



UNIVERSITY
OF ALBERTA

TALK Disabilities on Campus
Talk. **A**ccess. **L**anguage. **K**now

WORKBOOK

Academic **S**uccess Centre

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Program Overview

TALK Disabilities on Campus: Talk, Access, Learn, Know

Series Description: The Academic Success Centre has created this four-module series to assist students in talking about their disabilities and accommodations within the University of Alberta Community.

The first two modules are asynchronous for students to explore independently. The third and fourth modules are synchronous and designed to help with reflective learning and provide the opportunity to ask questions.

Module 1 Talk: Rights and responsibilities.

Description: In this asynchronous video, the Accessibility Advising Team will be outlining the rights and responsibilities students at the University of Alberta have as a student accessing accommodations.

Watch the first module and then reflect if you have any questions and you can record them below. Please note, students will have the opportunity to ask their questions of an Accessibility Advisor at the end of the series in the fourth module.

Reflection: Create your own questions about your rights

What questions do I have about my rights as a student with a permanent disability? Whom should I ask my question?

Question	Whom should I ask my question?

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Reflection: Create your own questions about your responsibilities

What questions do I have about my responsibilities as a student with a permanent disability? Whom should I ask my question?

Question	Whom should I ask my question?

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Module 2 Access: Academic accommodations.

Description: In this asynchronous video the Accessibility Advising Team are discussing the process for setting up and accessing accommodations for students with a permanent disability at the University of Alberta.

Watch the asynchronous video for the second module and then reflect on any questions you have and you can record them below.

Please note, students will have the opportunity to ask their questions of an Accessibility Advisor at the end of the series in the fourth module.

Reflection: Create your own questions about your accommodations

What questions do I have about my accommodations as a student with a permanent disability?
Whom should I ask my question?

Question	Whom should I ask my question?

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Module 3 Language: Create a glossary of terms.

Description: In this synchronous workshop, students will develop a personalized vocabulary relating to the content in the first two modules and reflect on their strengths and needs in academic settings.

The development of the glossary of terms with discussions and reflection is designed to help prepare students to talk and self-advocate for their accessibility needs when required. In this section of the workbook, there are six charts for students to create their own glossary of terms.

Remember to **book the third synchronous module session** where we will discuss these activities in detail. Please see the Academic Success Centre's Learning Strategies website to book: uab.ca/lcs

Glossary of Terms: Disability

Key Term	Definition	Paraphrase	Notes

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Module 4 Know: Deciding if, when, and how to disclose your disability

Description: In this synchronous workshop students will discuss what disclosure is and what it is not. It will also help students actively practice personalized techniques to determine when, what, and how they wish to disclose their disability, and when they prefer not to disclose. Finally, students will be able to ask questions of an accessibility advisor that they developed throughout the TALK series.

In this section there are four activities to help students decide to disclose, prepare, and practice for disclosure. Remember to **book the fourth synchronous session** where we will discuss these activities in detail. Please see the Academic Success Centre's Learning Strategies website to book: uab.ca/lcs

Planning for Disclosure:

Remember, Disclosure is a choice! Please use the chart below, to consider if you wish to disclose and what you wish to share.

Who?	
Where?	
What?	
Why?	
When?	
How?	

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Disclosure Matrix Activity

	Disclosure	Non-disclosure
Pros		
Cons		

Source: Roberts, B. (2014). The Disclosure Question: A Matrix for Decision Making. *COMMUNIQUE*, 14(3).

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How to prepare for the disclosure conversation

Develop an outline for an assertive response. Use bullet points to identify the main concepts and key details more easily.

Adapted from, Bourne, E. J. (2010). *The anxiety and phobia workbook*. New Harbinger Publications.

1. List your rights		
2. Book a meeting	Location:	
	Date:	
	Time:	
3. State the situation		
4. Express your feelings		
5. Make your request		
6. The results of cooperation	Cooperation:	
	Non-cooperation:	

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Disclosure Practice Activity

Keywords						
Disability	Right	Responsibility	Accommodation	Communication	Learning	Writing

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