts as part of the interactive process? How do you engage with them and what information should you seek? Who should be in the meeting?
- How is the accommodation decision communicated to the student?

Putting it into Practice - 1

Paige is a graduate student enrolled in a two-year M.Ed. online program in Higher Education Administration. Students are from all around the globe. There is one week of in-person on-campus learning required per semester.

The learning outcomes include student development and learning, managing an administrative team in a post-secondary institution, social justice and inclusion by way of working with diverse teammates, and communicating clearly and effectively using the professional standards of the field.

Putting it into Practice - 2

- Paige has disclosed to the program and faculty that they are working with PTSD, anxiety, and depression, however, there has been no referral or suggestion to work with the disability office. Their PTSD diagnosis stems from an abusive history, including verbal abuse.
- During the week long in-person learning session there are multiple small verbal confrontations between Paige and another student in her group. This ultimately results in a larger, more serious, and personal verbal argument.
- This leads to Paige having a breakdown and being transported to the hospital for mental distress. Once discharged, Paige reaches out to the Student Disability Office and documentation is provided.

Putting it into Practice - 3

- What kind of questions should we be asking the student to understand more about the situation? How do we utilize the AHEAD 7 Steps?
- The student and the therapist are requesting that the therapist be involved with all incoming and outgoing communication with the student.
- The program wants to provide Paige with anything she is asking for without official accommodations from the disability services office. How should the disability office respond to this?

Putting it into Practice - 4

- The student is also requesting an alternative to coming to campus for next semester and also no longer wants to work in groups for the remainder of the program. Are these reasonable accommodation requests, and how should we assess them?
- The disability staff has gathered information from the student, read the documentation, talked to the therapist, and done some research regarding the student's mental health challenges.
- What is the next step? Is it time for the interactive process? Who should be involved?

Putting it into Practice - 5

- What are the conclusions of the interactive process and meetings with the multidisciplinary team?
- Should the student be able to do the residency requirement remotely? Why did you choose this answer?
- What other options were explored and what conclusions were recommended?
- Who communicates the accommodation request status (approved or denied) to the student?

Putting it into Practice – Wrap Up

- Were the AHEAD 7 Steps useful in this case?
- What did you learn?
- How will you implement and apply what you learned in your everyday practice at work?

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Questions and Answers



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