



## Spring 2026 Townhall Transcript

**0:00- Title slide and Background Music (BGM)**

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### **00:00:08 Welcome**

**Stephanie W Cawthon, PhD, Executive Director, National Disability Center:**

Hello, everyone.

I think we'll probably wait a minute or two to give everyone a chance to log in. I know it's lunchtime for a lot of you.

So before we begin, there were a few things I wanted to mention for everyone to keep in mind.

You are welcome to share in the chat box. It's available to all of you, and we will respond as we can.

Also, there will be a number of resources shared in the chat box, so keep an eye out for that.

We are recording today. It is recorded live. We will archive it for later use, and you will be able to access that at a later date as well.

Everyone's camera and microphone will remain off through the duration of the Townhall today, but you are able to share in the chat.

We have ASL interpretation services available, and CART is available as well. So if you want to turn on the captions, you are welcome to.

Respect is always an issue here. People are sharing personally and professionally. We want to make sure that people feel comfortable sharing.

We have a variety of topics that we'll be discussing today, so just be respectful and mindful of that.

We do have one poll question for people to fill out.

So that'll be an interactive part and just kind of a way for us to engage as we do introductions.

So just wanted to give everyone a heads up for that, that the poll question will be coming up soon.

All right. I think we ought to go ahead and begin now.

It is 12:02 Central Time.

So welcome, everyone.

I am thrilled to be here. I'm thrilled that you are here.

We have Townhalls twice a year, once in the fall and once in the spring. So here we are.

Welcome to the Spring Townhall.

The agenda for today, we have 5 objectives and areas that we're going to take some deep dives in.

We'll give you an opportunity to learn what is new here at the Center. We've got a lot of things going on. Many resources will be releasing and have released.

We're going to do a deep dive about disclosure and how people share or identify their needs in terms of their disability.

Thus far, we have learned a lot. We'll be sharing some of that with you today and a new study that we'll be focusing on with that even more.

I am thrilled to have a student panel today for this discussion.

It will be led by a student with students on the panel, specifically about issues surrounding disclosure and what impacts the decision to disclose or not disclose.

So be ready for that. I'm very much looking forward to this today.

We also want your thoughts and your feedback about disclosure and what the impacts are on an individual basis when you decide to disclose or you don't, what that might mean for students in higher education.

After that, we'll get some feedback and conclusion and we will ask for feedback on the setup for Townhall and what we could discuss and how we can use that feedback in future Townhall sessions.

Next slide, please.

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**00:03:39 New Resources**

**Stephanie W Cawthon, PhD, Executive Director, National Disability Center:**

All right, what's new?

We've got so much going on around here.

The QR code there on the screen, you're welcome to take that so you can dive right in with us.

We have a new course available. It's online learning. That opportunity is available to all of you.

It takes about 90 minutes in total, so not a lot of time.

The investment is small, but the impact is huge.

Understanding disabilities, analyzing data, understanding that data, and applicable strategies, all based on our research that we've been doing for two years.

We're thrilled about it.

There's some activities in there, some videos, different types of resources embedded in the course.

Like I say, it's a new course bundle we've got, and it's very, very exciting for us.

And we will follow that up with two additional bundles.

The second new release that we've got is our research page.

If you're curious about the research that we're conducting here at the center, you can go in and see all the studies we're doing.

We've got it organized on the page.

We've got a new web page, in fact.

There are 10 studies on that page.

And then there's a whole lengthy list below each of them with all kinds of resources.

It's labeled by audiences, faculty, staff, students, researchers, administrators.

So you can click on it.

And that way, you will find a whole host of resources on our web page.

And we update that any time we have a new paper released.

In addition to that, the favorite part of our work here at the center is campus accessibility, the spotlight series that we do.

We've got a new one from the University of Utah talking about the field placements.

So when people are learning and applied studies like at a hospital or a health clinic somewhere out in the field, people want to know what does access look like, what it could or should look like.

And so there are lots of thoughts surrounding that out in the field.

And we've had some aha moments in our work and highlighting or spotlighting the University of Utah, the QR codes here on the screen, and you can see all of our spotlights.

We have a total of nine.

Next slide, please.

Another new release.

We've got our annual research report.

A few years ago, we focused on student accessibility.

Now we're talking about faculty.

We've got a national report that really goes in deep about accessibility practices.

Surveys and interviews were both used in this research.

And we have a measure and a matrix in terms of how to ask these questions.

And that is available for you to use on your campus or within your research.

It's available to everyone there. You're able to use this.

We are very, very excited to share this out.

Again, these links are being placed in the chat box.

In addition to that, we've got the QR code here on the slide for your convenience.

Next slide, please.

And for faculty,

Again, we've been focusing here on the center and this year on faculty.

So we've got two new resources that apply in terms of what access strategies could and should look like on a college campus.

The first is accommodations.

That's a conversation in terms of how the faculty are talking to each other now.

What does the conversation look like now? What are the strategies? What are we doing? What are you doing in your classroom? What am I doing in mine?

There's a toolkit available that really guides everyone in terms of how to facilitate that conversation.

It is awesome.

It's based on real life examples, real life scenarios that are happening out there, discussion questions, how to apply it, and how to have that conversation in your space.

So I really look forward to hearing what people are saying about using that guide and that toolkit in future conversations.

The second thing is related to the guide,

and the scenarios and how to really get a better understanding of how people respond to different access issues and challenges and opportunities.

So for example, if a student hands you a letter at the, let's say at the last minute for an accommodation, let's say it's the day before an exam.

What do you do with that? How do you respond?

Or let's say they ask for access without said letter, and there's no official letter that you've been handed.

There are different types of questions and scenarios and different answers, different options, and how you can function well within the system because you can get some things immediately in place.

And so it's a really nice resource for faculty from and with students and how to engage with each other and make it successful.

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## **00:09:04 Introduction to Disclosure**

**Stephanie W Cawthon, PhD, Executive Director, National Disability Center:**

All right.

So that's just a brief overview of some of the new resources we've got.

You can always go to our learning hub and the research page.

We've got those available to you all the time.

It's about access and accommodations. That's a heavy focus there.

So now the Center itself, we're two and a half years old.

And so we're about halfway through our grant cycle, which was a five-year cycle.

We have learned from students.

We have learned from faculty.

We have learned from the institutions or the campuses themselves.

So now we want to go in depth about disclosure and the decision making surrounding it.

That decision is really a critical part of how access even begins to happen, whether it's formal or informal.

It really doesn't matter.

Disclosure is happening, and it's a big part of the student experience on a college campus.

We will go and get a more in-depth understanding necessarily of how, but what the impacts are of disclosing and kind of what kind of relationships

with the type of disability, like how you have that relationship with your disability, and what do you disclose?

Is it the diagnosis itself?

How long you've had the diagnosis?

And how long have you experienced that disability?

It really depends on, is it impacting your academic life, your social life, thinking about your future, how it

Could and should look when disclosing or not, so it's very interesting to understand more about disability and identity and

the relationship between disclosing disability and relationships on campus with peers, with faculty, with your future boss.

And the disclosure process is not nothing.

And so how do we manage that emotionally?

Because there's a lot of emotions running underneath that during the disclosure process.

And then over time, developing what it looks like from day one to year four on campus

or year two halfway in there, right?

Like, what does that look like?

And the decision making surrounding it, I feel like it evolves over time because there are often positive and negative experiences that influence that over time.

And so related to that, what type of barriers and opportunities are students facing within that disclosure process? What does it look like?

And then how does that impact their accommodation use, accommodations in general, and are they effective?

And then the support within the school and within the spaces that they find themselves.

So there are many different factors that play into this disclosing a disability.

And so that is one of our studies on the agenda for next year that we've got in the pipeline for the Center.

Next slide, please.

So we've learned a lot about disclosure already.

For example, about one half of students within our study were diagnosed after they got on campus, after they were accepted into college and coming to class.

So think about that.

It comes after, which means some students did not disclose day one because they did not know day one.

If you don't know,

or you don't yet have the official diagnosis, or you don't have the way to talk about it.

You don't have the label or the diagnosis.

You cannot possibly disclose on day one.

So think about the gap in time for these students, for the process.

And then you get the diagnosis itself, and then that leads us to a disclosure decision-making tree that we're running into right now.

36% of students with a disability

do not disclose to anyone, not a soul, not a peer, not faculty, staff, not the disability services office on campus, literally no one, 36%.

It is a really high number, to be honest, if you think about it.

If you really take a look at that, they're not disclosing at all.

That's 36% of our students.

So one thing that we want to dive deeper into

is, it's really getting a sense of what's happening there with that non-disclosed group and really getting a sense of why.

Now, if of disabled students who do disclose, 47% of them disclose to disability office or someone on campus, someone in that type of role.

So that's less than half still.

Less than half of those who disclose only disclose

only half of them are disclosing through that office, which means the other students are disclosing to other people, possibly peers, maybe their teacher, but they didn't go to the office.

They didn't get the official the official office involved.

So there are really many pathways to disclosure, and we really want to understand more about that.

Next slide, please.

So we already know that students are critically thinking about disclosing.

They want to know, OK, if I disclose, will it help me in some way?

If there's any doubt that it will benefit them or help them, they are more likely to not disclose.

And previous experiences impact future decision making surrounding disclosure.

So if it's a negative experience or a positive experience that will influence their future decision-making surrounding this topic, the power dynamic or power differential, will the faculty, say, blame them for their disability impacting their learning or maybe not give them as much agency in their learning?

And how much information is necessary?

Because then there's some privacy issues that crop up, right?

That comes up often.

Feeling like, I don't want the school to know that much about me.

I don't want my professor to know that much about me.

I don't want to do that.

That's not necessary.

That's mine.

You know, that's a piece of me and I don't want to share that piece of me.

So that plays into it.

And then related to that, visibility.

If someone cannot see or notice the disability, do I disclose and do I disclose differently than if it's a disability that cannot be hidden?

There are so many factors that go into this decision.

Next slide.

Okay, that's some background and some research background for all of you.

Now,

I am beyond thrilled to have this opportunity to hear from students themselves.

So I would first like to introduce our host for today.

Dalton, would you you'll be joining us here soon.

All right, if you want to go ahead and pop up, Dalton.

Hello, and we have our interpreter joining Dalton on screen.

So Dalton is a part of our team here at the Center.

At the National Center here.

He's a research assistant with us right now.

Thrilled to give you this opportunity.

I'm going to give you the floor and kind of you go ahead with your panel discussion and how you're going to guide this conversation today.

Enjoy it.

Thank you so much, Dalton.

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## **00:17:13 – Panel Discussion**

### **Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Amazing. Thank you so much. And thank you all for having me. I'm very excited to help host this panel.

Like Dr. Cawthon said, my name is Dalton Kendrick. I'm a first year student here at UT Austin, and I am a research assistant here at the National Disability Center.

So I wanna start by introducing the three students we have on our panel, if they wanna go ahead and bring themselves on camera. Here we go. Awesome. There we go.

So first, I'd like to introduce Soren Aldako, a graduate student in the Educational Psychology Department with a specialization in Human Development, Cultures, and Learning Sciences, and is also a student fellow here at the National Disability Center.

Next, I would like to introduce Ife Adekoya, an undergraduate student in psychology on the pre-medical track with double minors in American Sign Language and Forensic Science, who's also a student fellow here at the Disability Center.

And our last panelist is going to be Jaxsen Day, a doctoral candidate in information sciences, focusing on the intersection of AI and accessibility in higher education, and is also a research assistant here at the National Disability Center for Student Success.

So thank you all for joining me. I appreciate y'all being here.

So just to start off, if y'all want to take a second and just share with everyone here a quick overview of your overall background and any context on your discussion around disclosure in your higher education journey. And to start off, we'll have Soren share.

**Soren Aldaco, Student Fellow, National Disability Center:**

Hi, everyone. I am Soren. As Dalton mentioned, I am a student fellow here at the National Disability Center and a master's student in the Human Development Culture and Learning Sciences Program.

Generally speaking, I have a lot of interest in understanding identity narratives, especially those associated with disabled experiences or even pathology. And some of my current research interests include how we attribute our experiences to stable or unstable factors.

And I'm also interested in just populations who are experiencing things like ADHD, autism, gender dysphoria, et cetera, and the potential impact of mindset in these areas.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Amazing. Thank you for being here, Soren. And then I will go ahead and pass the question on to Ife.

Ife's still here. All right, we're gonna, we're gonna move to, oh, there you are. Hi, Ife. Momentarily. There you go.

**Ife Adekoya, Student Fellow, National Disability Center:**

Hello. Okay. Sorry, I was momentarily having an issue with internet.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

You're okay. Do you want me to share the question again for you?

**Ife Adekoya, Student Fellow, National Disability Center:**

Yes.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Okay, if you could just give just a quick overview for everyone here, your background and any context you'd like to share around disclosure in your higher education journey.

**Ife Adekoya, Student Fellow, National Disability Center:**

So I am currently a senior. I'm psych in pre-med and I didn't receive accommodations until about my sophomore year. So closer to like the end of popular disclosure time period.

I only ended up doing it because my friends recommended I do it. And I wasn't really enthusiastic because the process ended up being so difficult and very winded.

But overall, it has brought me to the Center, and it has helped me build a community of people and students that are like-minded because we all understand that this is a hard experience, but we are able to get through it. So yeah.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Thank you for sharing. And then Jaxsen I'm going to pass the question on to you. Same question.

**Jaxsen Day, PhD, iSchool, The University of Texas at Austin:**

Okay. Hi, everyone. As previously mentioned, my name is Jaxsen Day. I'm a PhD student at the School of Information and a research associate for the Disability Center.

My reason for looking at disclosures and being on panels like these is I really want to identify and find solutions for barriers existent to disabled students when they pursue higher education. And disclosure is one of those.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Thank you. And just a follow-up question that I'm going to have all of you answer very quickly.

Outside of your academic work, is there anything you'd want to share about the decision you make or to take this active role in conversations around these various disability topics that we're doing? And we'll go in the same order, so we'll start with Soren.

**Soren Aldaco, Student Fellow, National Disability Center:**

Yeah, that's a great question, Dalton. As someone who has lived sort of every angle of this issue, you know, I am someone who has disabilities. I am an advocate in this space and have been for quite some time. And I also was a caregiver growing up and I'm a caregiver now.

I feel like I have this ability to navigate the tensions in this discourse well and to interject nuance that I know we all can appreciate, especially when we're balancing those different perspectives. So that's a lot of what motivates me.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Thank you. Ife?

**Ife Adekoya, Student Fellow, National Disability Center:**

I think that this is a bigger issue that's been prevailing for a really long time. Like, higher education has always had a lot of barriers, just generally depending on different factors.

And so disability is something that needs to be not only discussed, but if there's ways that we can change the culture around it and the way we approach it in higher education, it'll be a lot more beneficial long term for students as we keep progressing. And hopefully, the things that we're doing here will be able to have some concrete changes for students in the future.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Amazing. Thank you. And then Jaxsen we'll pass the question to you.

**Jaxsen Day, PhD, iSchool, The University of Texas at Austin:**

Sorry, Dalton, I was actually just messaging you. You froze up for me for a minute after I responded to your first question, so I didn't get it.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

no worries. So the question was just a quick follow-up, just outside of your academic work, kind of what drives you to take this active role in these conversations around the various disability topics that we're discussing?

**Jaxsen Day, PhD, iSchool, The University of Texas at Austin:**

okay, got it. So basically what drives me in its simplest form is

If I'm experiencing these barriers and if the people on this panel are experiencing these issues, I know that there will be people after us who also have to run the gauntlet as it were.

And I think we're in a unique position to try to make effort to make it easier for the next group of people.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Absolutely. Well, thank you all for those quick introductions.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Moving into the question regarding disclosure, Dr. Cawthon shared in the presentation how some of the results we've seen in our previous studies relating to disclosure.

So 36% of students in our study didn't disclose at all to anyone at their institution, peers, faculty, or the institution itself. And of the students who decided to disclose to someone only about 47% of them actually disclosed to the accommodations office.

And one thing we found was relatively few students who say they have a disability actually disclosed to that disability accommodations office. And then we see in the the data it's slightly higher for faculty disclosure to faculty with or without a an official letter from the office, so formal versus informal disclosures. And then the highest rate we found was disclosure to peers.

I'd like to get y'all's reactions of these results, kind of what y'all think about what we found in our initial study. And we'll start off with Ife

**Ife Adekoya, Student Fellow, National Disability Center:**

For me, it makes a lot of sense just because it is so difficult to get your accommodations. It's a very tiring and also long process. And the annoying part is most of the time you're going through it as you're in the middle of the semester. So it's just another layer of stress.

And I feel like students are able to get that same level of like relief by just disclosing to their professors informally or just telling their friends, because I mean, your friends are there to support you. And if you feel like you can trust them, they will have a really large impact in your ability to almost just cope with it.

Because personal experience, like if it wasn't for my friends, I wouldn't have applied for accommodations in the 1st place. Like if it was just up to me, my own discretion, I probably would have just like brushed it off.

And so I think it really sucks because there are so many benefits to getting your official accommodations. Like it really does transform your college experience in my experience personally, and at least for my friends that have the same thing. But it's so difficult that what's the

point for some people, just depending on different factors like timing. Yeah, honestly, just timing. So.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Yeah, so it sounds a lot like it's the process is very difficult, which can lead to that. What can kind of help us explain that initial number of the low disclosure to the disability office versus informal disclosures to faculty might be a little easier and peers is a little easier from that. Is that kind of what I understood from that?

**Ife Adekoya, Student Fellow, National Disability Center:**

Yes.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Amazing. Thank you for sharing. Jaxsen I'd love to get your reaction to that, those numbers as well.

**Jaxsen Day, PhD, iSchool, The University of Texas at Austin:**

Perfect. So those numbers do make sense to me. And I think it comes down to two things, speed and risk.

A lot of times when you're going through a formal process, say disclosing to the disability service office, like our last panelist said, you may already be in the middle of the semester. So to go through that process, by the time you finish it, you may already be behind in your courses.

And then some faculty, depending on the format of their course, may not necessarily know how to adequately deploy those accommodations based on their teaching style and format.

If you're disclosing to a faculty member, you're getting right to the heart of it. And the faculty member can just tell you, here's what I can do. or help you come up with a way to work around certain things. And it doesn't require as much paperwork, time, and actors involved. By actors, I mean staff and other people.

And then for disclosing to your friends, that is the least amount of risk because they're not personally involved in the issue and they can't really and say yes or no to deploying accommodations either way. You're just getting it off your chest. So those particular findings make a lot of sense to me.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Thank you. Soren, yes, I see you have your hand raised.

**Soren Aldaco, Student Fellow, National Disability Center:**

Did I raise my hand? That wasn't intentional. Sorry.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

No, you're okay. It's your turn anyway.

**Soren Aldaco, Student Fellow, National Disability Center:**

Yeah, so I think my colleagues have spoken to some pretty important facts here, like regarding the complexity and some of the worries around disclosure in particular when it comes to institutional

accommodations, something that I immediately think here is, or a question that I ask rather is, what are our needs, right?

I think a lot of disclosure depends on what your needs are because disability, right, covers a lot of things. And there are certain disabilities that will require or benefit from institutional accommodation, but there are a lot of disabilities where the primary treatments and supports happen outside of the university through medication, through therapy, and might not necessarily require some of those systemic, right, structural supports.

I also have to really question, you know, what is the mechanism of interpersonal versus professional disclosure? So why are we disclosing to an institution, right, maybe for some of those structural barriers? compared to why are we disclosing to peers? Maybe for belonging, understanding, some of that just straight up support that I mentioned.

And I think important there is maybe for us to recognize that we even speak from a place of bias as individuals with disabilities who are at a high achieving four-year college, right? Where there's a lot of people who, even with accommodations or without accommodations, don't even make it to be in this setting.

So just consider that everybody's disabilities are different and there's almost a sweet spot that we fall in to either need to ask for or to be able to benefit from institutional accommodations here or to even decide whether or not to disclose.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Thank you.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Yeah, so we see kind of a lot of the same things coming up from I think a lot of y'all's responses is speed risk. I like the way you put that, Jaxsen speed risk. And then, sorry, you talked about needs of.

You know, sometimes the accommodations through a university may not provide the accommodations you need for the classroom. So, that may be a reason why we are seeing that rate be so much lower.

And then again, speed of how long the process takes, the time that you have to put into seeking these accommodations and providing documentation. And once you get that letter, it may be a couple of weeks into the semester or longer. So at that point you've been having to work through the semester without these accommodations.

And then the risk of, you know, the accommodations may not provide what you you're asking for. And I think that may be why we see a higher rate of kind of this informal disclosure with professors of just having a conversation with them and seeing what they can provide without an accommodation letter as best as possible to help them while you're waiting for a letter or without having to disclose to the institution.

So thank you all for sharing those. I think that's a lot of great insights.

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I think a lot of disclosure depends on what your needs are because disability, right, covers a lot of things. And there are certain disabilities that will require or benefit from institutional accommodation, but there are a lot of disabilities where the primary treatments and supports happen outside of the university through medication, through therapy, and might not necessarily require some of those systemic, right, structural supports.

I also have to really question, you know, what is the mechanism of interpersonal versus professional disclosure? So why are we disclosing to an institution, right, maybe for some of those structural barriers? compared to why are we disclosing to peers? Maybe for belonging, understanding, some of that just straight up support that I mentioned.

And I think important there is maybe for us to recognize that we even speak from a place of bias as individuals with disabilities who are at a high achieving four-year college, right? Where there's a lot of people who, even with accommodations or without accommodations, don't even make it to be in this setting.

So just consider that everybody's disabilities are different and there's almost a sweet spot that we fall in to either need to ask for or to be able to benefit from institutional accommodations here or to even decide whether or not to disclose.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Thank you.

**Dalton Kendrick, Graduate Research Assistant, National Disability Center:**

Yeah, so we see kind of a lot of the same things coming up from I think a lot of y'all's responses is speed risk. I like the way you put that, Jaxsen speed risk. And then, sorry, you talked about needs of.

You know, sometimes the accommodations through a university may not provide the accommodations you need for the classroom. So, that may be a reason why we are seeing that rate be so much lower.

And then again, speed of how long the process takes, the time that you have to put into seeking these accommodations and providing documentation. And once you get that letter, it may be a couple of weeks into the semester or longer. So at that point you've been having to work through the semester without these accommodations.

And then the risk of, you know, the accommodations may not provide what you you're asking for. And I think that may be why we see a higher rate of kind of this informal disclosure with professors of just having a conversation with them and seeing what they can provide without an accommodation letter as best as possible to help them while you're waiting for a letter or without having to disclose to the institution.

So thank you all for sharing those. I think that's a lot of great insights.

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## **00:47:09 Poll**

**Stephanie W Cawthon, PhD, Executive Director, National Disability Center:**

Okay, well, we do have a little bit of time left for a poll.

If no other questions, we can do a poll. So,

If we can send that out to the audience for their thoughts on the panel.

You panelists can turn your video off and we'll begin that poll now. Thanks so much.

This is a question that we have for all of you. What topics or factors do you think are the most important to examine related to disclosure decision making?

So what do you think our agenda for our research needs to include?

And there's a whole list of options here. Previous experiences with disclosure, inaccessible learning environments, faculty preparation for disclosure moments, institutional responsiveness to requests and timeliness of said requests, authentic expression of identity, student demographics or characteristics that really matter, and disclose your timing and purpose.

And so any that you think are important, you can choose. In fact, you can choose them all if you like.

I'll just give it a moment for everyone to vote or enter their answer.

Okay.

Are we ready for the results? They're coming in soon. There they are. We've got them. Okay, great.

We've 16 votes. Most people said previous experience was a part of disclosure in accessible learning environments. Also important because I think it might be that folks think, well, if it's accessible, there's no need to disclose.

Although in that faculty's preparation for disclosure, I think that could be an entire new toolkit based on these results.

Institutional responsiveness to requests. Most people did say that that was a piece of it. Authentic expression of identity.

That had a lower response rate, but still. Student and, you know, disclosure, time and purpose seemed roughly half.

Okay. All right.

So I can see real clearly our top four. I think we can all see that those top four options.

So thank you so much. And we will take that into consideration when designing our next research topic and what we're doing next.

Thank you so much for that.

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## **00:50:06 Closing**

**Stephanie W Cawthon, PhD, Executive Director, National Disability Center:**

All right. Next slide, if you would, please.

Next, please.

All right, again, thank you so much for the audience participation. And if we could get your feedback on the panel, that would be amazing.

Also, there are some other things, you know, what you would like to see covered in our upcoming presentations or Townhalls and how we can develop our resources better to meet your needs.

Here on the slide, you'll see the QR code. We'll leave it up for a moment so you all can grab that.

And there's no moment like the present moment. So if you're able to do it now, that'd be incredible. And Mytra has also put it there in the chat box for you if you just want to use the link.

We'll give you an opportunity to capture that way you are able to give us that feedback. And we really appreciate you doing that.

And you all are able, I can see Sarah just put something in there, sharing your LinkedIn. You all are more than welcome to do that. This is a great opportunity for all of you to engage and interact. You can share your contact info in the chat if you like.

All right, next slide, please.

Okay, stay connected, please. We're always talking about connecting and communicating, how we can get in touch or in depth with more different organizations and in the post-secondary spaces.

We can, you know, and then if you reach out to us, then we can share your program, your organization, and then connect us with other folks in your network. We're always happy to have that.

Our newsletter is super exciting. We've got over 500 people signed up as of this week. So this is thrilling. So please use that. Subscribe to it. It's a LinkedIn newsletter. So you all tap into that.

The third thing is we are going to AERA this year. It's the American Educational Research Association. And it's in Los Angeles, California this April.

And we are presenting three different things related to outcomes from the Center. They are all led by students or grad students.

Hey, well, we hope to see you all around again. Thank you so much.

And we'll say for just a moment if anyone's got any questions that you'd like to place in the chat box. Otherwise, have a great day, and we'll hope to see you again soon. Take care. Bye-bye.

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**00:52:50 – Learn More and BGM**

To learn more, visit: <https://nationaldisabilitycenter.org/>

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## **00:52:55– Follow Us and BGM**

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## **00:53:00 – Legal Disclaimer and BGM**

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