

BOOK CLUB QUESTIONS

Chapter 2: Disability Law and the Process for Determining Whether a Student Has a Disability

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1. To better understand the history and evolution of societal perceptions of disability, describe the difference between the medical and social models of disability.
2. How is a disability defined by the ADA? How did the ADA Amendments Act of 2008 expand the definition of disability? What are some major life activities that were newly covered as a result of this Amendment?
3. A number of local, state, and federal laws govern disability protections in the United States. Beyond federal laws that apply nationally, how would you go about learning about any additional laws your institution needs to abide by to ensure full compliance?
4. In order to be eligible for accommodations, a student must demonstrate a limitation of a major life activity that is related to functioning in the campus environment. What are some examples of disability-related functional limitations that could prevent a student from fully accessing the following campus programs or activities: academics, housing, transportation, parking, extracurricular activities, and dining services? What are some possible accommodations for each?
5. Section 504 of the Rehabilitation Act states that no “otherwise qualified” person with a disability may be excluded from participation in any program that receives federal funds. What does “otherwise qualified” mean in the context of your institutional program(s)? How do technical standards, if applicable, play a role in determining when a student is “otherwise qualified” to participate in an educational program?
6. Why is it critical to establish and consistently follow a standard procedure for application and determination of accommodations? What is your school’s standard procedure? How is this procedure communicated to students and faculty to ensure all are aware of the process?
7. Why is the student interview a critical component of the interactive process to determine an appropriate accommodations plan? Who else may need to be involved in the interactive process to determine a reasonable accommodations plan that does not hinder educational objectives?
8. Define a temporary disability. When might a student require accommodations on a short-term basis?