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Subseries:	Conferences

OA/ID Number:	52072
Folder ID Number:	52072-005

Folder Title:
Wright State Conference '77

Stack:

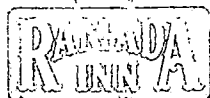
Row:

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NAME		ROOM NO.	
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STREET ADDRESS			
CITY		STATE	ZIP CODE



Ms House

DAYTON

SPECIAL GROUP:

Phone Your Nearest **RAMADA INN** for FREE Reservations

ADVANCE PAYMENT

Date	Symbols	Charges	Credits	Previous Balance
1				
2				
3				
4				
5				
6				
7				
8				

TIP		
SALES TAX		
TOTAL	2	25
SALES TAX		
TOTAL	1	89

Please list only those exp receipts. We cannot reimb You should receive your re

DATE

8/29/77

Includes attendant Malcolm Brodie

Travel

Air Fare

Bus

Train

Car Mileage

40 x .15 =

\$6.00

Meals

Aug. 21

Lunch

+Dinner

Aug. 22

Bkfst.

+Lunch

+Dinner

Aug. 23

Bkfst.

+Lunch

+Dinner

Aug. 24

Bkfst.

+Lunch

+Dinner

Aug. 25

Bkfst.

+Lunch

=

Total

\$15.18

Total Reimbursement Request

\$21.18

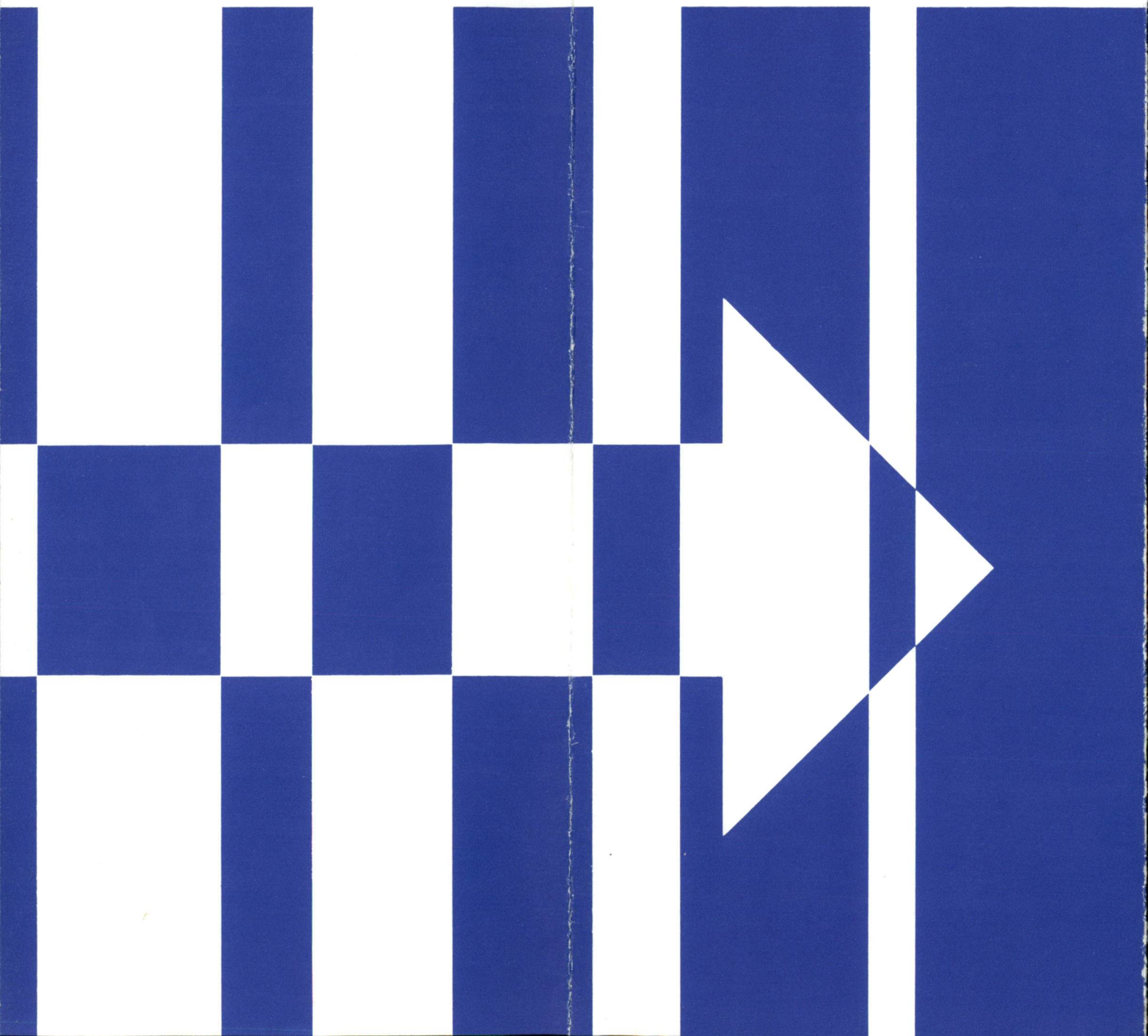
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The Disabled Student on American Campuses:
Services and the State of the Art

August 21-25, 1977

A National Conference
Sponsored by Wright State University



Wright State University, through a Regional Education Program Grant, under the Bureau of Education for the Handicapped, Office of Education, Health, Education, and Welfare, will sponsor a national conference August 21-25, 1977 to explore those issues which affect the postsecondary education of individuals with physical disabilities. The specific objectives of the conference are:

to identify and determine the level and quality of present service delivery systems for students with physical disabilities at the postsecondary level;

to identify needs that are not currently being met and to suggest procedures and resources for meeting these needs;

to develop the rationale for the establishment of existing and proposed programs and services;

to provide an analysis of the role of federal, state, institutional, and individual responsibilities; and

to provide for the dissemination of the conference results to specific target groups for the purpose of planning and evaluation.

The conference will cover topics related to all types of physical disabilities including visual impairments, hearing impairments, mobility impairments, and non-obvious disabilities. Three hundred profit and nonprofit organizations have been invited to exhibit their equipment and to distribute information about their organizations during the conference.

Accommodations

The conference will be held on the Wright State University campus in Dayton, Ohio. Conference participants will stay either in the university residence hall or at the Stratford-Ramada Inn in downtown Dayton, with transportation available to and from campus. The residence hall offers either single or double accommodations with central baths.

All facilities at Wright State, including the residence hall, are accessible to handicapped persons and the Ramada Inn is in the process of modifying its facility for basic accessibility.

<i>Rates</i>	<i>Single</i>	<i>Double</i>
Wright State	\$10	\$5
Ramada Inn	\$18	\$22

Conference Participants

Participants may attend this conference by invitation only. Those invited include individuals from postsecondary institutions, consumer organizations, student organizations, government agencies, and business. Generally, only one person per organization may participate. Since this is a work-oriented conference, participants must plan to attend all sessions.

Registration

To reserve your space at the conference, return the attached registration form with your \$20 registration fee by June 5, 1977. The fee covers the cost of transportation to and from the airport as well as the cost of the banquet. All other meals are on an individual basis.

Sunday, August 21, 1977

2-8 pm Registration

7-9 pm Orientation to Disability

What constitutes a physical disability?

How should student identification be accomplished?

How can an institution determine the needs for services?

What are the qualities of a good service delivery system?

Where does the responsibility for support services lie?

What criteria should be used for adapted transportation, taping service, parking, etc.?

What are the qualities of a comprehensive level of service at an institution?

How can course modification/adaptation be used to further opportunities?

Monday, August 22, 1977

9 am-noon Program Guidelines for Operation

What are the principles which should be used in service development and implementation?

What image of the handicapped person is created by the program design?

What elements should be considered in establishing "special" services?

What should the ultimate goal of programs be?

2-5 pm Structural/Programmatic Access

What constitutes "access"?

What are the strategies for developing funding to improve access?

Should there be "special" treatment established for the whole admission process?

How can postsecondary institutions best approach the problem of developing a systematic barrier removal program?

7 pm Banquet

Wednesday, August 24, 1977

9 am-noon Attitudes and Special Needs

Should the program/institution assume the posture of a change agent relative to attitudes toward people with disabilities?

Are handicapped ethnic minorities represented at the postsecondary level?

Are there additional problems for handicapped black, native American, and Chicano students?

Is it necessary to include specific information on disability through special courses?

What is the role of the disabled student in changing attitudes?

Should specific institutional resources be committed to the issue of changing attitudes?

2-5 pm Evaluation

Which methods can be used for effective program/service evaluation?

Which individuals or groups should be involved in program evaluation?

What right does the disabled person have to evaluate or be evaluated?

Should there be standards established for all programs?

Tuesday, August 23, 1977

9 am-5 pm Physical/Academic Support Services

Can we develop national standards for identification and needs assessment?

2-5 pm

Finance for Support Services

What is the responsibility of the institution in initiating and maintaining funding?

Are existing programs making effective use of federal/state funds?

What financial resources are available to promote facility and programmatic access?

Thursday, August 25, 1977

9 am-noon

Law, the Legal System, and Consumer Awareness

What are the existing laws which have an impact on the student, the institution, and the program?

What resources are available for continual monitoring of legislation?

What is the role of the institution/program in providing consumer advocacy and consumer training in legislation that have an impact on the student?

Conference Planning Committee

Ron Blosser/Southern Illinois University

Raymon Byrd/Ohio State University

Wilma Fountroy/Ohio Rehabilitation Services Commission

Barbara Froelich/Queensborough Community College

Kent Kloepping/University of Arizona

Pat Marx/Wright State University

Thomas Mayes/Gallaudet

Claire Olson/American Association of Community and Junior Colleges

Tom Shworles/City Colleges of Chicago

Irene Wright/Retired, Cincinnati, Ohio

Registration Form

Name _____

Institution _____

Position _____

Address _____

Zip code _____

Phone (include area code) _____

- ☐ I prefer materials in braille
- ☐ I prefer materials in large print
- ☐ I require an interpreter
- ☐ I will need adapted transportation
- ☐ I will need modified room accommodations
- ☐ I will be accompanied by a personal attendant

I will be traveling by:

- ☐ personal car
- ☐ bus
- ☐ air

Housing preference (please check one)

Wright State University residence hall

- ☐ single
- ☐ double

Stratford-Ramada Inn

- ☐ single
- ☐ double

Please return this form with \$20 registration fee in enclosed envelope.

Bus Schedule—August 21-25, 1977

At least one bus will be available at each scheduled time to transport wheelchairs.

Sunday, August 21

Buses leave the Ramada Inn for the University Center at 1:30, 2:30, 3:30, 4:30, 5:30, and 6:30 pm.

Buses leave for the Ramada Inn at 7:30, 8:30, and 9:30 pm. The 7:30 bus departs from the Creative Arts Center, the others from the University Center.

Monday, August 22

Buses leave the Ramada Inn for the University Center at 7:15 and 8:15 am.

Buses leave the University Center for the Ramada Inn at 5:00 and 5:45 pm.

Buses leave the Ramada Inn for the University Center at 8:30, 9:30, and 10:30 pm.

Tuesday, August 23, and Wednesday, August 24

Buses leave the Ramada Inn for the University Center at 8 and 9 am.

Buses leave the University Center for the Ramada Inn at 3:15, 4:15, 5:15, 6:15, 7:15, 8:15, and 9:15 pm.

Thursday, August 25

*Buses leave the Ramada Inn for the Medical Sciences Building at 8 and 9:15 am.

Buses leave the University Center for the airport at noon, 1:30, 3 and 4:30 pm.

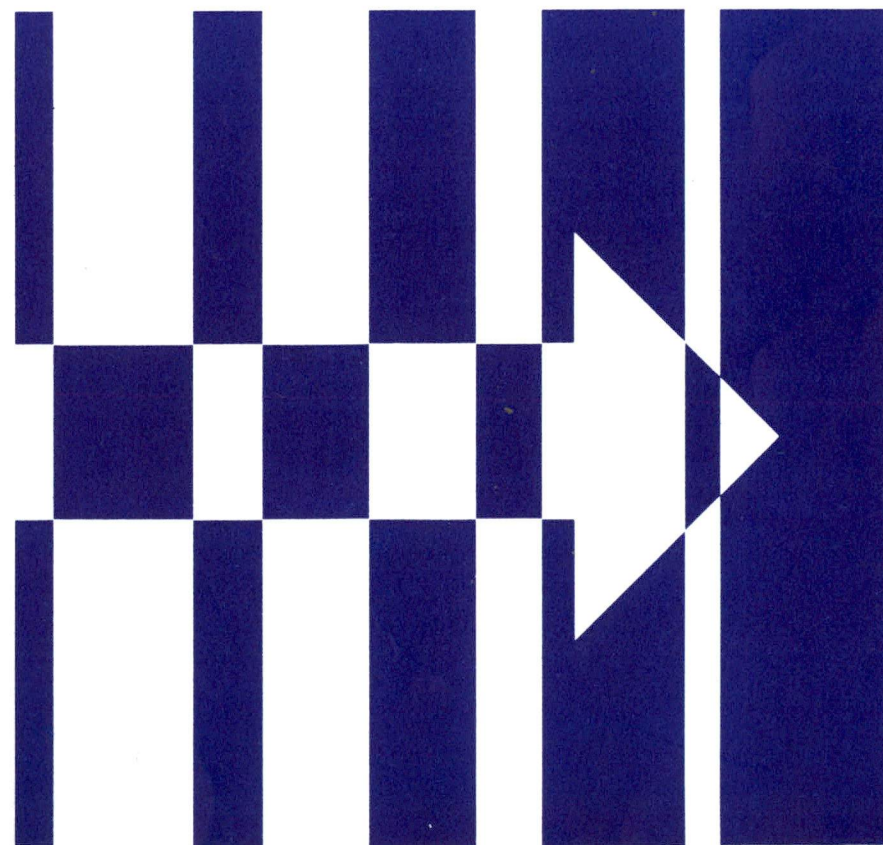
*All passengers should load their luggage on bus number 131 when leaving the Ramada Inn on Thursday. This bus will be attended at all times.

The Disabled Student on American Campuses: Services and the State of the Art

August 21-25, 1977

A National Conference

Sponsored by Wright State University



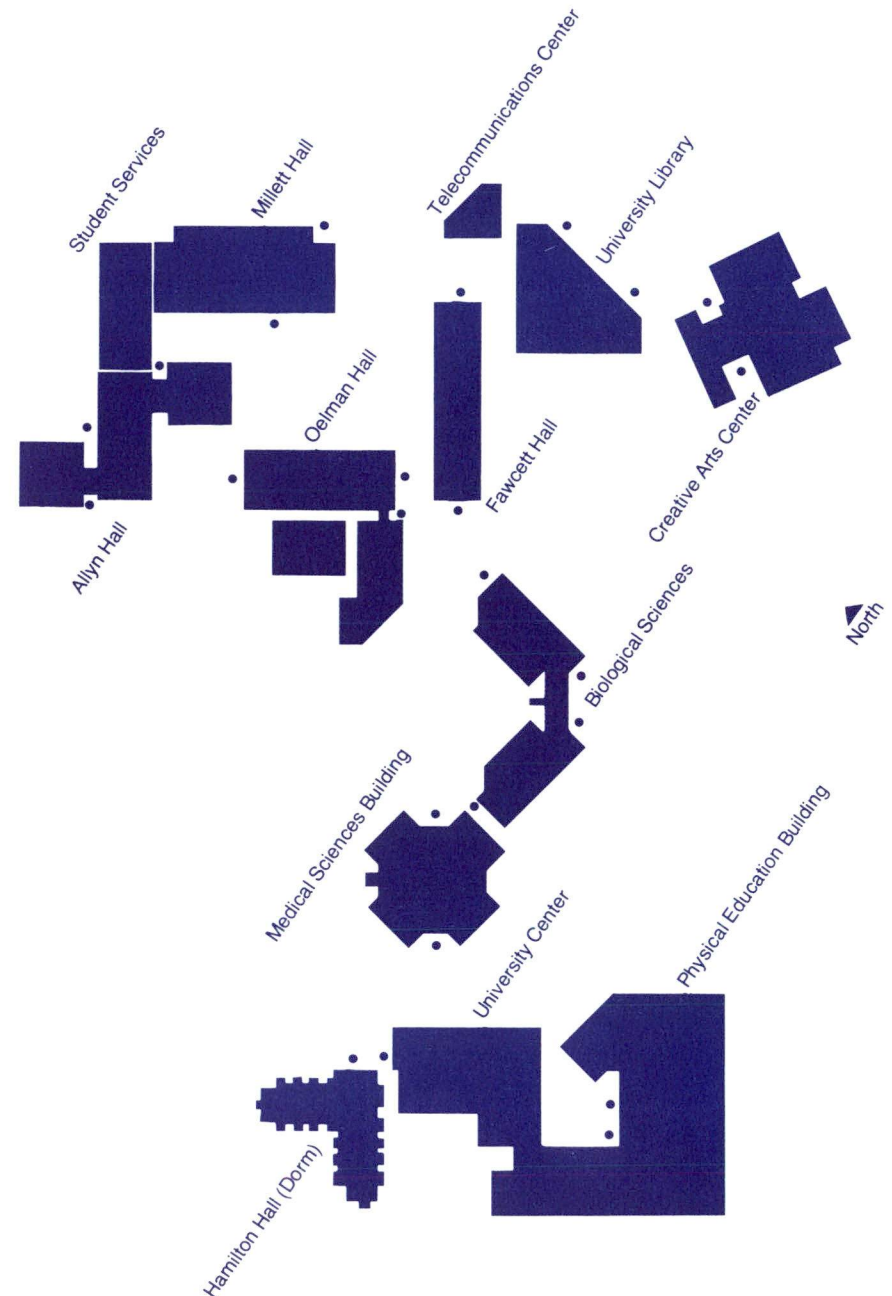
Conference Planning Committee

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Commission
Barbara Froelich/Queensborough Community College
Kent Kloepping/University of Arizona
Pat Marx/Wright State University
Thomas Mayes/Gallaudet College
Claire Olson/American Association of Community and
Junior Colleges
Tom Shworles/City Colleges of Chicago
Irene Wright/Retired Citizen, Cincinnati, Ohio

Wright State University Campus

Accessible Entrances •

In addition to the accessible entrances indicated below, access to all campus buildings is provided by a network of tunnels.



Moderator: Peter McCabe, Office of Handicapped
Individuals

3. "Financing: Who Pays for What," Oelman
Auditorium 109

Presenters: Dr. David Smith, Arizona Health Services
Center; Julie Morrissey, Ohio Rehabilitation
Services Commission

Moderator: Jim Bennett, Office of Civil Rights

3:15-3:30 pm

Break

3:30-4:45 pm

Repeat Concurrent Sessions

6 pm

Cocktail Hour, University Center

7-10 pm

Banquet, University Center

Comments: Pat Marx, Conference Coordinator

Thursday, August 25, 1977

9 am-noon

General Session, Medical Sciences Auditorium

"The Law, the Legal System and the Consumer"

Presenter: Tom O'Donnel, National Center for Law and
the Handicapped

Moderator: Steve Simon, Wright State University

12:15-1:30 pm

Lunch, University Center

Physical Education Building facilities will be open for
conference attendants from 8:30-10 pm on Sunday,
Monday, and Tuesday.

Dear Colleague:

On behalf of the planning committee members and
Wright State University, may I extend this welcome to
each of you.

Over the next four days, we will explore a variety of
issues which affect the postsecondary education of
persons with physical disabilities. Our specific
objectives are:

to identify and determine the level and quality of
present service delivery systems for students with
physical disabilities at the postsecondary level;

to identify needs that are not currently being met and to
suggest procedures and resources for meeting these
needs;

to develop the rationale for the establishment of
existing and proposed programs and services;

to provide an analysis of the role of federal, state,
institutional, and individual responsibilities; and

to provide for the dissemination of the conference
results to specific target groups for the purposes of
planning and evaluation.

The conference is planned around a work session
format. Presenters have been asked to give their
perspectives on a particular topic only as a reference
point for discussion—not as a final answer to the issue.
It is your experience and knowledge on each topic that
we are seeking through these work sessions.

Thank you for your participation.

Sincerely,



Pat Marx
Conference Coordinator

Sunday, August 21, 1977

- 2-8 pm Registration, Ramada Inn Lobby or Wright State University Residence Hall Lobby
- 6-8 pm Integrating the Arts, Creative Arts Center
A reception and presentation on methods of integrating individuals with disabilities in art, dance, drama, and music.
Presenters: Wright State University Committee on Arts for Handicapped Individuals and National Committee on Arts for the Handicapped
- 7:30-9 pm Orientation to Disability, University Center—155 B and C
A discussion of basic terminology related to common disabling conditions. Intended for persons with limited experience.
Presenter: Dr. Perry Hall, Director, Rehabilitation Education, Wright State University
- 8 pm Dinner, University Center

Monday, August 22, 1977

- 8-9 am Registration, University Center Lobby
- 9-10:15 am Opening Session, Medical Sciences Auditorium
Introduction: Pat Marx, Conference Coordinator
Welcome: Dr. Robert Kegerreis, President, Wright State University
Keynote Address: "Postsecondary Education and the Disabled Student: A Focus on the Future"
The Honorable Clarence J. Brown
U.S. Representative
- 10:15-10:30 am Break
- 10:30-11:30 am General Session, Medical Sciences Auditorium

Presenter: Dr. Robert Mehan, Gallaudet College

Moderator: James Tarlano, Veterans Administration

2. "The Handicapped Ethnic Minority," Oelman Auditorium 109

Presenter: Georgia McMurray, New York Community Service Society

Moderator: Gwen Callas, Kent State University

3. "The Role of Special Studies Programs on Attitude," Oelman Auditorium 112

Presenter: Dr. Al Pimental, Gallaudet College

Moderator: Barbara Froehlich, Queensborough Community College

4. "The Institution and the Disabled Student: A Student Perspective," Fawcett Auditorium

Presenters: Jack Martin, University of Washington; Victoria Adkins, Graduate, W. Virginia University; Dan Kaufman, Graduate, University of Dayton

Moderator: Raymon Byrd, Ohio State University

10:30-10:45 am Break

10:45 am-12:30 pm Repeat Concurrent Sessions

12:30-2 pm Lunch, University Center
Exhibitors, Medical Sciences 035

2-3:15 pm Concurrent Sessions

1. "Program Evaluation: A Model," Medical Sciences Auditorium
Presenters: Guy McCombs, Arlington, Virginia; Kay Adams, Center for Vocational Education
Moderator: Al Watson, University of Michigan

2. "The Role and Function of Research," Oelman Auditorium 112
Presenters: Rozelle Boyd, Indiana University; Lex Frieden, Texas Institute for Rehabilitation and Research

6. "Course Modifications/Adaptations and Waivers,"
University Center 155C

Presenters: Elizabeth Fetter, Eastfield College
Lorraine Cusick, Hofstra University

Moderator: Martha Redden, American Association for
the Advancement of Science

7. "Career Planning and Placement," Medical
Sciences 212

Presenters: Ron Blosser, Southern Illinois University;
Santiago Lebron, Valpar Corporation

Moderator: Craig Rider, Wright State University

8. "Special Services for the Academically
Underprepared," University Center 041

Presenters: Al Watson, University of Michigan; David
Rice, Edinboro State College

Moderator: James Tarlano, Veterans Administration

9. "Physical Education and Intramural Athletics,"
University Center 045

Presenter: Yvette Peck, Wright State University

Moderator: Warren King, Southwest State University

10. "Homebound Instruction," Biological Sciences 234

Presenter: Barbara Froehlich, Queensborough
Community College

Moderator: Gwen Callas, Kent State University

3:15-3:30 pm

Break

3:30-5 pm

Repeat Concurrent Sessions

Wednesday, August 24, 1977

9-10:30 am

Concurrent Sessions

1. "The Institution as a Change Agent," Medical
Sciences Auditorium

"Guidelines for Program Operation: A Focus on
Principles"

Presenters: Dr. Fred Fay, Tufts University; Thomas
Shworles, City Colleges of Chicago

Moderator: Sharon Bonney, University of Iowa

11:30 am-1 pm

Lunch, University Center

Exhibitors, Medical Sciences 035

1-2:45 pm

Concurrent Work Sessions on "Guidelines for Program
Operation"

Session	Facilitator	Room
A	Nancy Brower	Medical Sciences 206
B	Al Watson	Medical Sciences 208
C	Cindy Kolb	Medical Sciences 212
D	Peter McCabe	Medical Sciences 214
E	Steve Simon	Medical Sciences 216
F	Jim Bennett	Medical Sciences 220
G	Barbara Hummel	University Center 041
H	Virginia Aldape	University Center 155C
I	James Tarlano	University Center 045
J	Andrea Schein	University Center 155B

2:45-3 pm

Break

3-4:45 pm

Concurrent Sessions

1. "Planning for Architectural Accessibility," Medical
Sciences Auditorium

Presenter: Alfred DeGraff, Boston University

Moderator: John Sasuta, Facilities Development
U.S.O.E.

Work Sessions: Medical Sciences Rooms 212, 214,
216, 220

2. "Planning for Programmatic Access on the
Residential Campus," Fawcett Auditorium

Presenters: Judy Taylor, Michigan State University;
Thomas McCauley, Southwest State University

Moderator: Al Watson, University of Michigan

Work Sessions: Fawcett Hall Rooms 206, 208, 218, 222

3. "Planning for Programmatic Access on the Commuter Campus," Oelman Auditorium 112

Presenters: Colleen Fix, Miami-Dade Community College; Dr. George and Laurie Potter, Ramapo College

Moderator: Warren King, Southwest State University

Work Sessions: Oelman Hall Rooms 112, 119, 125, 132

5 pm Bus leaves for Ramada Inn

6 pm Downtown Dayton Reception, Pavillion Room, Ramada Inn

Sponsored by Winters National Bank

Introduction: Dan Kaufman, Vice President, Winters Bank

Welcome: City Commissioner Charles Curran

Tuesday, August 23, 1977

9 -10:15 am General Session, Medical Sciences Auditorium

"Short and Long Range Planning for a Comprehensive Service System"

Presenter: Dr. Kent Kloepping, University of Arizona

Moderator: Nancy Brower, Ohio State University

10:15-10:30 am Break

10:30-noon Work Sessions on "Short and Long Range Planning"

Session	Facilitator	Room
A	Nancy Brower	Medical Sciences 206
B	Al Watson	Medical Sciences 208
C	Cindy Kolb	Medical Sciences 212
D	Peter McCabe	Medical Sciences 214
E	Steve Simon	Medical Sciences 216
F	Jim Bennett	Medical Sciences 220
G	Barbara Hummel	University Center 041

H	Virginia Aldape	University Center 155C
I	James Tarlano	University Center 045
J	Andrea Schein	University Center 155B

Noon-1:30 pm

Lunch, University Center

Exhibitors, Medical Sciences 035

1:30-3:15 pm

Concurrent Sessions

1. "Preadmission/Admission Counseling," Medical Sciences 208

Presenters: Joel Bryan, University of California-Davis; Thomas Johnson, La Puente Valley Adult School and Valley Vocational Center

Moderator: Barbara Hummel, University of Missouri-Columbia

2. "Housing, Attendant Care and Activities of Daily Living," Medical Sciences 214

Presenters: Robert Thacker, Emporia State University; Steve Simon, Wright State University

Moderator: Cindy Kolb, Wayne State University

3. "Transportation, Parking, Driving Instruction," University Center 155B

Presenters: Sharon Bonney, University of Iowa; Dick Maxwell, Ohio State University

Moderator: Jeff Vernooy, Wright State University

4. "Interpreter Service/Note Taking," Biological Sciences 136

Presenter: William Otis, Columbus Technical Institute

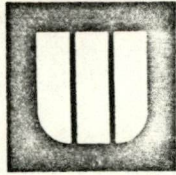
Moderator: Virginia Aldape, Southwest State University

5. "Library Service and Testing," Medical Sciences 206

Presenters: Andrea Schein, University of Massachusetts; Evelina Smith, Kent State University-Trumbull Campus

Moderator: Fraddie Peaco, Library of Congress

Wright State University



Dayton, Ohio 45431 513 873 3333

MEMO

Date: September 30, 1977

To: Grant Expense Participants
The Disabled Student on American Campuses:
Services and the State of the Art

From: Pat Marx
Conference Coordinator

Re: Reimbursement for expenses

Enclosed you will find a check covering your expenses for the recent State of the Art Conference at Wright State.

We have followed our guidelines for allowable expenses for persons attending under grant expense.

In a few cases we had to disallow for some expenses entered, i.e. extra meals since you were provided with meal tickets for the five days here. In most instances, you will find that your full expense requests have been covered.

If you have any questions about your re-imburement, please call my office (513) 873-3190, 2140.

Conference Topic: The Role & Function of Research

Date & Time : Wednesday, August 24, 1977 - 2:00p.m.-3:15p.m.
& 3:45p.m.-5:30p.m.

Presentation
Time : 20 minutes

Presentation
Format : Concurrent Session. Presentation given twice. There will be two presentors on the topic followed by ten minutes question/answer. The facilitator will then promote discussion on the topic for group participation. You are asked to act as a resource person during this period.

Issues to be included:

- 1) What guidelines should be used for research projects planned/implemented through a program for handicapped students?
- 2) What are the students rights relative to participation in research?
- 3) Is the legislation regarding protection of human subjects adequate for research on the handicapped population?

informed subject consent
admin -

inside *process* *applied*
outcome

outside *specific*
special
questions *basic*

RESEARCH IN HANDICAPPED STUDENT SERVICES PROGRAMS

BY

LEX FRIEDEN
TEXAS INSTITUTE FOR REHABILITATION AND RESEARCH

and

ROGER RUSSELL
UNIVERSITY OF HOUSTON

JUNE 30, 1977

HOUSTON, TEXAS 77006

*Prepared for presentation at a national
conference on "The Disabled Student on
American Campuses" at Wright State Univer-
sity, Dayton, Ohio, August 21-25, 1977.*

ABSTRACT

The fundamental assumption of research in handicapped student services programs should be that increased knowledge through scientific investigation will result in improved services to disabled students and ultimately an enhanced lifestyle for handicapped persons. Typically, there are two generally discernable categories of research which may relate to handicapped student services programs. These are inside research and outside research. Inside research is usually done to evaluate program processes or outcomes; whereas outside research is usually done to answer certain questions about the "special" population served by handicapped student services programs. In addition to describing both types of research, this paper discusses the important issues of informed subject consent and informed administrative consent. Finally, a research oriented method for objectively assessing student needs is suggested and justified.

Research as it relates to handicapped students in an educational setting may serve many purposes. Research may be done in order to assess or establish the need for a certain program or services. Research may be done in order to study the behavior or attitudes of handicapped students. Research may be used as a tool to evaluate existing programs. Research may help to suggest new ways to strengthen existing programs. Research may help find new ways to solve problems. In any case, research is a topic which at one point or another is bound to be an issue with relevance for handicapped student services programs.

The fundamental assumption of research in handicapped student services programs should be that increased knowledge through scientific investigation will result in improved services to disabled students and ultimately an enhanced lifestyle for handicapped persons. Basically, research in this context falls into one of two major categories. First, there is what shall be called inside research: that is research which is done by a handicapped student organization or service program. Secondly, there is what shall be called outside research: that is research which is done by a source not directly affiliated with the handicapped student services program. Research which falls into either

of these categories may be focused on the handicapped student services program itself, or upon the population of individuals which it affects.

Inside research is usually done to assess needs, suggest new ways to solve problems, or to evaluate programs and services. Research of this nature which has specific practical application to existing service delivery programs is generally recognized as program evaluation.

In the early stages of development of the handicapped student services program, evaluation may appear to be of secondary importance. Certainly, the purpose of such a program is to provide services. However, as programs are developed, they must begin to demonstrate effectiveness. In this era of zero based budgeting and zero based planning, accountability and cost effectiveness are of critical importance. Program evaluation should be seen by the administrators of handicapped student services programs, by the sponsors of those programs, and by the recipients of services which those programs provide, as a means of maximizing benefits and maintaining quality services. Program evaluation has the ability to indicate the best possible use of resources to provide the highest quality services at the lowest possible cost.

Program evaluation techniques range in complexity from the very simple to the very sophisticated. Although most people associate program evaluation with highly technical methodology involving such things as control groups, independent and dependent variables, longitudinal studies, and various sampling techniques, many kinds of evaluation are not complicated and require little or no background in research methodology. It is true that a basic understanding of the uses of a few statistical techniques can extend the range of types of evaluations one can do. However, the idea that program evaluation has to be difficult to be good is incorrect.

Program evaluation is, very simply, a data based application of the decision making process. Before one can evaluate a program effectively, the program objectives must be clearly and accurately stated. Questions which the evaluation is meant to answer should be asked before the evaluation begins. The best and most comprehensive evaluations are those which measure both program process and outcome.

After questions have been raised and objectives clearly stated, one should look at the different ways a problem might be answered and decide on a systematic course of action. Appropriate information or data must then be gathered and analyzed. Data which measure effort, effectiveness, efficiency, and quality are usually best. These data may be in the form

of rates, ratios, and index numbers which have been extracted from counts, costs, time, rating scales, psychological test results, and so forth.

After the data have been carefully examined and analyzed, a report should be written and recommendations based on the findings should be made. Program evaluation will never accomplish anything unless it is used. It must be an element of decision making.

Outside research is usually done to answer certain questions about the "special" population served by handicapped student services programs. It is usually conducted by students or faculty members at the host institution, or by other researchers in the community at large.

Typically, outside research is the type of research which is intended to add to the knowledge base of descriptive information regarding disabled people, or to develop knowledge essential for enhancing the quality of life of disabled persons. Among the topic areas which have been explored most frequently are sexuality among disabled people, friendship patterns of disabled people, mobility patterns of disabled people, attitudes of disabled people, and attitudes toward disabled people.

In many cases, the Office of Handicapped Student Services is identified as a source of research subjects. Thus, the program administrator becomes involved as the gate keeper of a subject pool. In this role, the coordinator or director of the program is in the position of deciding whether or not the proposed research is to be brought to the attention of disabled students served by the program. With the exception of occasional consultation, subject identification may be the full extent of involvement by the Office of Handicapped Student Services in outside research.

There are two key issues related to both inside and outside research. These are: (1) informed subject consent and, (2) informed administrative consent.

Anyone who is a subject or participant in research which is conducted in an educational setting must be completely informed about the nature of that research and about the methods to be used. Additionally, that person must give signed consent to be a subject or to participate in research. In other words, every person has a right to decide whether he or she will or will not participate in research-after they understand how they will be involved in that research. This informed consent is required by law and any program which conducts research or which facilitates research must be able to document the fact that each subject in that research has been informed about the research and has agreed to participate in it.

Several items of great importance are related to the area of signed consent. The first item involves individual privacy of the subject. If research in any way is likely to or planned to violate the individual privacy of a subject, then the subject must agree to that. Subjects must be told in what way their personal privacy may be violated. Also, subjects should be warned of any possible danger, risk, or discomfort to themselves as a result of their participation in research. Finally, subjects should be free to withdraw their consent and stop participation in research at any time.

Legislation relating to human subjects protection in the United States today is very strict. It was designed to protect persons from unwittingly being involved in research which might be threatening or dangerous to them. Handicapped students services offices should be keenly aware of these regulations. They should inform their constituents or clients of their individual rights in this regard as it relates not only to research conducted by or through handicapped student services programs, but also to research which may affect them as individuals under any circumstances.

The second generally critical research issue to be discussed here relates to informed administrative consent. This means that the handicapped student services office, as part of a larger organization, should clearly inform and obtain consent from an appropriate source of administrative authority within

that larger organization. The propriety of that source will certainly depend upon the specific setting. However, organizationally speaking, that source will usually be the administrator to whom the handicapped students office directly reports, or an administrative authority within the organization principally designated to authorize, administer, and coordinate research. In fact, "informed consent" statutes require host institutions (i.e. schools, colleges, universities, etc.) to maintain a committee to review and approve any or all research done at or by the institution which involves human subjects.

Having provided a basis for understanding the basic kinds of research and several key issues relating to research in handicapped student services programs, this paper will now focus on the application of a research oriented approach to the objective assessment and programmatic satisfaction of student needs.

It is typical and often desirable to discuss service delivery programs in terms of the needs that they attempt to meet. One way to define a need is to say that it represents a gap between some existing state of affairs and some desired state of affairs. Thus, for example, if the current state of affairs is that there are few handicapped students participating in recreation programs at a university, and if the desired state of affairs is that there be more handicapped students participating in those programs, it may be said that there is a need for more handicapped students to

be in recreation programs. It follows that there may be several possible means of satisfying this need, including the establishment of a special recreation program for handicapped students.

Stated in these terms, needs are clearly related to the outcomes of the programs designed to meet them. When needs are stated in terms that may be translated into objective outcomes, it becomes much easier to assess the degree of success or failure of the program. If the outcomes of the program meet the stated needs, it is deemed successful; and if not, it is considered to be unsuccessful. In the example given above, the assessment of the success of a recreation program may be simply accomplished by comparing the number of handicapped students involved in recreation before and after implementation of the program.

One advantage of the point of view suggested here is that emphasis is placed directly upon desired outcomes rather than upon the methods or processes for reaching the outcomes. As a result, it is easier to distinguish the possible alternative avenues for reaching desired goals. There is surely no doubt that more than one sort of outcome may attend each program or strategy designed to meet a need. These different consequences must be weighed in choosing the specific approach to be employed. However, if the need assessment and the program intended to meet the need are both expressed in terms of objective gaps and outcomes, the implications of the program will remain distinct and the purposes or goals of the program will remain in focus.

The approach to needs and the programmatic satisfaction of needs advocated here is based upon making some initial assessment of existing needs. The needs presently met by handicapped student service programs may primarily be those felt or perceived by administrators. While these may be accepted as accurate understandings of the needs of handicapped students, they may not be the same needs that the students themselves would perceive and identify.

Administratively, it may appear that it is a good idea to have an office for handicapped student services, but unless that office is actually fulfilling some needs which are perceived or which have the potential to be recognized by the students themselves, the approach is not likely to prove successful. To reflect on the earlier example, anyone may say that handicapped students need a recreation program, but if the students themselves do not agree, they are not likely to be interested in attending or participating in such a program.

Needs assessment should, in every case, take into consideration the viewpoints of all parties involved. With respect to handicapped students programs in particular, needs assessment should involve program administrators, handicapped students, and perhaps the community at large.

One might expect that handicapped students would be able to

report their needs directly. In fact, surveys based upon representative samples are sometimes useful in determining needs. On the other hand, a need implies some form of deficiency and individuals who experience needs either consciously or sub-consciously may have negative feelings about them. Disabled persons sometimes prefer to concentrate on their functional strengths as opposed to their weaknesses, even to the point of ignoring real deficiencies in their environment and the quality of their lives. Consequently, needs may not be reported, or they may be distorted.

In other cases, a lack of knowledge or specific information may result in a failure to recognize needs. An example here would be the case of a handicapped student who has never gone to the bowling alley at the University Center and consequently may not realize that a ramp is needed there in order to make the bowling alley accessible to persons in wheelchairs.

It is important to obtain objective input from a variety of sources when assessing needs in order to avoid oversights caused by lack of sufficient information or personal insecurities. Ideally, some sort of comparison between the behavior of able bodied students and that of handicapped students might best serve the purpose of assessing the needs of disabled students. Such a comparison may be made on the basis of data gathered from self reports by both groups and the use of naturalistic observations. Analysis of this data should reveal

areas where gaps may exist. Needs may then be a function of the observed gaps between what happens to the handicapped students and the able bodied.

This is not to say that all perceivable needs could be determined by the methods suggested above. Indeed, there may be some needs which are experienced by both disabled and non-disabled students. In these instances, the process of assessing needs might locate some situations that involve gaps for all students.

One necessary pre-condition for making a needs assessment which involves handicapped students is adequate access to and communication with the specific sub-population of students who are handicapped. Two previously mentioned considerations must be made and accounted for before such access and communication should be expected. These are:

- (1) the host institution itself must cooperate in helping to secure knowledge of students who are handicapped, and
- (2) the rights of the students in question, particularly the rights to privacy, must not be violated in the process.

After these considerations have been secured, handicapped students may be actively recruited to participate both in programs and research.

Once there is concrete information about who the handicapped students are and some clear indication of their needs, it

will be possible to design and implement successful programs. Since the programs will directly address objectively assessed needs, they will embody outcomes that will satisfy those needs. Because the attempt will be to arrive at specified goals, alternate routes or means of satisfying those needs may be tried and evaluated. Thus, there should be both flexibility in implementation and an opportunity for on-going evaluation.

It is possible that in the end those who attempt to implement programs for handicapped students will find that there are insufficient needs to justify the programs offered. It may be that the needs identified, while they are real and tangible from one perspective, are not felt by the target population, disabled students. In any case, further assessment should tell how to deal with the situation - it should reveal whether or not the programs should be continued, or if other types of programs are desirable.

Needs assessment is, of course, not the only task which may be facilitated or enhanced by a research oriented perspective or by the application of research methodology. The preceeding discussion does, however, illustrate the extreme order and clarity which research may lend to an otherwise complicated problem.

As handicapped student services programs begin to expand and proliferate in order to meet the growing demand of increasing

numbers of handicapped students, and as they become more sophisticated in terms of the services they provide and the functions they fulfill, the value of research will become more and more apparent. Programs which integrate sound research in their total effort will contribute far more to the handicapped individuals they serve than those which do not.

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Greener, K.B., Leary, P.A., and Minton, E.B. Program Evaluation: A Beginning Statement. Morgantown, West Virginia: West Virginia Rehabilitation and Training Center, 1972.

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Suchman, E.A. Evaluative Research. New York: Russell Sage Foundation, 1967.

POST-CONFERENCE SURVEY FORM

name of institution _____

Type of institution:

Vocational technical _____
 2 year _____
 4 year _____
 Graduate _____
 Residential _____
 Commuter _____

address _____

Student enrollment _____

person completing form/position _____

Based upon the presentations and discussion sessions you have attended during this conference, please respond to the following:

1. Do you feel that your institutions written policies are adequate?
 _____yes _____no
2. If your institution has no such policy do you intend to encourage the development of a policy statement?
 _____yes _____no
3. Do you feel that your institution is forcefully seeking funds for programs?
 _____yes _____no
4. Do you intend to actively engage in seeking additional funds for a stronger program?
 _____yes _____no
5. Do you feel that your understanding of the problems has increased significantly?
 _____yes _____no
6. Do you intend to work more forcefully to develop an outreach program at your institution?
 _____yes _____no
7. Please rank order the following according to your feelings of their importance in receiving attention at your institution (in ascending order with No. 1 being most important:)
 A. Housing _____ E. Transportation _____
 B. Health Services _____ F. Attitudes _____
 C. Accessibility _____ G. Academic Services _____
 D. Remedial Education _____ H. Recreation _____
8. Which of the above areas should be the basis for future conferences? _____
9. Do you feel that this conference format was suitable?
 _____yes _____no
10. In the event of future conferences, please indicate the format you feel most desirable.

Use other side

Wright State University



Dayton, Ohio 45431

Campus Communication

date: July 27, 1977

to: Conference Presenters

from: Virginia Hemmerich, Asst.
to Pat Marx, Conference Coordinator

subject: Presentations for "The Disabled Student on American
Campuses: Services and the State of the Art"

- a) If you will be needing any special equipment during your presentation such as projectors, video playback cassettes, etc., please let us know immediately.
- b) Your papers will not be returned to you for use during the conference. They will, of course, be included in the final conference proceedings which will be ready for distribution in mid-November.
- c) If you are planning to use any sort of hand-outs during your presentation, please be sure to bring an ample supply for participants in your concern area workshops. If it is impossible for you to have materials duplicated, please send us a copy and we will have it duplicated here and ready for your use.

If you have any questions, please call me on the conference line: (513) 873-3190.

Thank you very much.

Virginia Hemmerich

2565

Wright State University



Dayton, Ohio 45431 513/873-3333

July 5, 1977

Mr. Mac Brodie
9667 Meadowvale
Houston, Texas
77063

Dear Mr. Brodie:

This is to confirm your registration for the national conference, "The Disabled Student on American Campuses: Services and the State of the Art."

Reservations have been made at Wright State University Residence Hall for (~~single~~) (double) occupancy August 23 through August 25. Upon arrival you will receive tickets for your meals for the week.

Within the next week, you will receive an air travel itinerary from T.V. Travel, Inc., Dayton, Ohio. You will be asked to approve the itinerary and return it the same day. Your tickets will be mailed to you during the first week of August.

If you require any special arrangements due to a physical disability, please contact the airlines a few days in advance and make sure these arrangements are made. If you will be traveling with an attendant, please be sure to send the name and address of the attendant to me in order that travel and lodging accommodations will be coordinated with yours.

Transportation to and from the airport has been contracted locally. A T.V. Travel Agent will be at the airport with vehicles marked for the conference. While I realize these detailed travel arrangements are somewhat out of the ordinary, I am asking for your cooperation

Page 2

Ltr to Grant Registrants

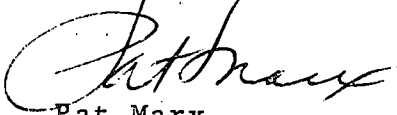
July 5, 1977

in this matter. Dayton has only limited ground transportation available in the city. In order to minimize cost and avoid expensive cab fares, every effort will be made to maximize the number of people arriving and leaving at the same time.

For other incidental expenses e.g., mileage or transportation to and from your local airport, you will receive a form to complete at the time of registration. The State of Ohio requires receipts for all travel expenses including mileage. Please be certain to get receipts for any expenses you intend to charge as a travel expense. Due to state laws, liquor expenses cannot be reimbursed. You should receive your reimbursement within thirty days of receipt of your expense forms. For those of you exceeding the \$150 travel allowance, you will receive an invoice from Wright State University for the difference. Please process this invoice as quickly as possible with payment to Wright State University.

Thank you for your cooperation. I look forward to seeing you in August.

Sincerely,



Pat Marx
Conference Coordinator

PM/vh

Wright State University



Dayton, Ohio 45431 513/873-3333

July 5, 1977

Mr. Lex Frieden
Texas Institute for Rehabilitation & Research
The Texas Medical Center
PO Box 20095
Houston, Texas 77025

Dear Mr. Frieden:

This is to confirm receipt of your manuscript for the State of the Arts Conference. Thank you for your help. I am looking forward to an excellent program.

Housing reservations have been made for you at the Wright State University Residence Hall for ~~(single)~~ (double) occupancy from August 23 through August 25. Upon arrival you will receive tickets for your meals for the week.

Within the next week, you will receive a travel itinerary from T.V. Travel, Inc., Dayton, Ohio. You will be asked to approve the itinerary and return it the same day. Your ticket will be mailed to you during the first week of August. If you require any special arrangements due to a physical disability, please contact the airlines a few days in advance and make those arrangements directly. If you will be traveling with an attendant, please be sure to send their name and address to me to assure their travel and lodging reservations can be coordinated with yours.

Transportation to and from the airport has been contracted locally. A T.V. Travel Agent will be at the airport with vehicles marked for the conference. These detailed arrangements are necessary because of limited ground transportation available in the city. In order to minimize cost and avoid expensive cab fares, every effort will be made to maximize the number of people arriving and leaving at the same time. While I realize this is somewhat out of the ordinary, I am asking your cooperation in this matter.

Page 2
Ltr to Conference Presenters
July 5, 1977

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Thank you for your cooperation. I look forward to seeing you in August.

Sincerely,

A handwritten signature in blue ink, appearing to read "Pat Marx". The signature is fluid and cursive, with the first name "Pat" being more prominent than the last name "Marx".

Pat Marx
Conference Coordinator

PM/vh

5208-1

T. V. TRAVEL, INC.
WINTERS BANK TOWER
Dayton, Ohio 45402
Tel. 223-8281

RESERVATION RECORD FOR Lex Frieden

FROM	TO	DAY	DATE	DEPART	ARRIVE	AIRLINE	FLT.	CLASS	MEALS
Houston	Atlanta	Tues.	8/23	11:17AM	2:02PM	Delta	922	Y	
Atlanta	Dayton	Tues.	8/23	4:12PM	5:25PM	Delta	950	Y	
Dayton	Atlanta	Thur.	8/25	4:00PM	5:18PM	Delta	1227	Y	
Atlanta	Houston	Thur.	8/25	6:15PM	6:59PM	Delta	533	Y	

Reconfirm all flights 72 hours before departure or upon arrival and recheck time of flight.

CODE: F - Jet First Class/ Y - Jet Coach/ A - Propeller First Class/ T - Propeller Coach/
N - Night

Meals: B - Breakfast/ L - Lunch/ D - Dinner/ S - Snack



World Travel Service

A SUBSIDIARY OF TOP VALUE ENTERPRISES, INCORPORATED

WINTERS BANK TOWER
DAYTON, OHIO 45402
TELEPHONE: 513/223-8281
CABLE: TEEVEETRAV

Re: Wright State University Conference
August, 1977 Dayton, Ohio

Dear Traveler:

We'd like to take this time to welcome you to Dayton, Ohio for the above mentioned conference. We hope you'll enjoy your stay.

The following flight itinerary for your trip has been reserved as follows. Please approve it by signature and return to T. V. Travel, Inc., Winters Bank Tower, Suite 1780, Dayton, Ohio 45402, to the attention of M. Sullivan as soon as possible.

Kindest regards,

Gary L. Hilderbrand
Agency Manager

GLH:bjh

T.V. TRAVEL, INC.

ATLANTA • CHICAGO • CINCINNATI • DAYTON • HILTON HEAD ISLAND • HOUSTON • RICHMOND • WASHINGTON

July 11, 1977

Pat Marx
Wright State University
Handicapped Students Services
Dayton, Ohio 45431

Dear Pat,

I trust that you have received my paper and that you found it acceptable. I look forward to presenting it and to participating in the workshop.

As you know, I require the assistance of an attendant who will be traveling with me. Tentatively, I plan to arrive in Dayton on Tuesday, August 23 and depart on Thursday, August 25.

Thank you for involving me in this conference. I hope you find my contribution suitable.

Sincerely,

Lex Frieden
New Options Research Director

LF/asm

Wright State University



Dayton, Ohio 45431 513 873 3333

May 18, 1977

Mr. Lex Frieden
Texas Institute for
Rehabilitation & Research
The Texas Medical Center
P.O. Box #20095
Houston, Texas, 77025

Dear Mr. Frieden:

Wright State University, under a grant from the Bureau of Education for the Handicapped, will sponsor a national conference on issues surrounding postsecondary education and the handicapped student. The conference, "The Disabled Student on American Campuses: Services and the State of the Art" will be held on the Wright State University Campus, August 21-25, 1977. The objectives of the conference and a copy of the preliminary program are attached.

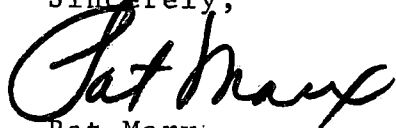
A critical aspect of the success of this conference will center on the individuals who will present their perspective on the topic as a kick-off point for discussion. The purpose of this letter is to request your involvement in the conference as a presenter on the topic, "The Role & Function of Research".

Your responsibilities as a presenter are; a) to address the topic using as a guide the questions outlined on the subject outline form which is enclosed, and b) to prepare a written statement or your presentation to be mailed to the conference proceedings. The conference proceedings should be ready for national distribution by mid-November.

The conference is planned around work sessions. Generally two people will present their perspective on the topic followed by work sessions with the participants. Each work session will have a facilitator to help focus the discussion and to summarize the participants response to similar questions on the topic following the discussion.

As a presenter, the conference will cover your travel, lodging and meal costs for the entire conference. I do hope you will be able to participate in this important program. I will look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads "Pat Marx". The signature is written in dark ink and is positioned above the printed name and title.

Pat Marx
Conference Coordinator

PM/mh

SUBMISSION OF MANUSCRIPTS

Manuscripts should be mailed, first class, to Pat Marx, Director, Handicapped Student Services, Wright State University, Dayton, Ohio 45431.

Three copies should be submitted, including one original and two zerox. Please do not send carbon copies, as they tend to smear. Keep one copy for reference.

Manuscript Format

1. Manuscripts should be, typed double-spaced, with pages numbered consecutively and margins of at least one inch on all four sides, on 8-1/2 X 11 inch white, nonerasable bond paper that will take ink.
2. The title and a brief abstract, running about 35-50 words in length, should each be placed on separate pages at the beginning of the manuscript.
3. Headings within the text are to be in order as follows:
 - a. major headings - capital letters, underlined and centered;
 - b. secondary headings - capital and lower case letters, underlined, flush left; and
 - c. headings introducing a paragraph - a phrase underlined, ending with a period.
4. Each table and each figure should be typed on a separate page.
5. Footnotes should be numbered consecutively and typed double-spaced on a separate page.
6. References (if used) should be numbered consecutively and typed double-spaced on a separate page. They should be in alphabetical order by the author's last name. All references must be cited in the text by the last name and year of the publication in parentheses, e.g., (Jones, 1976).

Reference Formats

Book

1. Juster, F.T. Anticipations and Purchases. Princeton: Princeton University Press, 1964.

Article in Journal Magazine or Newspaper

1. Bettman, J.R. "A Graph Theory Approach to Comparing Consumer Information Processing Models," Management Science, Part II, 18 (December, 1971), 114-28.
2. "How Three Families Buy Their Food," Business Week 2258 (November 25, 1972), 86-90. (no author).

In the Dev. of L & P, res. is
too often disregarded
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many p. admin. do not
realize the pot. ^{contrib.} of res. to
prog. dev. and quality main.

RESEARCH IN HANDICAPPED STUDENT SERVICES PROGRAMS

BY

LEX FRIEDEN
TEXAS INSTITUTE FOR REHABILITATION AND RESEARCH

and

ROGER RUSSELL
UNIVERSITY OF HOUSTON

JUNE 30, 1977
HOUSTON, TEXAS 77006

*Prepared for presentation at a national
conference on "The Disabled Student on
American Campuses" at Wright State Univer-
sity, Dayton, Ohio, August 21-25, 1977.*

ABSTRACT

The fundamental assumption of research in handicapped student services programs should be that increased knowledge through scientific investigation will result in improved services to disabled students and ultimately an enhanced lifestyle for handicapped persons. Typically, there are two generally discernable categories of research which may relate to handicapped student services programs. These are inside research and outside research. Inside research is usually done to evaluate program processes or outcomes; whereas outside research is usually done to answer certain questions about the "special" population served by handicapped student services programs. In addition to describing both types of research, this paper discusses the important issues of informed subject consent and informed administrative consent. Finally, a research oriented method for objectively assessing student needs is suggested and justified.

Research as it relates to handicapped students in an educational setting may serve many purposes. Research may be done in order to assess or establish the need for a certain program or services. Research may be done in order to study the behavior or attitudes of handicapped students. Research may be used as a tool to evaluate existing programs. Research may help to suggest new ways to strengthen existing programs. Research may help find new ways to solve problems. In any case, research is a topic which at one point or another is bound to be an issue with relevance for handicapped student services programs.

The fundamental assumption of research in handicapped student services programs should be that increased knowledge through scientific investigation will result in improved services to disabled students and ultimately an enhanced lifestyle for handicapped persons. Basically, research in this context falls into one of two major categories. First, there is what shall be called inside research: that is research which is done by a handicapped student organization or service program. Secondly, there is what shall be called outside research: that is research which is done by a source not directly affiliated with the handicapped student services program. Research which falls into either

of these categories may be focused on the handicapped student services program itself, or upon the population of individuals which it affects.

Inside research is usually done to assess needs, suggest new ways to solve problems, or to evaluate programs and services. Research of this nature which has specific practical application to existing service delivery programs is generally recognized as program evaluation.

In the early stages of development of the handicapped student services program, evaluation may appear to be of secondary importance. Certainly, the purpose of such a program is to provide services. However, as programs are developed, they must begin to demonstrate effectiveness. In this era of zero based budgeting and zero based planning, accountability and cost effectiveness are of critical importance. Program evaluation should be seen by the administrators of handicapped student services programs, by the sponsors of those programs, and by the recipients of services which those programs provide, as a means of maximizing benefits and maintaining quality services. Program evaluation has the ability to indicate the best possible use of resources to provide the highest quality services at the lowest possible cost.

Program evaluation techniques range in complexity from the very simple to the very sophisticated. Although most people associate program evaluation with highly technical methodology involving such things as control groups, independent and dependent variables, longitudinal studies, and various sampling techniques, many kinds of evaluation are not complicated and require little or no background in research methodology. It is true that a basic understanding of the uses of a few statistical techniques can extend the range of types of evaluations one can do. However, the idea that program evaluation has to be difficult to be good is incorrect.

Program evaluation is, very simply, a data based application of the decision making process. Before one can evaluate a program effectively, the program objectives must be clearly and accurately stated. Questions which the evaluation is meant to answer should be asked before the evaluation begins. The best and most comprehensive evaluations are those which measure both program process and outcome.

After questions have been raised and objectives clearly stated, one should look at the different ways a problem might be answered and decide on a systematic course of action. Appropriate information or data must then be gathered and analyzed. Data which measure effort, effectiveness, efficiency, and quality are usually best. These data may be in the form

of rates, ratios, and index numbers which have been extracted from counts, costs, time, rating scales, psychological test results, and so forth.

After the data have been carefully examined and analyzed, a report should be written and recommendations based on the findings should be made. Program evaluation will never accomplish anything unless it is used. It must be an element of decision making.

Outside research is usually done to answer certain questions about the "special" population served by handicapped student services programs. It is usually conducted by students or faculty members at the host institution, or by other researchers in the community at large.

Typically, outside research is the type of research which is intended to add to the knowledge base of descriptive information regarding disabled people, or to develop knowledge essential for enhancing the quality of life of disabled persons. Among the topic areas which have been explored most frequently are sexuality among disabled people, friendship patterns of disabled people, mobility patterns of disabled people, attitudes of disabled people, and attitudes toward disabled people.

In many cases, the Office of Handicapped Student Services is identified as a source of research subjects. Thus, the program administrator becomes involved as the gate keeper of a subject pool. In this role, the coordinator or director of the program is in the position of deciding whether or not the proposed research is to be brought to the attention of disabled students served by the program. With the exception of occasional consultation, subject identification may be the full extent of involvement by the Office of Handicapped Student Services in outside research.

There are two key issues related to both inside and outside research. These are: (1) informed subject consent and, (2) informed administrative consent.

Anyone who is a subject or participant in research which is conducted in an educational setting must be completely informed about the nature of that research and about the methods to be used. Additionally, that person must give signed consent to be a subject or to participate in research. In other words, every person has a right to decide whether he or she will or will not participate in research-after they understand how they will be involved in that research. This informed consent is required by law and any program which conducts research or which facilitates research must be able to document the fact that each subject in that research has been informed about the research and has agreed to participate in it.

Several items of great importance are related to the area of signed consent. The first item involves individual privacy of the subject. If research in any way is likely to or planned to violate the individual privacy of a subject, then the subject must agree to that. Subjects must be told in what way their personal privacy may be violated. Also, subjects should be warned of any possible danger, risk, or discomfort to themselves as a result of their participation in research. Finally, subjects should be free to withdraw their consent and stop participation in research at any time.

Legislation relating to human subjects protection in the United States today is very strict. It was designed to protect persons from unwittingly being involved in research which might be threatening or dangerous to them. Handicapped students services offices should be keenly aware of these regulations. They should inform their constituents or clients of their individual rights in this regard as it relates not only to research conducted by or through handicapped student services programs, but also to research which may affect them as individuals under any circumstances.

The second generally critical research issue to be discussed here relates to informed administrative consent. This means that the handicapped student services office, as part of a larger organization, should clearly inform and obtain consent from an appropriate source of administrative authority within

that larger organization. The propriety of that source will certainly depend upon the specific setting. However, organizationally speaking, that source will usually be the administrator to whom the handicapped students office directly reports, or an administrative authority within the organization principally designated to authorize, administer, and coordinate research. In fact, "informed consent" statutes require host institutions (i.e. schools, colleges, universities, etc.) to maintain a committee to review and approve any or all research done at or by the institution which involves human subjects.

Having provided a basis for understanding the basic kinds of research and several key issues relating to research in handicapped student services programs, this paper will now focus on the application of a research oriented approach to the objective assessment and programmatic satisfaction of student needs.

It is typical and often desirable to discuss service delivery programs in terms of the needs that they attempt to meet.

One way to define a need is to say that it represents a gap between some existing state of affairs and some desired state of affairs. Thus, for example, if the current state of affairs is that there are few handicapped students participating in recreation programs at a university, and if the desired state of affairs is that there be more handicapped students participating in those programs, it may be said that there is a need for more handicapped students to

be in recreation programs. It follows that there may be several possible means of satisfying this need, including the establishment of a special recreation program for handicapped students.

Stated in these terms, needs are clearly related to the outcomes of the programs designed to meet them. When needs are stated in terms that may be translated into objective outcomes, it becomes much easier to assess the degree of success or failure of the program. If the outcomes of the program meet the stated needs, it is deemed successful; and if not, it is considered to be unsuccessful. In the example given above, the assessment of the success of a recreation program may be simply accomplished by comparing the number of handicapped students involved in recreation before and after implementation of the program.

One advantage of the point of view suggested here is that emphasis is placed directly upon desired outcomes rather than upon the methods or processes for reaching the outcomes. As a result, it is easier to distinguish the possible alternative avenues for reaching desired goals. There is surely no doubt that more than one sort of outcome may attend each program or strategy designed to meet a need. These different consequences must be weighed in choosing the specific approach to be employed. However, if the need assessment and the program intended to meet the need are both expressed in terms of objective gaps and outcomes, the implications of the program will remain distinct and the purposes or goals of the program will remain in focus.

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Administratively, it may appear that it is a good idea to have an office for handicapped student services, but unless that office is actually fulfilling some needs which are perceived or which have the potential to be recognized by the students themselves, the approach is not likely to prove successful. To reflect on the earlier example, anyone may say that handicapped students need a recreation program, but if the students themselves do not agree, they are not likely to be interested in attending or participating in such a program.

Needs assessment should, in every case, take into consideration the viewpoints of all parties involved. With respect to handicapped students programs in particular, needs assessment should involve program administrators, handicapped students, and perhaps the community at large.

One might expect that handicapped students would be able to

report their needs directly. In fact, surveys based upon representative samples are sometimes useful in determining needs. On the other hand, a need implies some form of deficiency and individuals who experience needs either consciously or sub-consciously may have negative feelings about them. Disabled persons sometimes prefer to concentrate on their functional strengths as opposed to their weaknesses, even to the point of ignoring real deficiencies in their environment and the quality of their lives. Consequently, needs may not be reported, or they may be distorted.

In other cases, a lack of knowledge or specific information may result in a failure to recognize needs. An example here would be the case of a handicapped student who has never gone to the bowling alley at the University Center and consequently may not realize that a ramp is needed there in order to make the bowling alley accessible to persons in wheelchairs.

It is important to obtain objective input from a variety of sources when assessing needs in order to avoid oversights caused by lack of sufficient information or personal insecurities. Ideally, some sort of comparison between the behavior of able bodied students and that of handicapped students might best serve the purpose of assessing the needs of disabled students. Such a comparison may be made on the basis of data gathered from self reports by both groups and the use of naturalistic observations. Analysis of this data should reveal

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RESEARCH IN HANDICAPPED STUDENT SERVICES PROGRAMS

BY

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JUNE 30, 1977
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DRAFT

Research as it relates to handicapped students in an educational setting may serve many purposes. Research may be done in order to assess or establish the need for a certain program or services. Research may be done in order to study the behavior or attitudes of handicapped students. Research may be used as a tool to evaluate existing programs. Research may help to suggest new ways to strengthen existing programs. Research may help find new ways to solve problems. In any case, research is a topic which at one point or another is bound to be an issue with relevance for handicapped student services programs.

The fundamental assumption of research in handicapped student services programs should be that increased knowledge through scientific investigation will result in improved services to disabled students and ultimately an enhanced lifestyle for handicapped persons. Basically, research in this context falls into one of two major categories. First, there is what shall be called inside research: that is research which is done by a handicapped student organization or service program. Secondly, there is what shall be called outside research: that is research which is done by a source not directly affiliated with the handicapped student services program. Research which falls into either

-2-

of these categories may be focused on the handicapped student services program itself, or upon the population of individuals which it ~~serves~~ *affects*.

Inside research is usually done to assess needs, suggest new ways to solve problems, or to evaluate programs and services. Research of this nature which has specific *practical* application to existing service delivery programs is generally recognized as program evaluation.

In the early stages of development of the handicapped student services program, evaluation may appear to be of secondary importance. Certainly, the purpose of such a program is to provide services. However, as programs are developed, they must begin to demonstrate effectiveness. In this era of zero based budgeting and zero based planning, accountability and cost effectiveness are of critical importance. Program evaluation should be seen by the administrators of handicapped student services programs, by the sponsors of those programs, and by the recipients of services which those programs provide, as a means of maximizing benefits and maintaining quality services. Program evaluation has the ability to indicate the best possible use of resources to provide the highest quality services at the lowest possible cost.

Program evaluation techniques range in complexity from the very simple to the very sophisticated. Although most people associate program evaluation with highly technical methodology involving such things as control groups, independent and dependent variables, longitudinal studies, and various sampling techniques, many kinds of evaluation are not complicated and require little or no background in research methodology. It is true that a basic understanding of the uses of a few statistical techniques can extend the range of types of evaluations one can do. However, the idea that program evaluation has to be difficult to be good is incorrect.

Program evaluation is, very simply, a data based application of the decision making process. Before one can evaluate a program effectively, the program objectives must be clearly and accurately stated. Questions which the evaluation is meant to answer should be asked before the evaluation begins. The best and most comprehensive evaluations are those which measure both program process and outcome.

After ~~the~~ questions have been raised and objectives clearly stated, one should look at the different ways a problem might be answered and decide on a systematic course of action. Appropriate information or data must then be gathered and analyzed. Data which measure effort, effectiveness, efficiency, and quality are usually best. These data may be in the form

of rates, ratios, and index numbers which have been extracted from counts, costs, time, rating scales, psychological test results, and so forth.

After the data ~~has~~ ^{have} been carefully examined and analyzed, a report should be written and recommendations based on the findings should be made. Program evaluation will never accomplish anything unless it is used. It must be an element of decision making.

Outside research is usually done to answer certain questions about the "special" population served by handicapped student services programs. It is usually conducted by students or faculty members at the host institution, or by other researchers in the community at large.

Typically, outside research is the type of research which is intended to add to the knowledge base of descriptive information regarding disabled people, or to develop knowledge essential for enhancing the quality of life of disabled persons. Among the topic areas which have been explored most frequently are sexuality among disabled people, friendship patterns of disabled people, mobility patterns of disabled people, attitudes of disabled people, and attitudes toward disabled people.

In many cases, the Office of Handicapped Student Services is identified as a source of research subjects. Thus, the program administrator becomes involved as the gate keeper of a subject pool. In this role, the coordinator or director of the program is in the position of deciding whether or not the proposed research is to be brought to the attention of disabled students served by the program. With the exception of occasional consultation, subject identification may be the full extent of involvement by the Office of Handicapped Student Services in outside research.

There are two key issues related to both inside and outside research. These are: (1) informed subject consent and, (2) informed administrative consent.

Anyone who is a subject or participant in research which is conducted in an educational setting must be completely informed about the nature of that research and about the methods to be used. Additionally, that person must give signed consent to be a subject or to participate in research. In other words, every person has a right to decide whether he or she will or will not participate in research-after they understand how they will be involved in that research. This informed consent is required by law and any program which conducts research or which facilitates research must be able to document the fact that each subject in that research has been informed about the research and has agreed to participate in it.

Several items of great importance are related to the area of signed consent. The first item involves individual privacy of the subject. If research in any way is likely to or planned to violate the individual privacy of a subject, then the subject must agree to that. Subjects must be told in what way their personal privacy may be violated. Also, subjects should be warned of any possible danger, risk, or discomfort to themselves as a result of their participation in research. Finally, subjects should be free to withdraw their consent and stop participation in research at any time.

Legislation relating to human subjects protection in the United States today is very strict. It was designed to protect persons from unwittingly being involved in research which might be threatening or dangerous to them. Handicapped students services offices should be keenly aware of these regulations. They should inform their constituents or clients of their individual rights in this regard as it relates not only to research conducted by or through handicapped student services programs, but also to research which may affect them as individuals under any circumstances.

The second generally critical research issue to be discussed here relates to informed administrative consent. This means that the handicapped student services office, as part of a larger organization, should clearly inform and obtain consent from an appropriate source of administrative authority within

that larger organization. The propriety of that source will certainly depend upon the specific setting. However, organizationally speaking, that source will usually be the administrator to whom the handicapped students office directly reports, or an administrative authority within the organization principally designated to authorize, administer, and coordinate research. In fact, "informed consent" statutes require host institutions (i.e. schools, colleges, universities, etc.) to maintain a committee to review and approve any or all research done at or by the institution which involves human subjects.

Having provided a basis for understanding the basic kinds of research and several key issues relating to research in handicapped student services programs, this paper will now focus on the application of a research oriented approach to the objective assessment and programmatic satisfaction of student needs.

It is typical and often desirable to discuss service delivery programs in terms of the needs that they attempt to meet. One way to define a need is to say that it represents a gap between some existing state of affairs and some desired state of affairs. Thus, for example, if the current state of affairs is that there are few handicapped students participating in recreation programs at ~~the~~ University, and if the desired state of affairs is that there be more handicapped students participating in those programs, it may be said that there is a need for more handicapped students to

be in recreation programs. It follows that there may be several possible means of satisfying this need, including the establishment of a special recreation program for handicapped students.

Stated in these terms, needs are clearly related to the outcomes of the programs designed to meet them. When needs are stated in terms that may be translated into objective outcomes, it becomes much easier to assess the degree of success or failure of the program. If the outcomes of the program meet the stated needs, it is deemed successful; and if not, it is considered to be unsuccessful. In the example given above, the assessment of the success of a recreation program may be simply accomplished by comparing the number of handicapped students involved in recreation before and after implementation of the program.

One advantage of the point of view suggested here is that emphasis is placed directly upon desired outcomes rather than upon the methods or processes for reaching the outcomes. As a result, it is easier to distinguish the possible alternative avenues for reaching desired goals. There is surely no doubt that more than one sort of outcome may attend each program or strategy designed to meet a need. These different consequences must be weighed in choosing the specific approach to be employed. However, if the need assessment and the program intended to meet the need are both expressed in terms of objective gaps and outcomes, the implication^{of} of the program will remain distinct and the purposes or goals of the program will remain in focus.

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The approach to needs and the programmatic satisfaction of needs advocated here is based upon making some initial assessment of existing needs. The needs presently met by handicapped student service programs may primarily be those felt or perceived by administrators. While these may be accepted as ~~an~~ accurate understanding of the needs of handicapped students, they may not be the same needs that the students themselves would perceive and identify.

Administratively, it may appear that it is a good idea to have an office for handicapped student services, but unless that office is actually fulfilling some needs which are perceived or which have the potential to be recognized by the students themselves, the approach is not likely to prove successful. To reflect on the earlier example, anyone may say that handicapped students need a recreation program, but if the students themselves do not agree, they are not likely to be interested in attending or participating in such a program.

Needs assessment should, in every case, take into consideration the viewpoints of all parties involved. With respect to handicapped students programs in particular, needs assessment should involve program administrators, handicapped students, and perhaps the community at large.

One might expect that handicapped students would be able to

report their needs directly. In fact, surveys based upon representative samples are sometimes useful in determining needs. On the other hand, a need implies some form of deficiency and individuals who experience needs either consciously or sub-consciously may have negative feelings about them. Disabled persons sometimes prefer to concentrate on their functional strengths as opposed to their weaknesses, even to the point of ignoring real deficiencies in their environment and the quality of their lives. Consequently, needs may not be reported, or they may be distorted.

In other cases, a lack of knowledge or specific information may result in a failure to recognize needs. An example here would be the case of a handicapped student who has never gone to the bowling alley at the University Center and consequently may not realize that a ramp is needed there in order to make the bowling alley accessible to persons in wheelchairs.

It is important to obtain objective input from a variety of sources when assessing needs in order to avoid oversights caused by lack of sufficient information or personal insecurities. Ideally, some sort of comparison between the behavior of able bodied students and that of handicapped students might best serve the purpose of assessing the needs of disabled students. Such a comparison may be made on the basis of data gathered from self reports by both groups and the use of naturalistic observations. Analysis of this data should reveal

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This is not to say that all perceivable needs could be determined by the methods suggested above. Indeed, there may be some needs which are experienced by both disabled and non-disabled students. In these instances, the process of assessing needs might locate some situations that involve gaps for all students.

One necessary pre-condition for making a needs assessment which involves handicapped students is adequate access to and communication with the specific sub-population of students who are handicapped. Two previously mentioned considerations must be made and accounted for before such access and communication should be expected. These are:

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After these considerations have been secured, handicapped students may be actively recruited to participate both in programs and research.

Once there is concrete information about who the handicapped students are and some clear indication of their needs, it

will be possible to design and implement successful programs. Since the programs will directly address objectively assessed needs, they will embody outcomes that will satisfy those needs. Because the attempt will be to arrive at specified goals, alternate routes or means of satisfying those needs may be tried and evaluated. Thus, there should be both flexibility in implementation and an opportunity for on-going evaluation.

It is possible that in the end those who attempt to implement programs for handicapped students will find that there are insufficient needs to justify the programs offered. It may be that the needs identified, while they are real and tangible from one perspective, are not felt by the target population, disabled students. In any case, further assessment should tell how to deal with the situation - it should reveal whether or not the programs should be continued, or if other types of programs are desirable.

Needs assessment is, of course, not the only task which may be facilitated or enhanced by a research oriented perspective or by the application of research methodology. The preceding discussion does, however, illustrate the extreme order and clarity which research may lend to an otherwise complicated problem.

As handicapped student services programs begin to expand and proliferate in order to meet the growing demand of increasing

numbers of handicapped students, and as they become more sophisticated in terms of the services they provide and the functions they fulfill, the value of research will become more and more apparent. Programs which integrate sound research in their total effort will contribute far more to the handicapped individuals they serve than those which do not.

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By Lex Frieden & Roger Russell

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Inside research is usually done to assess needs, suggest new ways to solve problems, or to evaluate programs and services.* ^{PP} Outside research

inside & outside

* The differences between research and evaluation are subtle. In general practice, research may be broadly viewed "as it is here", or it may be used to denote some degree of originality. Evaluation, on the other hand

The following discussion focuses on that type of research which is of most importance to handicapped students services programs. That is, program evaluation. Program evaluation techniques range in complexity from the very simple to the very sophisticated. Although most people associate program evaluation with highly technical methodology involving such things as controlled groups, independent and dependent variables, longitudinal studies, and various sampling techniques, many kinds of evaluation are not complicated and require little or no background in research methodology. It is true that a basic understanding of the uses of the few statistical techniques can extend the range of types of evaluations one can do. However, the idea that program evaluation has to be difficult to be good is wrong. (RT-15)

Basic to all program evaluation systems are the tasks of data collection and reporting. (Kivens) Data which measures effort, effectiveness, efficiency, and quality are usually best. These data may be in the form of rates, ratios, and index numbers which have been extracted from counts, costs, time, rating scales, psychological test results, etc. The best and most comprehensive evaluations are those which measure both program process and outcome. (ICD) In addition to providing valuable information and feedback to the handicapped student services program, program evaluation may initiate the establishment of clear individual program goals and objectives, and it may also more directly tie program efforts to client outcome.

⑨ Perhaps the most important function of inside research is that of program evaluation.

⑧ The real pay-off of program evaluation extends from its ability to indicate the best possible use of resources to provide the highest quality services at the lowest possible cost to handicapped students. Even at the simplest descriptive level, program evaluation may help to shape program goals and outcomes.

⑦ In the early stages of development of the handicapped student services program, evaluation may appear to be of secondary importance. Certainly, the purpose of such a program is to provide services. However, as programs are developed, they must begin to demonstrate effectiveness. However, as programs are developed and costs are established, programs must begin to demonstrate effectiveness. In this ^{era} period of zero based budgeting and zero based planning, accountability and cost effectiveness are of critical importance. Program evaluation should be seen by the administrators of handicapped student ^{services} programs, by the sponsors of those programs, and by the recipients of services which those programs provide, as a means of maximizing benefits and maintaining quality services.

⑥ ~~Insert & here~~

The following discussion is meant to introduce and review the basic elements of program evaluation (RT-15). Before one can evaluate a program effectively, he must understand it in detail. Questions

which the evaluation is meant to answer should be asked before the evaluation begins. → Program objectives must be clearly and accurately stated. After the questions have been raised and objectives clearly stated, one should look at the different ways a problem might be answered

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and decide on a systematic course of action. Appropriate information or data must then be gathered and analyzed. Finally, a report should be written and recommendations based on findings should be made. The program evaluation is, very simply, a data based application of the decision making process.

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second generally critical

The other key issue relates to informed administrative consent. This means that the handicapped student services office, as part of a larger organization, should clearly inform and obtain consent from an appropriate source of administrative authority within that larger organization. The propriety of that source will certainly depend upon the specific setting. However, organizationally speaking, that source will usually be the administrator to whom the handicapped students office directly reports to, or an administrative authority within the organization principally designated to authorize, administer, and coordinate research. Research conducted in any system may have unpredictable effects on that system. Hence, it is important that all parties which are a part of that system know about and understand the research so that any effect, predictable or not, may be reported and perhaps understood.

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several key issues related to both types of research. There

are two key issues which must be considered under any circumstances

These are: (1) informed participants or subjects consent, and

(2) informed administrative consent. P In the first place, any

one who is a subject or participant in research which is conducted

in an educational setting must be completely informed about the

nature of that research and about the methods to be used. Addi-

tionally, that person must give signed consent to be a subject or

to participate in research. In other words, every person has a

right to decide whether he or she will or will not participate in

research after they understand how they will be involved in that

research. This informed consent is required by law, and any pro-

gram which conducts research or which facilitates research must

be able to document the fact that each subject in that research

has been informed about the research and has agreed to participate

in it. P Several are

One item of great importance related to the area of signed

consent involves individual privacy of the subject. But research

in any way is likely to or planned to violate the individual privacy

of a subject, then the subject must agree to that. He or she should

be told in what way their personal privacy may be violated. Also,

subjects should be warned of any

possible dangers, or risks, or discomfort

themselves as a result of

memorandum

To: Mr. Lex Frieden

From: Mark Fuhrer, Ph.D. *MF*

Date: 23 June, 1977

The basic federal regulations concerning the rights and welfare of human research subjects are spelled out in the enclosed material beginning on page 18917. I am sorry about the poor quality of this copy--it is apparently the best that can be done. There have been subsequent amendments to these regulations, e.g., concerning fetuses, prisoners, etc., but I don't think they are germane to your needs. Please "holler" if you think of any other way I can help.

MJF:gb
Enclosure

A GENERAL ANALYSIS OF THE OFFICE OF HANDICAPPED STUDENT
SERVICES AT THE UNIVERSITY OF HOUSTON

Prepared for

Bob Kafka, Coordinator

by

Roger Russell

It is typical and often desirable to discuss programs such as those offered by the Office of Handicapped Student Services (OHSS) in terms of the needs that they attempt to meet. One way to define a need is to say that it represents a gap between the existing state of affairs and some desired state of affairs. ^{(KAUFMAN, 1972).} Thus, for example, if the current state of affairs is that there are few handicapped students participating in recreation programs at the university, and if the desired state of affairs is that there be more handicapped students participating in those programs, we may then say that there is a need for more handicapped students to be in recreation programs. There are various possible means for satisfying this need, including the establishment of a special recreation program for handicapped students. Stated in these terms, needs are clearly related to the outcomes of the programs designed to meet them. When needs are stated in terms that may be translated into objective outcomes, it becomes much easier to assess the degree of success or failure of the program--if the outcomes of the program meet the stated needs, it is deemed successful, and if not, it is con-

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unsuccessful. In the example given above, the assessment of the success of a recreation program may be simply accomplished by comparing the number of handicapped students involved in recreation before and after implementation of the program.

While, as it exists, the programs provided by the OHSS probably meet many needs, they may not be stated in terms that are related to desired outcomes that remove a perceived gap between the some real and ideal states of affairs, nor may the have been systematically and objectively assessed. The programs being offered may well benefit by being clearly related to some objective needs.

One advantage of the point of view suggested here is that emphasis is placed directly upon desired outcomes rather than upon the methods or processes for reaching the outcomes. As a result, it is more possible to distinguish the possible alternative avenues for reaching desired goals. Thus, for example, with regard to handicapped students not being evident in recreation programs, there may be other methods besides establishing a special program for handicapped students; for one, attempts might be made to establish equal access for handicapped students in existing programs. Of course, there are generally more than one sort of outcome that will attend each program or strategy designed to meet a need, and these different consequences must be weighed in choosing the specific approach to be employed. But if the need assessment and the program intended to meet the need are both expressed in terms of objective gaps and outcomes, the implications will remain distinct

and the purposes or goals of the program will remain in focus.

Besides improving the actual functioning of the program itself, utilizing this approach to needs and outcomes also enhances the process of evaluating and reporting on the program. Among other things, it makes it easier to demonstrate the successes of the program, and it tends to impress funding sources with the clarity of the program. It can be helpful in writing for grants or in reporting on grants.

The approach to needs and the programmatic satisfaction of needs advocated here is based upon making some initial assessment of existing needs. The needs presently met by the programs offered by the OHSS may primarily be those felt or perceived by administrators. While they may indeed be seen as accurate understandings of the needs of handicapped students, they may not be the same needs that the students themselves would perceive. We may feel, with some justification, that it is a good idea to have an office for handicapped student services, and that there ought to be some benefit in offering programs geared to assist handicapped students, but unless we are actually fulfilling some needs that are perceived by the students themselves and/or which have the potential to be recognized by the students themselves, we are not likely to have a program that will appear successful. For example, we may say that handicapped students need a recreation program, but if they do not also say so, either now or in the near future, they are not likely to be interested in attending such

a program.

It may be the case that for handicapped students the needs administratively perceived to date involve attempts to fit handicapped students into the pre-existing structuring of the University of Houston. That is, administrators may feel that the university is already set up to function in a variety of ways with various administrative and academic offices responsible for meeting the students' needs. In this framework, it may appear desirable to handle the needs of handicapped students within the existing system, perhaps with a single person, such as a coordinator, responsible for handling any difficulties that may arise. But is this necessarily the case? If, for example, one of the special needs that handicapped students have is for some centralized delivery of services (this may be linked to physical limitations and/or psychological needs, depending upon the particular student), then it may be preferable to provide services through some central office or facility. For this reason, the combination of ONES with ECD and ETC offices may indeed enhance the services offered.

The preceding argues for some form of need assessment involving the handicapped students at the University of Houston. Clearly, such a need assessment would clarify the situation and lend focus to programs offered. If expressed in distinct outcomes, the needs will more likely be met by the programs, and it will be easier to document success.

When it comes to needs, there are two general categories

that we might discern. First, there are the needs that are directly experienced by the handicapped students. Presumably these would be consciously felt deficiencies in the experience of attending the university. We would expect that handicapped students would be able to report these needs directly, and a survey based upon a representative sample might inform us of these needs.

The second category of needs are those which may be perceived objectively (and perhaps more accurately) by someone outside the framework of the handicapped student's experience, and which may not be immediately experienced by the handicapped student him or herself. Often this situation arises through a lack of certain kinds of knowledge on the part of the handicapped student. For example, it happens when the handicapped student is simply unaware of the fact that able-bodied students do something that the handicapped student should be able to do but just has not thought of yet. More specifically, if a handicapped student has never gone to the bowling alley at the University Center, he or she may not know that it is there and that a ramp is needed in order to make it accessible for those in wheelchairs. What this means, is that in assessing the needs of the handicapped student, we require more than simple self-reports.

There is an additional problem that may attend securing self-reported needs on the part of the disabled student. Inasmuch as a need implies some form of deficiency, those

who experience them (either consciously or unconsciously) may tend also to feel negative about them. They may feel that a deficiency is something negative. As they attempt to assert their strengths as functioning human beings, disabled persons may wish not to dwell upon deficiencies that they experience in their environment or the quality of their life. Thus, they may prefer not to think that much about needs in the first place. Consequently, they may feel disinclined to express them. Because self-reported needs may be distorted due to lack of knowledge and because of a wish to emphasize the positive rather than the negative, it seems clear that the process of assessing the needs of handicapped students will involve more than simply asking them.

Ideally, what might best serve the purpose of assessing the needs of the disabled students would be some sort of comparison between what happens for able-bodied students and for handicapped students. Such a comparison may be made on the basis of data gathered from self-reports by both groups and/or the use of naturalistic observation (which may or may not be unobtrusive). Needs might then be determined on the basis of any observed gaps between what happens to the handicapped students and the able-bodied students. Systematic analysis of the raw data should reveal those areas where such gaps might exist.

It is important to bear in mind that needs may be more than just the gaps existing between able-bodied and handicapped.

students, because there are additional gaps that apply to both groups. That is, there may be some needs that are experienced by both disabled and able-bodied students. In this regard, the process of assessing needs might locate some situations that involve gaps for both groups. For example, there may be aspects of the university that are problematic to able-bodied and handicapped students alike, such as the extensive compartmentalization of the administrative and/or academic sectors of the university. Of course, in the end, it will be desirable if any such problem areas are resolved for the general student body, but that seems to be beyond the domain of the OHSB. At the same time, the fact that these may be general problems ought not to deter us in rectifying them with regard to the population which we specifically serve (i.e., disabled students).

The necessary precondition for making the assessment of needs advocated here is some adequate access to the population of handicapped students. Involving students through the process of recruitment is one way to gain such contact with disabled students. Additionally, means must be derived for reaching already enrolled students or those who are not recruited. Two things are necessary for gaining such access: (a) the university itself must cooperate in helping secure knowledge of who the handicapped students are, and (b) the rights of the students in question, particularly the right to privacy, must not be violated in the process.

Once we have concrete knowledge as to who the handicapped students are and some clear-cut indication of their needs, we may proceed to design and implement programs. Since the programs will directly address objectively assessed needs, they will embody outcomes that will satisfy those needs if the program is successful. Because the attempt will be to arrive at specified goals, we may choose among alternate routes (i.e., different programs) designed to reach them. Thus, we will have both flexibility in implementation and opportunity for ongoing evaluation. It is possible that in the end those who attempt to implement programs for handicapped students at the University of Houston will find that there are insufficient needs to justify the programs offered, or that the needs identified, while they may be real and tangible from one perspective (namely, that of the administrators and/or implementors), are not felt by the target population, the disabled students. Further assessment should tell how to deal with this situation--it should reveal whether or not the programs should be discontinued or if other types of programs, such as providing information to establish awareness of the needs on the part of handicapped students, are desirable.