2022

Community College Faculty's Self-Efficacy in Teaching Students with Hidden Disabilities

Phyllis D. Lawhorn
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Phyllis D. Lawhorn

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Robert Hogan, Committee Chairperson, Education Faculty
Dr. Lynne Orr, Committee Member, Education Faculty
Dr. Christopher Cale, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2022

Abstract

Community College Faculty's Self-Efficacy in Teaching Students with Hidden

Disabilities

by

Phyllis D. Lawhorn

MS, Walden University, 2012

BS, Gwynedd Mercy, 2008

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2022

Abstract

Colleges use academic success strategies to improve the retention rates of students with disabilities. The purpose of this qualitative case study was to investigate community college faculty's perceptions of their level of self-efficacy in meeting the learning needs of students with hidden disabilities (SHD) in higher education. Bandura's theory of self-efficacy provided the framework for the study. The purposeful sample included three full-time professors teaching SHD in any subject and one staff member from the student disabilities office. Each faculty participant completed a telephone or email interview, a demographic survey, and a qualitative self-efficacy survey. The staff member completed an interview. The qualitative data were coded and analyzed using a modified van Kaam method, which resulted in five themes: (a) address individual student needs, (b) establish teacher-student relationships, (c) hold all students to the same academic standards, (d) improve faculty's hidden disability training, and (e) follow up and communicate with SHD. Recommendations include assisting professors in using additional methods of instruction and assessment to improve SHD success. The goals of the project were to evaluate the needs for professional development, improve professors' ability to meet the needs of SHD, and identify best practices to improve student success. Findings may enable faculty to incorporate this information in the classroom to improve learning outcomes for SHD.

Community College Faculty's Self-Efficacy in Teaching Students With Hidden

Disabilities

by

Phyllis D. Lawhorn

MS, Walden University, 2012

BS, Gwynedd Mercy, 2008

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2022

Dedication

First and foremost, I want to thank my Heavenly Father, who provided me with the strength to persevere during my journey. As I write this, I am getting emotional because I started this educational journey after having my children in 1999 to set an example; it's never too late to get an education since I encouraged them to attend college or trade school at a young age. The key to my success was the strength and love I received from my three exceptional, loving children who believed I could do anything and for being immensely proud of each goal I completed. My biggest cheering squad is Paul, Christopher, and Courtney. I Love You All So Much. "Getting this Doctorate Degree is for YOU!"

I would also like to dedicate this to my mother for teaching me never to give up on myself or my dreams. Love you, Mommy. I want to acknowledge two extraordinary women who inspired me to reach for the stars years ago my mother-in-law, (Little Lady) and my Aunt Elizabeth. To a special woman who did not get to see me accomplish this goal, however, I know you have always been with me my sister-friend Kim Worley. I wish you were here to celebrate this journey, so I have the next best thing your Mom and Dad and Aunt Kathy. Thank everyone for believing in me.

Acknowledgments

This acknowledgments page would not be complete if I did not love my close friends, whom I call family. You guys are the best support system anyone can have in their life: Siretta Humphrey, my pastor and dear friend, thanks for your love and prayers. Thank you for being my friend to my two BFFs, Krista and Sondra, and for those girls' weekend trips are long overdue. I call family those who kept me grounded with laughter and love: Ms. Karen, Jolin, CJ, Neva, and much more all of my friends. You are the best support system anyone could have in their life.

Thank you to a particular person I met at the Walden University Virginia Residency conference in December 2012, Dr. Abena Salvant; you have been my rock and a noticeably big part of my support system. I am so blessed that you kept me focused and always provided me with encouraging words that kept me from ending this journey. You believed in me when I did not believe in myself and kept me from giving up. You also set the example that my dream can be a reality. Thank you so much, my Sister Friend. Finally, to Carolyn Rose-Smith, thank you for mentoring and coaching me to become a scholarly writer.

I want to highlight Dr. Lynne Orr, my chair, and Dr. Robert Hogan, my second committee member, for being a blessing during this final journey of my doctoral career. They are my dream team. I admire Dr. Orr and Dr. Hogan because they remembered what it was like to be in the position of a doctoral student as they continued to remind me of when "I was Over It." I will be forever grateful for all of your wisdom and your friendship.

"Wouldn't Take Nothing for My Journey Now." "Still, I Rise" – Maya Angelou

Table of Contents

i

ii

iii

List of Tables

Section 1: The Problem

This qualitative case study was designed to impact community college faculty by bringing awareness and strategies to benefit students with hidden disabilities (SHD). The faculty will attend a 3-day professional development where they will learn how to implement the students' academic plan (IAP) into their curriculum by preparing a successful learning outcome. Faculty will be informed on how to accommodate SHD as professors with increasing self-efficacy contribute to their willingness to accommodate and positively impact SHD's success (Fishback et al., 2015; Wessel et al., 2009). SHD who have disabilities that are hidden or not easily observed are increasingly seeking higher education (Couzens et al., 2015). I explored faculty members' levels of self-efficacy when teaching STDs. Within higher education institutions, and increased focus is being placed on the enrollment, support, and retention of diverse students as well as working to further these students' engagement within the field of study that they chose (Couzens et al., 2015; Perdigones et al., 2009). Universities worldwide are working to achieve high academic standards and provide accommodations for a progressively more diverse student population (Couzens et al., 2015; Kirby et al., 2008). Couzens et al. (2015) reported that the focus placed "on equity in quality learning" (p. 24) is a good sign for numerous students with disabilities (SWD). However, many barriers prevent these goals from being realized for various students in large universities (Couzen, et al., 2015).

Self-efficacy refers to people's ability to influence their environment through their behavior selection (Bandura, 1977, 1994, 1997, 2012) in the college setting. Meeting the needs of SHD pertains to community college faculty ensuring that SHD meets academic

goals and achieves proficiency while providing the necessary modifications for these

students (Sniatecki et al., 2015). Findings from the current study could provide

information to assist faculty with instructional strategies adapted to SHD. Instructors

could use the findings to guide SHD and help meet their needs. In Section 1, the local

problem, rationale, definition of terms, the significance of the study, and research

questions are provided. Additionally, there is a review of the literature including the

literature search strategy, conceptual framework, and a critical review of the broader

problem. The implications and summary conclude this section.

The Local Problem

College professors at a tri-state area community college seemed unprepared to

address the learning needs of SHD. The local problem addressed in this study was

educators, students, and parents questioning how well SHD are served based on their

hidden disability. An additional question was whether professors were doing enough to

highlight the students' goals in the curriculum to allow students to receive needed

accommodations to succeed during their educational experience. Another question was

whether the faculty could manage the challenges these students face within the classroom

environment. It is not clear whether classrooms designed for inclusion are meeting the

needs of SHD (Quick, 2015). The community college administrator responsible for

serving SHD stated that faculty are unaware of how to teach the best students with hidden

disabilities (personal communication, September 13, 2017). According to the director of

the center of disabilities for students at the community college in a northeastern U.S.

state, "the faculty at [the] community college . . . are encouraged to attend webinars

focused on hidden disabilities and how they can provide supportive resources that can accommodate SHDs" (personal communication, September 13, 2017). There was also a gap in practice; faculty and staff were unaware of the nuances of hidden disabilities, how each student learns, and the most effective instructional strategies. When faculty attend professional development (PD), they are more likely to adapt instructional strategies that improve students' academic success (Sniatecki et al., 2015). In addition, further understanding was needed regarding the types of support and additional training needed that would best equip college faculty to respond to the needs of SHD who access the college's courses (Newman et al., 2019).

College professors are unprepared to teach SHD such as autism spectrum disorder (ASD), learning disabilities, and mental health disabilities (Sniatecki et al., 2015; Williams, 2016). Sniatecki et al. (2015) reported salient factors contributing to the challenging climate for SHD at colleges and universities, such as the lack of faculty knowledge and awareness about issues these students face and negative attitudes toward disabilities accommodations. Sniatecki et al. found that students with learning or mental health disabilities may encounter more attitudinal barriers from professors than students with a physical disability. The challenges that SHD experience in the classroom often lead to a decreased likelihood of college success (Coduti et al., 2016; Lombardi et al., 2016; Sniatecki et al., 2015; Williams, 2016).

Professors at a community college in a northeastern U.S. state ensure that students with and without hidden disabilities meet academic goals and achieve proficiency while providing the necessary modifications for SHDs (Sniatecki et al., 2015). Sniatecki et al.

(2015) reported that faculty could benefit from workshops and other training opportunities for increasing their work with SHD. Sniatecki et al. suggested that "47.2% of faculty members who participated in the study expressed interest in PD sessions and 63.4% were interested in attending a panel presentation where SWDs would share personal information about their experiences in college" (p. 266). In addition, Sniatecki et al. found that faculty could benefit from additional education focused on legal requirements when working with SHD and on-campus support services available to assist in working with SHD.

The objective of the current study was to learn more about hidden disabilities, how to address the challenges for individual students' educational needs, and instructional strategies that best promote student learning because community college instructors may be unprepared to work with SHD and may lack self-efficacy to teach SHD. Faculty are often unaware of the hidden disability, and the student might not self-disclose it, making it even more challenging to understand their academic needs. College professors who focus on techniques that support SHD will develop higher levels of self-efficacy when teaching students in higher education (Fishback et al., 2015). According to the director of the center of disabilities for students at the community college in a northeastern U.S. state, "the faculty at [the] community college . . . are not mandated to attend PD; however, they are encouraged to attend webinars focused on hidden disabilities and how they can provide supportive resources that can accommodate SHDs" (personal communication, September 13, 2017). When faculty attend PD, they are more

likely to adapt instructional strategies that improve students' academic success (Sniatecki et al., 2015).

Researchers have examined professors' attitudes and knowledge about SWD (Sniatecki et al., 2015), social support for college SWD (Lombardi et al., 2016), and the mental health of college students with different disabilities (Coduti et al., 2016). However, there were no studies on professors' perceptions of their level of self-efficacy in meeting the needs of SHD in the community college setting (Barnard et al., 2000; Sniatecki et al., 2015; Director for the Center of Disabilities, personal communication, September 13, 2017).

If the community college faculty's self-efficacy is low, additional PD to help SHD could be created as the project deliverable. Campus leaders and administrators could provide professors with additional training, support, and resources to effectively teach SHD. If SHD is to achieve its maximum potential, professors could benefit by learning instructional strategies that would assist with adapting their curriculum to accommodate SHD (Barnard et al., 2000; Sniatecki et al., 2015; Williams, 2016).

The Local Community

This project may impact the attendance and retention of SHD attending a tri-state community college. Professors may use the skills and best practices in this workshop to motivate students to succeed and graduate. Greater retention would benefit both the SHD and the college. As more students graduate, the college will benefit from additional income and community recognition of the college's efforts to assist SHD to complete its program of studies.

The Broader Community

The results of this study only apply to this tri-state community college and cannot

be generalized to other institutions. However, this study may help educate faculty and

administrators in other similar institutions about strategies and solutions that might assist

them with their SHD retention issues. Understanding why students have poor or high

attendance can help inform other colleges of potential ways to approach their retention

problems. By increasing student persistence, colleges can not only increase enrollment

through persistence but also graduate more students prepared to enter the workforce.

Finally, other colleges and universities may benefit from the results of this study as they

develop similar PD programs.

<div align="center">

Rationale

</div>

This section presents the justification for the problem choice of professors' levels

of self-efficacy in meeting the learning needs of SHD. This section is organized into

subsections: (a) evidence of the problem at the local level and (b) evidence from the

professional literature. The purpose of this case study was to gain knowledge about

community college faculty's perceptions regarding their level of self-efficacy in meeting

the needs of SHD in the higher education setting. In addition, the community college

center on disability staff members' perceptions was explored regarding how they support

professors to teach SHD in the community college setting. The disability office assists

professors by suggesting training that focuses on disabilities and students' needs. Also,

the department helps students advocate for themselves. The disability office's first goal is

to outline the student's needs and help the students advocate for themselves by speaking

to each professor. The second goal is to help guide the faculty and staff in training to teach SHD more effectively.

Evidence of the Problem at the Local Level

At Stateside Community College (pseudonym), faculty members' sense of self-efficacy in teaching SHD affects their choices when choosing teaching methods for the classroom (Fishback et al., 2015). The strategies that faculty members use in the classroom to engage SHD in the learning process are instrumental to student success (Fishback et al., 2015; McClenney & Peterson, 2006). When community college staff members such as campus educational policymakers, leaders, administrators, advisers, coaches, and other support staff have a better understanding of the academic needs of SHD, the supportive strategies are more effective in promoting SHD's learning and success (Fishback et al., 2015; McClenney & Peterson, 2006).

As community college enrollment rapidly increases, the demographics of students are increasingly more diverse (Boggs, 2003; Fishback et al., 2015). Simultaneously, community college funding has decreased, which has caused community college leaders and administrators to reduce full-time faculty and hire more adjunct faculty who may have expertise in their subject area but are unlikely to have teaching expertise (Fishback et al., 2015; J. P. Murray, 2007). The combination of higher enrollment and increased student diversity necessitates that faculty possess the self-efficacy, ability, and confidence to use student-centered techniques that will meet the learning needs of SHD in the community college setting (Fishback et al., 2015).

Evidence of the Problem from the Professional Literature

Many community college faculty and staff do not recognize that an increasing

number of students have hidden disabilities (Couzens et al., 2015). Couzens et al. (2015)

explained that hidden disabilities often do not have any physical presence but affect

several cognitive processes. Couzens et al. reported that hidden disabilities include

attention deficit hyperactivity disorder (ADHD), specific learning disability, and ASD.

The Americans with Disabilities Act (ADA) legislation was revised in 2008 as the Higher

Education Opportunity Act and Section 504 of Rehabilitation Act of 1973, which is set

up to protect SHD who choose to receive a higher education (Coduti et al., 2016; Hong,

2015; Roessler et al., 2007). Based on these protections, colleges and universities are

required to provide reasonable accommodations to students who qualify as SWD.

SHD need to report a hidden disability to the campus disability office to ensure

that the required documentation is on file (Coduti et al., 2016). Often, SHD hesitates to

disclose their disability due to feelings of shame and being unsure of the need for and

value of the accommodations (Coduti et al., 2016; Getzel & Thoma, 2008). SHD in

college is responsible for informing the campus disability office and requesting

accommodations. Newman et al. (2011) reported that 63% of SWD enrolled in

postsecondary education believe they no longer have a disability, which may explain why

only 28% reveal their disability to campus disability services. In addition, approximately

50% of all SWD are not aware that they have a disability and therefore do not seek

campus services (Coduti et al., 2016; Getzel & Thoma, 2008). SWD needs to get

registered and receive services because many lack the academic, social, and personal

skills needed in higher education (Brinkerhoff et al., 2002; Hong, 2015). Coduti et al. (2008) also noted that it is challenging for many students to navigate the bureaucracy involved in establishing a disability.

Hong (2015) commented that SWD faces several barriers in adjusting to higher education. These barriers include the attitudes of faculty and staff members "who were not familiar with disability concerns, access to textbooks in alternative formats, and student advocacy skills" (Hong, 2015, p. 210). Researchers have found that professors' attitudes have the most substantial effect on student success, and professors experienced in teaching SWDs are more open to implementing appropriate accommodations (Hong, 2015; Johnson, 2006; Lynch & Gussel, 1996). SWD may feel intimidated when interacting with their professors when they reveal their accommodation needs and questions about course material (Hong, 2015). Faculty and staff must be provided with information and instructional strategies needed to meet the needs of SHD in the higher education setting.

Definition of Terms

Accommodation: "The removal of a barrier to full participation and learning. The emphasis is on access, not the outcome" (Souma et al., 2012, p. 2).

Educational stakeholders: Individuals who are "invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives" (Great Schools Partnership, 2014, para. 1).

Hidden disabilities: Invisible disabilities such as ASD, ADHD, learning disabilities, and psychiatric disorders such as major depression and bipolar disorder are "defined as disabilities that are not immediately apparent" (Disabled World, 2019, para. 1).

Inclusive classrooms: Higher education classrooms in which SWD, both hidden and physical, learn alongside their non-disabled peers (Special Education Guide, 2019).

Mental health stigma: "Profoundly negative stereotypes about people living with mental disorders" (Smith & Applegate, 2018, p. 382).

Self-efficacy: People's belief in their capacity to execute behaviors necessary to produce specific performance attainments, such as teachers' confidence in promoting students' learning (Bandura, 1977, 1986, 1997; Hoy, 2000).

Students with disabilities (SWD): "Students who require special education because of autism; communication disorders; deaf-blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness" (Oregon Department of Education, 2013, para. 5).

Universal design for instruction (UDI): "UDI offers a pedagogical framework through which faculty reflect on their instructional practice and proactively design and implement more inclusive curricula and pedagogies" (Park et al., 2017, p. 124).

Universal learning design (UDL): A set of principles "that acknowledge the different learning styles of students in the classroom and encourages teachers to create

flexible approaches to learning that can accommodate many students' learning styles"

(Williams, 2016, p. 50).

Significance of the Study

Like students who do not have disabilities, SHD should have the same

opportunities to learn in higher education classrooms (Lombardi et al., 2016; Sniatecki et

al., 2015). By receiving additional support and resources, community college faculty

could be more fully prepared in helping SHD achieve its full potential (Sniatecki et al.,

2015). Findings from this case study may make an original contribution to the education

literature by providing data that may assist leaders in better understanding professors'

perceptions of their level of self-efficacy in meeting the needs of SHD in the higher

education setting. The study's findings will be shared with campus educational

policymakers, leaders, administrators, and instructors as well as educational stakeholders

such as campus staff members who work in the center on disability and coaches in

providing professors with a high level of support so that they can develop and learn

inclusive practices that support the success of SHD in higher education classrooms.

Positive social change from this study could include improving how professors teach

SHD and ensuring the successful long-term sustainability of inclusion for SHD in higher

education classrooms.

Research Question

In this case study, one central research question was addressed: What is

professors' perceptions about their levels of self-efficacy in meeting the learning needs of

SHD in the community college setting? The use of four subquestions helped me identify

professors' perceptions of SHD, how PD could help, what the faculty needs to understand

SHD better, and how the disability staff helps faculty better understand SHD. :

1. What are professors' perceptions about teaching SHD in the community college setting?

2. What are professors' perceptions about how their academic and PD training has prepared them to facilitate the learning needs of SHD in the community college setting?

3. What supports do professors perceive are needed to effectively assist them in teaching SHD in the community college setting?

4. What are the perceptions of disability staff in community college centers on disability regarding how they supported professors teaching SHD?

These four subquestions were applied throughout the study to discover the professors'

perceptions of the teaching and learning of SHD.

Review of the Literature

The purpose of this case study was to gain knowledge about faculty's perceptions

of their level of self-efficacy in meeting the needs of SHD in a northeastern U.S.

community college. I also explored a disability staff member's perception of the center's

effectiveness in guiding professors teaching SHD in a community college setting. Hidden

disability, also called invisible disability, includes a spectrum of hidden disabilities that

are mainly neurological (Disabled World, 2019). Hidden disabilities include psychiatric

and learning disabilities, ADHD, diabetes, HIV, AIDS, traumatic brain injury, epilepsy,

chronic fatigue syndrome, cystic fibrosis, and chronic dizziness (Center on Disability

Studies [CDS], 2008; Disabled World, 2019).

In this case study, the focus was on SHD, including psychological disorders and

learning disabilities. Approximately 1 in 4 people in the United States experience a

mental health problem during their lifetime (National Academies of Sciences,

Engineering, and Medicine, 2016; Smith & Applegate, 2018). In addition, SHD

experience discrimination and stigma that create barriers such as access to jobs,

accommodations, inclusion, housing, and relationships, which affect SHD's ability to pay

attention to their physical health (Corrigan & Fong, 2014; Smith & Applegate, 2018;

World Health Organization, 2017). Stigmatization reduces social, economic, and

instrumental resources, which causes adverse outcomes such as inequalities in

educational opportunities (Hatzenbuehler et al., 2013).

The mental health stigma has been described "as profoundly negative stereotypes

about people living with mental disorders" (R. A. Smith & Applegate, 2018, p. 382).

Many college and university students experience mental health issues such as ADHD,

depression, ASD, anxiety, suicidal ideation, and self-injury (Couzens et al., 2015;

Eisenberg et al., 2007; Smith & Applegate, 2018). Eisenberg et al. (2007) surveyed 2,785

students at a large public university. They found that 37% to 84% of students who

screened positive for anxiety and depression did not receive services. Smith and

Applegate (2018) found that hidden disabilities such as mental health issues can

negatively affect educational outcomes and relationships and even result in death. Section

2 includes the literature search strategy, conceptual framework, review of the broader problem, implications, and a summary.

Literature Search Strategy

The literature search strategy included detailed searches in the Walden University Library research databases: EBSCOhost, Teacher Reference Center, Education Source, ERIC, Academic Search Complete, Thoreau Multi-Database Search PsycINFO, and ProQuest. In addition, Google Scholar was used to searching for scholarly literature. Search terms included *self-efficacy and hidden disability*, *self-efficacy and disability and attention deficit hyperactivity disorder and hidden disabilities*, *autism spectrum disorder and hidden disabilities*, and *neurodevelopmental disorders and learning disorders and disability*. The focus was on finding research published within the last 5 years. Additional sources were located by reviewing the references in articles, books, government reports, and dissertations.

Conceptual Framework

The conceptual framework for this single case study was Bandura's (2012) self-efficacy theory. Fishback et al. (2015) reported that professors' self-efficacy plays an essential role in their decisions about the types of the methodology they use in the classroom. Community college faculty understand the need to accommodate SHD. However, these faculty are unprepared due to a lack of knowledge and awareness about issues and potentially negative attitudes toward disabilities and the provisions of accommodations suggested by Bandura. Most research has focused on teachers' self-efficacy in primary and secondary school settings (Hussiena & Al-Qaryouti, 2016;

Shahzad & Naureen, 2017). In this case study, I used Bandura's self-efficacy theory to explore the faculty's level of self-efficacy in teaching SHD in the community college setting. The level of self-efficacy included the faculty's belief in how effective they understood SHD and their use of the information in teaching SHD.

Bandura (1986) developed the self-efficacy theory and adapted it to work within the context of social cognitive theory (SCT). In the 1960s, Bandura developed the social learning theory, which developed into SCT (Bandura, 1986; Boston University School of Public Health [BUSPH], 2018). Effective teams can be challenging to describe based on SCT because "high performance along one domain does not translate to high performance along with another" (Ervin et al., 2018, p. 470). SCT includes six constructs. Bandura developed the first five as part of the social learning theory and later added self-efficacy as part of SCT: (a) reciprocal determinism, (b) behavioral capacity, (c) observational learning, (d) reinforcements, (e) expectations, and (f) self-efficacy (BUSPH, 2018; Pajares, 2002). Reciprocal determinism, a central concept of SCT, is "the view that (a) personal factors in the form of cognition, affect, and biological events, (b) behavior, and (c) environmental influences create interactions that result in a triadic reciprocity" (Pajares, 2002, p. X). Behavioral capacity pertains to people's ability to complete behaviors using essential knowledge and skills (BUSPH, 2018). Observational learning pertains to people witnessing and observing behaviors carried out or modeled by others and then reproducing those actions (BUSPH, 2018; Pajares, 2002). Reinforcement pertains to external or internal responses to people's behavior that affect the possibility of continuing or discontinuing the behavior (BUSPH, 2018). Expectation refers to

anticipated consequences of people's behavior, related to their health or not health-related

(BUSPH, 2018). Self-efficacy involves individuals' beliefs about their abilities to

succeed at a given task (Bandura, 1997).

Individuals' beliefs are essential because they affect outcomes (Bandura, 1997).

Individuals with high self-efficacy view a challenging task as something to be mastered,

whereas those with low self-efficacy view the task as a threat to be avoided (Bandura,

1997). Personal self-efficacy expectations are based on five sources of information: (a)

performance accomplishments, (b) verbal persuasion, (c) vicarious experiences, (d)

imagined experiences, and (e) physiological and emotional states (Bandura, 1997;

Maddux, 2012). Performance accomplishments, the most significant self-efficacy

information source, focus on individuals' personal mastery experiences (Bandura, 1997;

Maddux, 2012). People attempt to control their environment, where the successful

attempts attributed to their efforts strengthen self-efficacy behavior (Maddux, 2012). For

example, teachers who receive strong ratings from their students for teaching

effectiveness will likely have stronger self-efficacy in teaching beliefs (Maddux, 2012).

On the other hand, teachers' perceptions of failure that they attribute to their lack of

ability tend to weaken their self-efficacy belief (Maddux, 2012).

Verbal persuasion influences human behavior by using SHD beliefs to suggest

what people can or cannot accomplish (Bandura, 1997; Maddux, 2012). Concerning

verbal persuasion, teachers, like students, are influenced by verbal comments about their

capabilities (Malinen et al., 2013). Vicarious experiences refer to self-efficacy beliefs that

rely on inferences or observations of other people's behaviors and the consequences of

the behaviors (Bandura, 1997; Maddux, 2012). Teachers may gain vicarious experiences by observing other teachers' instruction in inclusive classrooms (Malinen et al., 2013). Imagined experiences refer to people influencing their self-efficacy beliefs by imagining themselves or other individuals acting ineffectively or effectively in hypothetical situations (Maddux, 2012). Physiological and emotional states are other information sources that can affect an individual's perceived self-efficacy in coping with threatening situations (Bandura, 1997). Maddux (2012) reported that people link perceived failure or poor performance with unpleasant or aversive physiological arousal, whereas success is linked with pleasant feeling states.

Influences on people may come through multiple efficacy information sources such as (a) performance accomplishments, (b) verbal persuasion, (c), vicarious experiences, (d) imagined experiences and knowledge, and (e) physiological and emotional states (Bandura, 1997; Maddux, 2012; Malinen et al., 2013). However, simply receiving information is not sufficient to change efficacy beliefs (Malinen et al., 2013). Information sources influence perceived efficacy by involving reflective thinking and cognitive processing (Bandura, 1997; Malinen et al., 2013). A person's self-efficacy strengthens by reflective thinking and cognitive processing.

Research Application of Bandura's Theory of Self-Efficacy

Research on teachers' self-efficacy beliefs has increased since 1986 (Malinen et al., 2013). Malinen et al. (2013) reported that a possible reason for this increase is that stronger self-efficacy beliefs result in more significant teacher efforts, resulting in better performance. Using Bandura's theory of self-efficacy, Malinen et al. (2013) investigated

"teacher self-efficacy for inclusive practices by using data collected from three diverse countries, China, Finland, and South Africa" (p. 36). The researchers' hypothetical model included three self-efficacy variables: (a) efficacy in instruction, (b) efficacy in collaboration, and (c) efficacy in managing behavior. The researchers used four dimensions that represented possible self-efficacy sources to explain the three dimensions: (a) experience in teaching SWD, (b) teaching experience, (c) interactions with people with disabilities, and (d) amount of training related to inclusive education. The population sample included 1,911 in-service teachers from the three countries. Findings indicated that in the three counties, the strongest self-efficacy predictor was teachers' experience in teaching SWD. The researchers noted that this finding shared cross-culturally confirmed Bandura's theory of self-efficacy in which mastery experiences are viewed as the most substantial source of efficacy evaluations. The researchers concluded that teaching SWD is one of the simplest ways to obtain successful inclusive teaching experiences.

Teachers' self-efficacy is related to their classroom behavior and students' motivation, self-efficacy beliefs, and achievement (Tschannen-Moran & Hoy, 2007). Tschannen-Moran and Hoy (2007) emphasized that teachers' self-efficacy beliefs are related to the goals they establish, the effort they devote to teaching, their resilience when facing obstacles, and their persistence when matters do not go well. Tschannen-Moran and Hoy explained that teachers' efficacy is context-specific. For example, teachers may feel effective teaching specific subjects within specific settings but may view themselves as less effective under different circumstances. Tschannen-Moran and Hoy "explored

several potential sources of teachers' self-efficacy beliefs to see if differences could be found between novice and experienced teachers" (p. 948). The researchers considered contextual elements such as teachers' ratings about the quantity of existing teaching materials and different types of verbal persuasion, including interpersonal support from parents, colleagues, administrators, and the community. In addition, the researchers investigated "mastery experiences in the form of teachers' satisfaction with their past teaching performance as a source of efficacy judgments" (p. 948). Participants completed anonymous surveys and included 255 graduate students at two state universities in Ohio and one state university in Virginia.

Findings indicated that novice teachers had lower self-efficacy than experienced teachers (Tschannen-Moran & Hoy, 2007). Tschannen-Moran and Hoy (2007) also found that contextual factors, such as interpersonal support and teaching resources, are more significant for novice teachers' self-efficacy beliefs. On the other hand, contextual factors were less significant in the self-efficacy beliefs of experienced teachers who had a wealth of available mastery experiences. The context-specific nature of teachers' self-efficacy made it practical to explore community college faculty's perceptions about their level of self-efficacy in meeting the needs of SHD in a northeastern U.S. community college.

Connecting the Case Study to Bandura's Theory of Self-Efficacy

Bandura's (1997) self-efficacy theory was the framework for the current study. Community college faculty's self-efficacy in meeting the needs of SHD in their classes was explored. Faculty members' sense of self-efficacy affects their choices when choosing teaching methods for the classroom (Fishback et al., 2015). The faculty

classroom strategies are essential to engaging SHD in learning (Fishback et al., 2015;

McClenney & Peterson, 2006).

Literature Review of the Broader Problem

In this subsection, the following research areas are reviewed: hidden disabilities,

learning disorders, college SHD; college student disabilities, autism, ADHD, attention-

deficit disorder (ADD), learning of SHD, teaching SHD, accommodations, and

instructional strategies for SHD. The purpose was to critically review the broader

problem in higher education to explore the broader problem related to the local problem.

Description of Hidden Disabilities

Hidden disabilities are often called invisible disabilities, including a spectrum of

hidden disabilities or challenges that are mainly neurological and not immediately

apparent (Disabled World, 2019). Hidden disabilities affect different cognitive processes

and tend to be acquired or developmental (Couzens et al., 2015). Hidden disabilities

include cognitive disabilities, psychological disabilities, and chronic health disabilities

(Couzens et al., 2015; Disabled World, 2019; Massachusetts General Hospital, 2019).

There are numerous psychiatric disabilities such as ADHD, ASD, depression,

bipolar disorder, and anxiety disorders. These are also hidden disabilities agoraphobia,

posttraumatic stress disorder (PTSD), and schizophrenia, learning disabilities. Back

problems, physical injuries, and bone disease can also produce chronic pain, fatigue, and

dizziness. Diabetes, renal failure, and sleep disorders can also cause hidden disabilities

(CDS, 2008; Couzens et al., 2015; Disabled World, 2019; Massachusetts General

Hospital, 2019). Approximately 10% of people in the United States have a medical condition that could be classified as a form of hidden disability (Disabled World, 2019).

Mental health disorders, autism, health issues, blindness, or deafness are hidden disabilities, but people with hidden disabilities can live active lives. Still, some find it challenging when seeking higher education (Disabled World, 2019). Plotner and Marshall (2015) surveyed administrators of postsecondary education programs for individuals with intellectual disabilities across the United States to identify perceptions of support and barriers encountered during program development. The researchers found that potential barriers included faculty burden, liability issues, student safety concerns, funding issues, and compromising the rigor of the institution.

The current study focused on some of the common hidden disabilities that affect students in higher education, including neurodevelopmental disorders such as learning disorders, ADHD, and ASD. Also examined were psychiatric disorders such as depression, bipolar, and anxiety disorders. These two subsets of hidden disabilities primarily cover the various types of hidden disabilities. Because students' neurosis and neurodevelopmental disorders are not visible to others, these disorders can be referred to as hidden or not visible to others.

Learning Disorders

Learning disorders are neurodevelopmental disorders or neurologically-based processing problems affecting people learning basic and higher-level skills. The higher-level skills include writing, reading, math, time planning, organization, abstract reasoning, attention, and short- or long-term memory problems (American Psychiatric

Association, 2013; Learning Disabilities Association of America [LDAA], 2019).

Individuals with learning disabilities' normally have above-average intelligence, but there

tends to be a gap between their potential and actual achievement (LDAA, 2019).

Learning disabilities are called hidden disabilities because individuals appear to be highly

intelligent and bright. However, their demonstrated skill level may be below that of other

people of similar age (LDAA, 2019).

Along with affecting people's academics, learning difficulties can also affect

people's relationships with friends, family, and colleagues, thus affecting their work and

personal life (LDAA, 2019; Schelke et al., 2017). Learning disabilities' signs and

symptoms are most often diagnosed during school years because difficulties in writing,

reading, and math are often recognized (LDAA, 2019). Some people may not be

evaluated until they are in the workforce or in post-secondary education (LDAA, 2019).

Furthermore, people with learning disabilities may not get an evaluation and may never

know why they are having problems with their academics, jobs, or relationships (LDAA,

2019).

Some learning disabilities are difficult to fix or cure with a lifelong challenge that

has always been an issue (LDAA, 2019). Individuals with learning disabilities should

receive appropriate intervention and support, which can help them succeed in

relationships and at work, school, and in the community (LDAA, 2019). Under the

Individuals with Disabilities Education Act (IDEA; 2004), specific learning disabilities

are one of 13 disability categories under the law (LDAA, 2019; Lee, 2019). Specific

learning disorders (SLDs) include dyslexia, auditory processing disorder (APD),

language processing disorder, dyscalculia, dysgraphia, nonverbal learning disabilities, and visual perception and visual-motor deficit (LDAA, 2019; Schelke et al., 2017).

Dyslexia is one language-based learning disability, which can be characterized by reduced reading fluency, impaired word decoding, and impaired spelling (LDAA, 2019; Schelke et al., 2017). In addition, reading comprehension, writing, recall, and sometimes speech could also be affected (LDAA, 2019; Schelke et al., 2017). Learning disability can exist with other related disorders such as ADHD (LDAA, 2019; Schelke et al., 2017). Dyslexia begins in childhood but continues into adulthood (Schelke et al., 2017). Higher education students with dyslexia tend to use time management principles and study aids more often and use fewer strategies for taking exams and selecting main ideas (Couzens et al., 2015; Kirby et al., 2008). When studying, they also tend to use more deep approaches than their counterparts who do not have dyslexia (Couzens et al., 2015).

APD is called central auditory processing disorder, where individuals do not recognize the slight differences between sounds in words, even if the sounds are clear and loud (LDAA, 2019). Language processing disorder is a specific type of APD, where individuals have problems "attaching meaning to sound groups that form words, sentences and stories" (para. 12). Dyscalculia is a learning disorder where individuals have deficits in math reasoning and calculation (LDAA, 2019; Schelke et al., 2017). Dysgraphia is a learning disability and affects individuals' fine motor skills and handwriting ability (LDAA, 2019). Nonverbal learning disabilities (NLD) describe individuals who have a discrepancy in "higher verbal skills and weaker motor, visual-spatial and social skills" (para. 13), thus, having problems interpreting verbal cues such

as body language and facial expressions. Visual perception and visual-motor deficit are disorders that affect individuals' understanding of the information they see or the ability to copy or draw (LDAA, 2019).

Attention-Deficit/Hyperactivity Disorder

ADHD is a common mental health disorder that affects children and adults (Parekh, 2017b). ADHD symptoms include inattention, where individuals cannot keep focus, hyperactivity, and excessive, inappropriate movement with the setting. Impulsivity is when individuals quickly carry out acts without proper thought (Parekh, 2017b). Since 1994, doctors have called ADD by its formal name ADHD, Predominantly Inattentive Type (Griffin, 2019). Approximately 8.4% of children and 2.5% of adults in the United States are diagnosed with the ADHD United States (Danielson et al., 2018; Parekh, 2017b; Simson et al., 2009). Parekh (2017b) explained that ADHD is more common among males than females (Danielson et al., 2018).

Adults with ADHD may exhibit problems with executive impairments instead of hyperactivity (Schelke et al., 2017). In addition, Schelke et al. (2017) reported that ADHD is comorbid with several psychiatric disorders such as a specific learning disability, major depression, substance abuse, anxiety disorders, and antisocial personality disorder (LDA, 2019; Schelke et al., 2017). Furthermore, Schelke et al. noted that age-related brain pathologies such as vascular disease, Parkinson-related syndromes, and prodromal Alzheimer's disease might confound symptoms in adults. Sedgwick et al. (2018) reviewed existing literature about university students with ADHD and found an association between ADHD and poor educational outcomes, suggesting that ADHD may

be a possible hidden disability for students in community colleges and other types of higher education institutions.

Autism Spectrum Disorder

ASD includes a range of developmental disabilities that generally appear during the first three years of life. ASD affects socialization, communication, activities, and interests across multiple contexts (Braun & Braun, 2015; National Institute of Mental Health [NIMH], 2019). Therefore, ASD includes autistic disorders, Asperger's syndrome, Rett's syndrome, pervasive development disorder – Not Otherwise Specified (PDD-NOS), childhood disintegrative disorder, or Heller's syndrome (Braun & Braun, 2015; NIMH, 2019). Spectrum disorders vary by type and by the extent of the symptoms. Symptom severity is wide-ranging, from mild to severe. ASD can affect individuals from all racial, ethnic, and economic groups (Couzens et al., 2015; NIMH, 2019). Although ASD is a lifelong disorder, treatment and services can help people's symptoms and their ability to function (NIMH, 2019).

Some higher education students with ASD also have high-functioning autism and Asperger's syndrome (Couzens et al., 2015). Couzens et al. (2015) discussed the academic strengths of higher education students with ASD. Often, such students demonstrate prolonged attention and keen attention to detail – both of which are essential higher education skills. However, there is also a downside. Such students may find it challenging when studying to move past the detail and see the broader picture (Couzens et al., 2015; Happé, 2000). In addition, these students may have problems self-initiating memory and learning strategies such as rehearsal strategies, linking new information with

previously learned information, and organizing information (Bebko & Ricciuti, 2000;

Couzens et al., 2015). Bebko and Ricciuti (2000) recommended that when teaching

students with ASD, "the how's of learning must be taught with an emphasis at least equal

to, if not greater than, the what's" (p. 318). In addition, some students' episodic memory

can be affected, which may result in poor recollection of places and events (Bowler et al.,

2000; Couzens et al., 2015; Hare, Mellor, & Azmi, 2007).

Higher education staff reported that the main difficulties for students with ASD

pertain to problems regulating emotions (Couzens et al., 2015). Some students with ASD

have poor organization and planning skills needed to complete everyday living tasks.

ASDs often exhibit inadequate skills in accessing assistance and develop high-stress

levels in social interactions (Couzens et al., 2015; MacLeod & Green, 2009). Couzens et

al. (2015) discussed how social situations could be stressful for some students with ASD,

causing them to be socially isolated, resulting in the students' limited ability to seek

clarification and assistance in the higher education setting. The isolation can also lead to

mental health problems.

Psychiatric Disorders

Hidden disability includes psychiatric disorders such as depression, bipolar, and

anxiety disorders (CDS, 2008; Couzens et al., 2015; Disabled World, 2019;

Massachusetts General Hospital, 2019). Depression or major depressive disorder is a

serious and common medical illness that negatively affects people's feelings, thoughts,

and acts (Parekh, 2017c). Parekh (2017c) explained that people experiencing depression

tend to feel sad and lose interest in activities they previously enjoyed. The author noted

that depression could lead to physical and emotional problems and decreased functioning at school, work, and home. Parekh related that depression is very treatable, reporting that 80% to 90% of people with depression respond well to treatment (para. 8). The author reported that treatment includes medication, psychotherapy, and electroconvulsive therapy (ECT).

Bipolar disorder includes three different conditions: bipolar 1, bipolar II, and cyclothymic disorder (Parekh, 2017a). Parekh (2017a) discussed that bipolar disorders affect mood and function (Parekh, 2017a). Parekh (2017a) reported that people experiencing bipolar disorders have periodic intense mood episodes and periods of everyday mood. The author noted that treatment includes mood stabilizer medication, psychotherapy, and electroconvulsive therapy (ECT).

Anxiety is a normal response to stressful situations. However, individuals with anxiety disorders experience extended periods of worry, fear, and anxiety that can worsen over time (Sauer-Zavala et al., 2016). Sauer-Zavala et al. (2016) reported that anxiety disorders could negatively affect individuals' function at school, work, and in social situations. The authors noted that this disorder could also affect relationships with friends and family members. Sauer-Zavala et al. explained that anxiety disorders include generalized anxiety disorder, panic disorder, phobias, social anxiety disorder, obsessive-compulsive disorder, and PTSD. The authors noted that approximately 18% of adults and 25% of adolescents 13 to 18 would experience anxiety (para. 4). Sauer-Zavala et al. noted that treatment for anxiety disorders includes individual, family, and group psychotherapy and medication.

Learning Needs and Challenges Faced by STDs

I addressed in this subsection the learning needs and challenges faced by SHDs with the ADA. The Americans with Disabilities Act is further explained. Also included are the adjustment challenges. Furthermore, reviewed are the accommodation needs and challenges.

Americans With Disabilities Act

When SHDs enroll in a community college, they experience a different learning environment. In kindergarten (K) through 12 schools, staff members are responsible for identifying students with disabilities that may benefit from special education services based on the 2004 IDEA. When students enter a community college, college, or university, based on the 1990 AD, it is the students' responsibility to self-identify their disability and request appropriate accommodations. Lovett et al. related that students' may have success with getting their request granted based on how reasonable the accommodations are and the pressure they place on educational agencies, but students are not always successful.

In comparison to IDEA, the ADA standards have fewer guaranteed protections and reasonable accommodations for students with hidden disabilities (Lovett et al., 2015). Based on the ADA, special education documentation from secondary schools may not be sufficient to ensure that students are entitled to these accommodations at community colleges and other higher education institutions. Students may need additional documentation to qualify (Lindstrom, & Lindstrom, 2011; Lovett et al., 2015). Lovett et al. (2015) recommended standardization of the documentation, "requirements across

different colleges and universities so that those requirements can then be communicated to transitioning high school students" (p. 44). Lovett et al. claimed that the Association on Higher Education and Disability had contributed the most towards helping to standardize the documentation requirements.

Each students' experiential and developmental pathways are different; thus, individual student problems differ between and within disability-specific groups (Couzens et al., 2015). Couzens et al. (2015) related that gradually, students develop ways to understand the effect their disability has on their learning, advocate for and access support, approach tasks, and regulate their behavior in various settings. Couzens et al. noted that she might be concerned about a stigma associated with requesting accommodations such as extra time to complete assignments and examinations.

Adjustment Challenges

College and university student populations are increasingly diverse, with increased numbers of underrepresented students such as SWDs and SHDs (Park et al., 2017). From 2011 to 2012, about 11% of undergraduate students reported a disability (National Center for Educational Statistics, 2015; Park et al., 2017). Low graduation rates and SWDs constitute a significant concern. Approximately 34% of SWDs who attend 4-year colleges finished their degrees within eight years of high school graduation, compared to 51% of the general college population (Park et al., 2017; Newman et al., 2011). Park et al. (2017) reported that raising postsecondary retention and graduation rates of SWDs will require innovations in pedagogical practices and postsecondary institutional culture that will adapt to the SHD Individual Academic Plan (IAP).

College SWDs, including SHDs, continue to encounter difficulties adjusting to the social and academic demands in higher education, which contributes to lower course completion rates and retention and graduation rates compared to non-disabled students (Faggella-Luby et al., 2014; Lombardi et al., 2016; Sanford et al., 2011). Lombardi et al. (2016) investigated the impact of pre-college and college support for SWDs. The findings indicated that individual interactions impacted SWDs academic success even more than demographics and pre-college factors. Course efficacy, self-advocacy, preparing for courses, institutional accommodations, and disability services improved SHDs success. Financial stress hurts SHD's student success. The research also suggested that peer, parent, and partner support helped to protect against negative social support and course efficacy. Lombardi et al. reported that findings indicated that supportive relationships with parents, partners, and peers could positively affect SWDs' college experiences. The researchers concluded that social support could improve the academic success of college SWDs (Lombardi et al., 2016).

Accommodation Needs and Challenges

Although diverse learners may need accommodations to succeed in higher education, essential equity questions exist. Couzens et al. (2015) noted that some students favor more normal and less intrusive support academic approaches. Often, students with learning difficulties feel viewed more negatively than students without learning difficulties (Couzens et al., 2015; May & Stone, 2010). Couzens et al. also related that higher education students are not assessed for hidden-disability effects that cause learning difficulties. Due to early stigmatization, some students do not reveal their learning

difficulties. Instead, they refuse treatment, perceiving that their learning differences are essential to their personality, or fail to see any advantage of using a diagnostic assessment (Couzens et al., 2015; Kranke et al., 2013; Prowse, 2009; Woodcock & Vialle, 2011).

SHDs may need accommodations to allow equal access to an academic program, classes, and coursework (Souma et al., 2012). Accommodation is defined as removing barriers that limit students' ability to participate in the learning process fully. The authors also noted that providing equal access to course content and activities does not assure academic success. Souma et al., (2012) noted that SWDs should register with their higher education institution's disability office to receive accommodations, where disability office staff members send a letter to faculty members, noting the specific accommodations required for each student. The authors added that the professor's responsibility is to provide the accommodations and the student's responsibility to complete the course's academic requirements. Souma et al. commented that it is best when the student, professor, and disability office staff members work cooperatively and meet as a group to facilitate problem-solving alternatives. The authors highlighted the importance of professors respecting students' privacy by not talking about their disability or accommodation with other individuals who are not part of the group. In addition, Souma et al. recommended that accommodations be periodically reviewed with students to determine if they are practical and make changes if needed.

Typical accommodations include unique seating options and additional classroom space, exams taken in a private office, assignment alterations, and instructional accommodations (Souma et al., 2012). Other accommodations may include classroom

assistance, offering breaks, providing note-taking, giving records, and photocopying other students' notes. Early access to the syllabus, textbooks, course materials such as lectures and handouts, and private feedback on academic performance can also help students to be successful (Souma et al., 2012. The authors noted that examination accommodations could include alternative test formats such as essays, oral questioning, a presentation, role-play, or a portfolio. According to Souma et al., examination accommodations may also include using assistive computer software, extended time for test-taking, and individually proctored exams in a quiet setting to reduce distractions and more frequent testing. Other potential accommodations include substitute assignments, a notice of assignments, permission to submit handwritten rather than typed assignments, and the option to submit assignments in the most appropriate format – written, oral presentation, or dramatic formats such as role-play, demonstration, or sculpture. Assignment assistance during hospitalization, and extended time to complete assignments, are other accommodation options.

The reported statistics of SHDs vary in higher education, which may be due to some universities requiring students to verify their disability by providing documentation from a medical professional. Still, other universities allow students to report with or without supporting documentation to access university accommodations (Couzens et al., 2015). Couzens et al. (2015) reported that in the United Kingdom when entering higher education, most students disclosed hidden disabilities when revealing a disability. On the other hand, Couzens et al. noted that the number of students reporting hidden disabilities in Australia was less, which may be "due to differences in defining groups" (p. 25). Thus,

caution should be taken when comparing data among different countries as diagnostic categories, service provision, and assessment systems can change the data meaning (Couzens et al., 2015; Smith et al., 1999).

Educational institutions are responsible for proactively accommodating SHDs (Commonwealth of Australia, 2006; Couzens et al., 2015; Dickson, 2007). Students are expected to share their impairment sufficiently to respond effectively to educational institutional staff members. Otherwise, educational institutions are not required to make accommodations under the American Disability Act (Couzens et al., 2015; Dickson, 2007). Couzens et al. (2015) identified

> the strengths, gaps, and opportunities from other colleges and universities that can be used as an approach that could provide the same support system that will benefit the local SWD at the local community college by providing a practical learning experience in their journey in higher education (p. 28).

The researchers also discussed support strategies that university administrators can implement to support SHDs. The disability support strategies included included "a student lifecycle model" (p. 29) that assists students with disabilities to transition into the university, provides specific support during the first year, develops self-management and self-advocacy, and helps graduates be ready to enter the workforce (Couzens et al., 2015).

In addition, university administrators use universal learning design (UDL) approaches to increase student learning (Couzens et al., 2015). UDL is a set of principles "that acknowledge the different learning styles of students in the classroom and

encourages teachers to create flexible approaches to learning that can accommodate many students' learning styles" (Williams, 2016, p. 50). Couzens et al. noted that UDL approaches provide inclusive environments in which students can engage in the learning process, demonstrate learning, and access knowledge in their chosen specialization. The researchers also discussed the use of blended learning, which provides distance opportunities- and on-campus experiences.

Participants in the case study included "seven undergraduate students who self-identified as having hidden disabilities" (p. 26) and eight support staff (Couzens et al., 2015). Many SHDs in the study reported that family and friends, not specialized disabilities services, were the most effective support. Couzens et al. (2015) discussed difficulties encountered by students dependent on their families. The problems were most acute for national students unable to easily visit their families in rural areas, and for international students.

The results suggested that many tutors and lecturers were flexible and supportive of students. Results also indicated mixed perceptions about disability-specific and universal supports. Couzens et al. recommended that university administrators find and assess effective methods for supporting and empowering students to understand their learning limitations and strengths and to enable students to self-advocate and access the support they need to succeed in higher education and later life.

Although SWD enrolls enrollment continues to increase in higher education, some institutions are yet unprepared to support these students beyond the federal mandate to provide reasonable accommodation and equal access (Hong, 2015). Using reflective

journaling, Hong (2015) found four significant barriers and frustrations that SWDs

experienced daily. These barriers were "(a) faculty perception, (b) fit of advisors, (c)

college stressors, and (d) quality of support services" (p. 209). The researchers reported

that even though the written accommodation instructions asked professors to be discreet,

students believed professors were insensitive about keeping student disabilities

confidential.

In addition, students viewed their professors as skeptical and cynical adults who

did not trust them about their claim about having a disability and needing academic

adjustments. Students also felt singled out by their peers and professors when their

disabilities were revealed. These findings are important because academic advisors and

professors are key factors in SWD college success. Thus, Hong suggested that higher

education advisors create positive relationships with students; and that professional

development programs increase instructors' disability awareness, obligations, and rights

instead of changing their attitudes (Hong, 2015; Hong et al., 2010).

The findings also revealed that students have a limited number of hours to sign up

for help at the tutoring centers, often only being able to get 2 hours of tutoring each week

for each subject (Hong, 2015). As a result, students sometimes went to tutoring centers

for assistance without revealing that they needed accommodations. Hong (2015) also

reported that students felt that disability staff members were not helpful, approachable, or

understanding about the students' challenges. Students said that it was unpleasant to ask

for assistance. The researcher suggested that campus support services could better assist

SWDs if they sought feedback from students in their programs using a campus-wide

questionnaire and focus groups. In this way, administrative staff could use student

profiles to become better able to strengthen access, transition, and retention programs for

SWDs. The researcher also found SWD students had two challenges: self-awareness and

the self-advocating skills to know what to request to assist them with the course

challenges (p. 222). Results suggested that SWDs want to be like other students and

achieve similar goals. As a result, Hong discussed the need for additional study on ways

to alleviate SWD anxieties and frustrations.

Faculty Awareness of Hidden Disabilities

In this section, faculty awareness of students' hidden disabilities concerning

support services is discussed. Faculty awareness concerning the disability office is also

covered. Lastly, faculty awareness about their teaching methods and support services is

addressed.

Support Services and Professional Development

Faculty members become aware of the needs of SHD through the disability

office's universal design approaches such as blended learning, and initiatives to increase

and refine first-year students' success and connectedness, webinars, and communication

with other faculty members (Couzens et al., 2015; Fishback et al., 2015). Faculty

development programs should focus on increasing professors' awareness of diversity,

rights, and obligations instead of changing their attitudes (Hong, 2015; Hong et al.,

2010). Hong (2015) emphasized promoting instructional adaptations, assistive

technologies, and campus support resources. He also recommended establishing a new

type of faculty professional development to improve the ability to advise students at a

risk by teaching faculty to know how to advise SWD students on peer mentoring, social interaction, communication, self-advocacy, organization, and learning strategies, and time management.

In addition, faculty members should know how to help students access learning resources like mentoring programs that focus on social and mental challenges, stress, depression coping skills, addiction, and how to manage finances (Hong, 2015; Trammel & Hathaway, 2007). Hong (2015) recommended that higher education institution leaders consider using the Association for Higher Education and Disability program standards and performance indicators to enhance campus disability services and models of best practices. Hong discussed the need for professors to discreetly handle disability paperwork and accept students who traditionally may not be college-bound.

Disabilities Office

The disability office needs to provide faculty with accommodation letters that outline the needed student accommodations (Couzens et al., 2015; Pennsylvania State University, 2019). Accommodation letters typically last for one academic year, and students still should complete the essential course requirements (Couzens et al., 2015; Pennsylvania State University, 2019). Faculty members understand the need to accommodate SHDs, but they are often unsure how to provide accommodation (Murray et al., 2008; Wright & Meyer, 2017). Wright and Meyer (2017) reported that how faculty members respond to students who advocate for themselves can affect future student self-advocacy. The researchers related that faculty members sometimes react inappropriately due to their lack of understanding of disabilities, the implications, and legislative

mandates. Wright and Meyer explored the relationship between student self-disclosure of a disability and professors' empathy, flexibility, and self-efficacy in meeting student accommodation needs. Findings indicated that instructors' self-efficacy in accommodation increased the more a student self-disclosed about a needed accommodation. Wright and Meyer found that "for the low-disclosure condition, empathy and flexibility were both significant predictors of self-efficacy, whereas, for the high-disclosure condition, only flexibility was a significant predictor of self-efficacy" (p. 65). Based on these findings, Wright and Meyer noted that school administrators need to support efforts to increase services for students needing accommodations.

Faculty Teaching Methods and Support Services

Two formal support approaches used to address the needs of diverse learners include: (1) "strategies and supports that may be universally offered to all students in the university or college; and (2) differentiated, disability-specific approaches for specific groups or individuals" (Couzens et al., 2015, p. 28). The authors also noted that students that do not submit the required documentation are not eligible to attain suitable accommodation.

Understanding faculty members' self-efficacy helps explain their instructional activities and their views of the education process (Fishback et al., 2015; Pajares & Schunk, 2005). Fishback et al. (2015) stated that sometimes the teaching methodologies do not adequately meet SHD's learning needs. For example, some faculty members use lectures as their primary method of instruction (McClenney & Peterson, 2006; Schuetz,

2002). Christensen (2008) reported that approximately two-thirds of community college students indicated that memorization was a large part of their classroom experience.

The teaching methods that faculty use to connect with SHDs are essential in promoting student persistence (Fishback et al., 2015; McClenney & Peterson, 2006). Thus, it is imperative that campus policymakers, administrators, disability staff, and stakeholders the impact of faculty teaching methods on SHD's success. Focusing on improving the educational experience can improve student engagement (Fishback et al., 2015).

Only a few community colleges provide adequate support services such as faculty orientation, review of effective teaching methods, assistance with syllabus preparation, and review of college policies. These services increase professors' levels of self-efficacy in teaching SHDs (Christensen, 2008; Fishback et al., 2015). In addition, Keim and Biletzky (1999) found that faculty development programs positively impact professors' choices in classroom methodologies. Professors who participated in PD tended to use activities, demonstrations, and small group discussions to promote critical thinking.

Fishback et al. (2015) examined whether community college faculty members' self-efficacy beliefs affected their teaching methods by surveying full-time and adjunct faculty at four Kansas public community colleges. Findings indicated that participants viewed themselves as good teachers, but paid little attention to items that focused on student-centered teaching. Faculty members usually spent their resources and time improving in areas where they were already good such as on subject matter content. In addition, the investigators found that professors expressed frustration and blamed the

administration for poor services, lack of resources for improving teaching, and bureaucratic reporting procedures. Fishback et al. suggested that community college administrators provide clear direction and leadership to encourage faculty to use student-centered methods.

Implications

SWDs face external and internal barriers in the higher education setting (Lombardi et al., 2016; Sniatecki et al., 2015). Hong (2015) reported that faculty and staff with negative dispositions and perceptions toward SHDs create student barriers. Poor treatment by disability staff, social pressure, peer image, and advisors' limited knowledge on advising also contribute to the problem. Hong (2015) noted that SHDs' internal barriers include wanting to be independent and treated like non-SHD students, and pushing themselves too hard to complete the community college degree as quickly as nondisabled student counterparts.

This study will add to the education literature by filling a gap in faculty's perceptions of their level of self-efficacy in meeting the needs of SHDs in higher education. Campus educational policymakers and leaders could use the results of this study to determine if professors would benefit from effectively teaching SHDs as their knowledge and practices are primary factors in improving student learning. Equipping community college faculty with additional support and resources will help SHDs achieve their full potential (Sniatecki et al., 2015).

The final project, therefore, focuses on high-quality and effective PD for full-time faculty members to strengthen inclusive practices and interactive teaching methods that

support SHDs' success in higher education. SHDs would benefit from improved faculty teaching methods and inclusive practices that assist them to complete their degrees and achieve their academic goals, like transferring to a 4-year higher education institution (Fishback et al., 2015). I hope to share the findings of this study with participants by e-mailing them an executive summary. Therefore, this study's implications for positive social change could improve how professors accommodate SHDs. This strategy could ensure the successful long-term sustainability of inclusion for SHDs in higher education classrooms. Guskey and Sparks (2002) emphasized that educators' knowledge and practices are the most immediate and significant outcomes of any PD activity.

Summary

It is essential to understand faculty members' level of self-efficacy in meeting the needs of SHDs in ca ommunity college settings (Fishback et al., 2015; Hong, 2015). This understanding will assist administrators, faculty, and support staff to develop and implement programs that create academically challenging, culturally supportive, and socially inclusive environments for all students, including SHDs (Couzens et al., 2015; Fishback et al., 2015; Hong, 2015). There is a need for a comprehensive service delivery model that increases SHD's college and university persistence, graduation rates, and employment prospects (Hong, 2015). As community college leaders make decisions about allocating limited resources, they must consider faculty development in interactive teaching methods and inclusive practices that support SHDs success in higher education classrooms (Fishback, 2015).

Section 1 of this doctoral study contains the local problem, rationale, definition of terms, significance of the study, and research questions. Additionally, the section includes the literature search strategy, conceptual framework, and critical review of the broader problem. Section 1concludes with a discussion of the implications and a summary. Section 2 includes the research design and approach, participants, data collection, analysis, limitations, and a summary.

Section 2: The Methodology

This section of the study includes the research design and approach, participants, data collection, data analysis, limitations, and a summary of the research process. In this case study, I investigated the faculty's perceptions of their level of self-efficacy in meeting the needs of SHDs in a northeastern U.S. community college. In addition, a disability staff member was interviewed to discover their perceptions on how professors are effectively guided in teaching SHD in the community college setting. The data were collected for this study by recruiting professors to complete a demographic survey and a qualitative self-efficacy survey on SurveyMonkey.

Four professors, one administrator, and one disability staff member at Stateside Community College participated in semistructured telephone or e-mail interviews. I used NVivo software and Moustakas's (1994) modified van Kaam method to organize the data. The case study was conducted ethically to protect participants. Walden University's Institutional Review Board (IRB) approval number for this study was 01-06-20-0252927. I also obtained approval from the Stateside Community College IRB.

Research Design and Approach

The research questions for this single case study are included in this section. I also describe the qualitative tradition and the justification for using the case study design.

Research Questions

In this case study, I addressed one central research question: What are professors' perceptions about their levels of self-efficacy in meeting the learning needs of SHDs in the community college setting? Four sub-questions were included:

1. What are professors' perceptions about teaching SHD in the community college setting?

2. What are professors' perceptions about how their academic and PD training has prepared them to facilitate the learning needs of SHD in the community college setting?

3. What supports do professors perceive are needed to effectively assist them in teaching SHD in the community college setting?

4. What are the community college center on disability staff members' perceptions of how they have supported professors to effectively assist them in teaching SHD in the community college setting?

Description of the Qualitative Tradition

I used a qualitative research methodology and case study research design to gain knowledge of the faculty's perceptions about their level of self-efficacy in meeting the academic needs of SHD in a northeastern U.S. community college. In addition, I explored a disability staff member's perceptions of how professors are effectively guided in teaching SHDs in the community college setting. I chose purposeful sampling to collect data through a demographic survey, qualitative self-efficacy survey, and a semistructured telephone or email interview with four professors and one administrator at a northeastern U.S. community college.

Contemplation of Other Research Methods

When designing this study, I contemplated a mixed-methods approach because this method includes both qualitative and quantitative methods, which allows researchers

to examine different perspectives and find relationships that occur between the complex

layers of multidimensional research questions (Greene et al., 1989; Shorten & Smith,

2017). However, I did not use a mixed-methods approach because it was unnecessary to

answer the central research question and four subquestions in this study. I also considered

a quantitative research method because of its advantages, such as being able to quickly

administer the surveys and evaluate the data, as well as being able to use the numerical

data to make comparisons between groups and make determinations about the extent of

participants' agreements and disagreements (Choy, 2014; Yauch & Steudel, 2003).

However, I did not use a quantitative method for this study because standardized

instruments were not needed to explore participants' perceptions.

I used a qualitative research method because this method allows researchers to

explore homogeneous and diverse groups' viewpoints, thereby improving the

understanding of different perspectives within a community (Choy, 2014) such as a

community college. Social capital is based on relationships because it occurs between

people; asking a group of individuals to respond to questions and hypothetical situations

could result in information that is more nuanced compared to data originating from

quantitative surveys (Choy, 2014; Dudwick et al., 2006).

A key strength of using a qualitative approach is probing participants' underlying

beliefs, values, and assumptions, thereby gaining a better understanding of participants'

behavior (Choy, 2014; Yauch & Steudel, 2003). Another key strength of using a

qualitative approach is that the open-ended and broad investigation allows participants to

discuss essential issues (Choy, 2014). Furthermore, investigators usually do not have a

predetermined set of issues to explore (Choy, 2014; Yauch & Steudel, 2003).

Case Study Research Design Rationale

When selecting the design for this study, I examined the five main qualitative

research designs: narrative inquiry, case study, phenomenology, grounded theory, and

ethnography (Guetterman, 2015). After examining all five qualitative research designs, I

selected the case study research design because it affords researchers the ability to

explore "a bounded system (a case) or multiple bounded systems (cases) over time

through detailed, in-depth data collection involving multiple sources of information (e.g.,

observations, interviews, audiovisual material, and documents and reports) and reports a

case description and case-based themes" (Creswell et al., 2007, p. 245). Patton (2002)

reported that the design of a case study would differ due to the purpose and research

question. For example, Patton explained that when the goal is to describe different

individuals' perceptions of various social situations, a single case study may not be the

best choice. However, my goal was to gain knowledge about community college faculty's

level of self-efficacy in meeting the needs of SHD from their perspective and to obtain

disability office staff members' perceptions of how they have supported professors. Both

groups of participants were from the same community college. As a result, I applied a

single case study design in this study.

Participants

This section includes a description of the participant selection criteria,

justification for the number of participants, and procedures for gaining access to

participants. In addition, methods established for a researcher–participant working relationship are discussed. I also explain measures taken to protect participants' rights, such as confidentiality, informed consent, and protection from harm.

Population and Sampling Procedures

In this single case study, the setting was a community college located in the northeastern region of the United States. In contrast to quantitative studies, the sample size used in qualitative studies tends to be smaller (Mason, 2010). When researchers focus only on one thing, such as one group of individuals, a single case study should be used instead of a multiple case study (Gustafsson, 2017; Yin, 2003). I used a single case study design to explore the college faculty's level of self-efficacy in meeting the needs of SHD in the higher education setting.

According to the most current data from Stateside Community College, there are 437 full-time professors at the community college. Using purposeful sampling, I recruited full-time professors to participate in the study by first sending email invitations to 100 full-time professors at Stateside Community College requesting their participation. The selection criteria for professors included being employed as a full-time professor at Stateside Community College. Part-time professors were excluded from the study. I also recruited disability office staff members to participate in the study by sending them email invitations requesting their participation.

When recruiting professors, I waited to see the initial interest in the study from the first potential 100 participants before emailing another group of 50 or 100 professors. Professors were massed e-mailed in groups of 50 or 100 at a time until I received enough

interest to meet the sample size requirement of a purposeful sample of four to eight full-time professors. Aerny-Perreten et al. (2015) reported that although online surveys have many advantages, this data collection method has a low response rate. In their study, Any-Perreten et al. sent an online survey to primary care health professionals and received a response rate of "22.6% in the first wave to 32.9% in the second and peaked at 39.4% in the third" (p. 689), which indicated a 74.3% increase in participation after sending two reminders to participants. I sent reminder letters in this study due to the small sample size of four to eight professors and one or more disability office staff members recruited to participate in the study.

Researchers must address data saturation when using participant interviews in their qualitative research (Fusch & Ness, 2015). Researchers should discern how many interviews are adequate to achieve data saturation (Guest et al., 2006). When reaching data saturation, the researcher does not obtain any new information, and creating more codes is no longer feasible. Having reached data saturation, the researcher has provided in-depth information that allows other researchers to replicate the study (Guest et al., 2006; Walker, 2012). In this single case study, I collected data from four full-time professors and one disability office staff member at the target community college to explore the faculty's level of self-efficacy in meeting the educational needs of SHD. The use of four full-time professors and one disability office staff member allowed me to attain rich data and reach data saturation. Participants' detailed holistic descriptions were used to better understand the self-efficacy phenomenon (Harrison et al., 2017).

Influence of COVID-19

Before the COVID-19 pandemic, three faculty participated in the interviews. Once COVID-19 became a national pandemic, it became more difficult to find participants. Because the community college was located in an area with a high COVID-19 rate in the northeastern United States, all businesses were shut down and schools were shifted to remote instruction. The community college shifted to remote learning, and the professors needed to adjust instructional strategies within a few days. Given the COVID-19 situation, only one additional faculty member was interviewed and one administrator from the disability's office.

Procedures for Gaining Access to Participants

I completed the Protecting Human Research Participants online training. In addition, I followed all federal and state regulations to protect human participants. I also applied for Stateside Community College's IRB approval. After obtaining approval from Walden University's IRB and Stateside Community College's IRB, other supporting documents were approved. Walden University's IRB served as the IRB of record. To ensure the confidentiality of the community college, all identifying information that could identify the community college or participants was omitted and redacted from the study and will be omitted and redacted from any future study reports.

After receiving Walden University's IRB approval and the research site's approval, I began collecting data at Stateside Community College. Based on Stateside Community College's IRB guidelines, I contacted the community college to request the names and email addresses of all full-time professors and disability staff members such

as the director of disabilities, disability services coordinator, access associate, administrative associate, or other disability office staff members. Using my Walden University email account, I emailed 100 professors and all disability office staff members using separate invitation letters, which described the research project and data collection process. In the invitation letter, professors and disability office staff members were asked to respond to questions about the selection criteria. They were asked to email their responses back to me if they were interested in participating in the study. When recruiting professors, I waited to see potential participants' initial interest in the study before emailing another group of 50 or 100 professors. Once I received email responses from the professors and a disability office staff member, I reviewed their responses to confirm that they met the selection criteria. For individuals who did not meet the selection criteria, I notified them by email, letting them know that they were not selected for the study due to not meeting all selection criteria, and thanked them for their interest.

I emailed the consent form to professors who met the selection criteria of full-time professors at Stateside Community College. The professor's consent form outlined the voluntary nature of the study, data collection procedures, and the SurveyMonkey link those participants would use to complete the electronic demographic survey and qualitative self-efficacy survey. The disability office staff member received a different consent form because they were asked only to participate in a semistructured telephone interview. The professors and disability office staff members were informed that they could call or email me if they had any questions when reviewing the consent form, and I would answer all questions. On the consent form, potential participants were also

provided with my chair's contact information and the contact information of the research participant advocate if they wanted to talk privately about their rights as a participant. In addition, although participants were not likely to experience any acute discomfort from taking part in this project study, I provided participants with the Substance Abuse and Mental Health Services Administration's (2018) national helpline at 1-800-662-4357, where they could seek help if they experienced any adverse effects related to their participation in this study. Based on Walden University's IRB guidelines on obtaining consent by email, the disability office staff member was asked to give their consent by replying to the email with the words "I consent" if they were interested in the study. Based on Walden University's IRB guidelines on obtaining consent for online research, professors provided their consent by clicking the SurveyMonkey link at the end of the consent form if they were interested in participating in the study. The disability office staff member and professors were informed on the consent form that they could print or save a copy of the consent form for their records.

When professors and disability office staff members provided their consent, data collection began. Professors were instructed to go to the survey link on the consent form and complete the demographic survey for professors and the qualitative self-efficacy survey. The demographic survey took 5 minutes to complete, and the qualitative self-efficacy survey took approximately 10 minutes to complete. The same professors responded to a 30 to 40-minute semistructured telephone or e-mail interview, which focused on educating SHDs. Disability office staff members were also asked to participate in a 30 to 40-minute semistructured telephone interview.

Participants' Demographics

The sample of this study consisted of four full-time professors and the director of disabilities at Stateside Community College. The participant contributed to the semistructured individual interview, while the four full-time professors completed a qualitative self-efficacy survey. The demographic information was collected from the online survey. The self-developed demographic survey took approximately 5 minutes to complete. The information collected included the participants' total years of teaching, years of teaching in Stateside Community College, total PD hours accumulated for teaching SHDs, and PD hours received from Stateside Community College.

Table 1 contains the participants' demographic information relevant to this study. All the participants skipped the question regarding the subjects they teach at the community college. The participants' total years of teaching experience ranged from 0-5 to 26-30, while the years of teaching in Stateside Community College ranged from 0-5 to 21-25. One participant (25%) had 31-40 total PD hours accumulated for teaching SHDs, while three participants (75%) had 0-10 total PD hours accumulated for teaching SHDs. Nonetheless, all participants (100%) received 0-10 hours of PD hours from Stateside Community College.

Table 1

Participant Demographic Information

Participant	Total years teaching	Years CC teaching	Total PD hours teaching SHDs	PD CC hours teaching SHDs
P1	11–15	6–10	0–10	0–10
P2	26–30	21–25	31–40	0–10
P3	0–5	0–5	0–10	0–10
P4	16–20	6–10	0–10	0–10

To protect the participants' identities, I randomly assigned P1 to P4 to the four full-time professors before the interviews. I assigned DDO as the codename for the director of the disability's office. To schedule individual telephone and e-mail interviews with professors and disability office staff members, I used the following methods by e-mail or telephone to set up an appointment at a convenient time. I recorded the interviews, which took 30 to 40 minutes. Participants who took part in a telephone interview were informed on the consent form that the telephone interviews would be recorded. Before concluding the telephone interviews, I reminded participants that I would later e-mail to them transcription reviews. Participants who completed the interview by e-mail were not required to participate in the transcription review process because they typed their responses to the interview questions. I answered questions or addressed any participants' concerns and thanked them for their time and participation.

I transcribed the interviews and downloaded the demographic surveys and qualitative self-efficacy surveys from *SurveyMonkey*. I emailed participants were e-mailed a transcript of their telephone interview to ensure that the transcription was accurate. Any errors were corrected, and inaccuracies were clarified (Hagens et al.,

2009). I asked participants to e-mail their transcriptions with their feedback to me after they had completed their reviews. Transcription reviews took 25 minutes. After completing data collection, I analyzed the data using Moustakas's (1994) modified van Kaam method. Once my doctoral study was completed and approved, I shared the study's findings by e-mailing an executive summary to study participants and campus leaders, and the director of disabilities. I used a password-protected computer and a locked file cabinet in my home office to protect all data to ensure that no one else has access to the data. I will keep all data for at least five years to comply with Walden University guidelines. After this time, I will destroy the paper data by shredding it; and the electronic information by erasing it.

Methods of Establishing a Researcher–Participant Working Relationship

Algeo (2013) explained that the first step in creating an effective researcher-participant working relationship is to identify appropriate participants and to obtain their agreement to participate in the research project. Algeo (2013) discussed the importance of researcher-participant trust in developing and sustaining a working relationship to obtain quality results. The researcher also noted that trust could be established using formal documents such as code of conduct and consent forms and through informal behaviors that reassured participants about confidentiality and anonymity. Researchers must identify problems or issues that necessitate an ethical practice code negotiated between the researcher and participants to understand better what was agreed to within the research environment, such as obtaining IRB approval (Algeo, 2013; Meyer, 2000). In addition, while carrying out the study, researchers should continue a trusting

relationship with participants to ensure that any changes due to interventions do not pose any threats (Algeo, 2013).

I established a researcher-participant relationship in this case study by obtaining Stateside Community College IRB's approval and Walden University IRB's approval before beginning data collection. In addition, before participants took part in the study, I e-mailed the disability office staff members a consent form. I asked them to provide their consent by replying with the words "I consent," based on Walden University IRB's procedure for obtaining consent by e-mail. To Walden University IRB guidelines on obtaining consent for online research, professors provided their consent by clicking the survey link at the end of the consent form if they were interested in participating in the study. Both disability office staff members and professors were informed on the consent form that they could print or save a copy of the consent form for their records. I answered all participants' questions before obtaining consent, during the data collection process, and after data collection had ended. I informed participants on the consent form that they would be audio-recorded. To ensure confidentiality, I kept the name of the community college confidential by using the pseudonym, Stateside Community College, in all study reports. After data collection, all identifiable data were removed from the demographic survey, qualitative self-efficacy survey, and telephone and e-mail interviews; a numbering and coding to match each participant to protect their identities was applied.

Ethical Protection of Participants

I completed the Protecting Human Research Participants Online Training and followed state and federal human protection regulations to safeguard research

participants. After I received Stateside Community College IRB and Walden University

IRB approval, I started data collection. I followed all IRB guidelines to protect

participants' data from the demographic survey, qualitative self-efficacy survey, and

telephone and e-mail interviews.

Before starting data collection, I sent professors and disability office staff

members a consent form approved by both IRBs by e-mail. I obtained their consent to

participate in the study and to record the telephone interviews. Participants were

informed that they could print or save the consent form for their records. In the consent

form, I outlined data collection procedures, the voluntary nature of the study (participants

can withdraw at any time), risks and benefits of being in the study, and confidentiality.

Potential participants were given the contact numbers for me and my chair should they

have any questions. Participants were also given the telephone number of the research

participant advocate should they want to talk privately about their rights as a participant.

Participants were not likely to experience any severe discomfort from taking part in this

project study as the study only involves some minor discomfort risks such as fatigue or

stress. Nevertheless, I also provided participants with the national helpline at 1-800-662-

4357 that they experienced any adverse effects related to their participation in this study.

I built a respectful researcher-participant working relationship that includes

ethically conducting the study throughout the data collection and the entire research

process. After data collection, I used numbering and coding to protect participant

identities. I transcribed the telephone interviews and requested that each participant

review the transcription for accuracy. After completing data collection and the transcription review process, I analyzed all data.

All data, including the demographic survey, qualitative self-efficacy survey, and telephone and e-mail interview transcriptions, will be secured for five years in a password-protected computer and locked file cabinet in my home office. After five years, I will correctly destroy all data using techniques such as shredding and erasing.

Data Collection

This section describes and justifies the data collection, identifying each data source, establishing the sufficiency of data collection instruments to answer research questions, describing the data tracking systems, and explaining the role of the researcher. I organized this section in the following subsections: justification for data collection methods, instrumentation, systems for keeping track of data, and role of the researcher.

Nock et al. (2008) noted that case studies are qualitative, detailed, and anecdotal, and tend to involve single units such as a family or a classroom. For that reason, such studies are rarely quantitative. The authors related that focus is placed on the case's unique aspects, which allow the researcher to see the complexities that arise from the unique, distinctive history and influences. In addition, Nock et al. reported that data are customarily collected retrospectively in studies, and experiential controls are not applied.

When using a case study research design, multiple data sources are used, such as observations, interviews, focus groups, archival records, documents, artifacts, and audiovisual material (Creswell, 2018; Harrison & Mills, 2016). Using a single case study research design, I explored northeastern state community college faculty's perceptions

about their level of self-efficacy in meeting the needs of SHDs. In addition, I interviewed

a disability staff member's perceptions of how she supported professors to effectively

assist them in teaching SHDs in the community college setting. I administered a

researcher-developed 5-minute demographic survey and a 10-minute researcher-

developed qualitative self-efficacy survey to 4 to 8 full-time professors. I also used two

30 to 40-minute researcher-developed interview guides to conduct individual in-depth,

semistructured interviews, and one was a guide that was used with the same professors

who completed the surveys. The other guide was used with one disability office staff

member. The demographic survey, qualitative self-efficacy survey, and semistructured

telephone or e-mail interviews were sufficient to answer the central research question and

four sub-questions.

<div align="center">**Instrumentation**</div>

Demographic Survey

I created and distributed a 5-minute demographic survey to the four professors in

this study. The data was analyzed on *SurveyMonkey*. The data included the participant's

name, telephone number, e-mail address, the highest level of education, and certification

credentials. The survey also collected subjects the professors taught at the community

college, years of teaching, and length of time teaching at the community college, as well

as hours of SHD PD training.

Qualitative Self-Efficacy Survey

I used a 10-minute research-developed qualitative, self-efficacy survey to collect

data from the same four professors on self-efficacy in teaching SHDs. The data was

analyzed using *SurveyMonkey*. The qualitative self-efficacy survey questions were developed based on the Teaching Students with Disabilities Efficacy Scale (TSDES) by Dawson and Scott (2013). The TSDES is a reliable and valid quantitative tool, which "measured teachers' feelings of self-efficacy for teaching" SWDs (Dawson & Scott, 2013) (p. 184). Based on the TSDES quantitative questions, I created the qualitative self-efficacy survey questions. The nine questions on the qualitative self-efficacy survey, along with the first question on both interview guides, provided sufficient information to identify trends in participants' level of self-efficacy in meeting the educational needs of SHDs. This information was sufficient to answer the central research question: What were the professors' perceptions about their levels of self-efficacy in meeting the learning needs of SHDs in the community college setting? In addition, my committee members reviewed the qualitative self-efficacy questions for clarity and alignment that focused on my central research question and conceptual framework.

Unlike quantitative surveys that establish numerical relationships, qualitative surveys are used to determine the diversity of some topic of interest within a specific population, thus, establishing meaningful variation within the population (Jansen, 2010). Open-ended questions were used in the semistructured qualitative self-efficacy survey, allowing professors to answer using their own words (Sincero, 2012). After obtaining participants' consent by e-mail, the professors were redirected to the survey link on the consent form, where they completed the demographic and qualitative self-efficacy surveys.

Semistructured Telephone or Email Interviews

Interviewees participated in in-depth telephone or e-mail interviews. One guide was used with the full-time professors who completed the demographic and qualitative self-efficacy surveys. The other guide was used with one disability office staff member. The five interview questions on each interview guide were aligned and were based on the central research question and four sub-questions. Using the design alignment tool committee member review, on both interview guides, Interview Question 1 was aligned with the central research question, Interview Question 2 was aligned with Sub question 1, Interview Question 3 aligned with Sub question 2, Interview Question 4 was aligned with Sub question 3, and Interview Question 5 was aligned with Sub question 4. The data was sufficient for finding trends in the professors' perceptions of SHD, how PD would help, what the faculty need to understand SHDs better, and how the disability staff can help faculty better understand SHDs.

Both telephone and e-mail interviews took 30 to 40 minutes. Edwards and Holland (2013) commented that some participants might prefer the telephone interview due to their busy schedules, privacy, confidentiality, convenience, and discussion of sensitive topics. COVID-19 was another reason for offering the e-mail interview option. E-mail interviews are also more convenient than telephone interviews. Other researchers have also noted other advantages of telephone interviews, such as time efficiency and cost-effectiveness (Taylor, 2002). Block and Erskine (2012) reported that telephone interviews allow researchers to access different experiences and resources without enduring the time and expense to travel to different locations, allowing the researcher to

interview people who may not otherwise be available due to their remote location. Thus, the researchers noted that telephone interviewing could result in a more exhaustive sample.

Both structured and semistructured interviews are planned, but semistructured interviews also use open-ended questions that can be used to collect attitudinal information and to probe more deeply (Fox, 2009). Fox noted that using probes allowed participants to expand on their initial response where the researcher could follow up on a line of inquiry that the interviewees introduced. Creating the interview questions to address one central research question and four sub-questions allowed me to connect the questions that I asked in the individual telephone interviews to the overall research and allow for the location of specific ideas (Maher, 2013).

Role of the Researcher

In qualitative studies, the researcher assesses the feelings and thoughts of participants, which can be difficult when asking people to share personal information (Sutton & Austin, 2015). In my role, I also was an observer-participant during the survey, telephone, and email data-collection processes. I directly communicated with participants in addition to e-mailing them an invitation letter and consent form to take part in the study. I also answered any questions that participants had, ensured that participants completed the surveys, and conducted telephone and e-mail interviews. In addition, I conducted transcription reviews with participants who completed a telephone interview by e-mail. After data collection, I downloaded the demographic and qualitative self-

efficacy surveys from SurveyMonkey and transcribed the telephone interviews verbatim. I then coded, analyzed, and interpreted all data.

I also secured all participants' data. Sutton and Austin (2015) related that the research is responsible to safeguard participants and their data and notifying the participants of the safeguard procedures. I did not have any past or current professional or personal relationships with the professors, disability office staff members, or other staff members at Stateside Community College. Therefore, I did not recruit anyone with whom I have a professional or personal relationship, such as coworkers, associates, family members, or friends, to participate, which presents the possible perception of coercion to participate in the study. For these reasons, there was no concern about power over participants or conflict of interest.

While conducting qualitative research, I needed to be aware of any personal biases. Sutton and Austin (2015) advised that researchers should not avoid or ignore their biases but reflect on and clearly express their subjectivities and position so that readers would better understand the filters through which researchers asked questions, gathered data, and analyzed the findings. Sutton and Austin reflected that subjectivity and bias are not fundamentally hostile but are unavoidable; thus, researchers should share this upfront coherently and clearly for readers. Thus, I was aware of any values, experiences, or biases concerning the research topic using reflexivity. I do not hold any bias against the professors or disability office staff members who took part in the study. I was also respectful to all participants and considered their perspectives.

Data Analysis Results

This section discusses how the data was analyzed, describes the evidence of quality and procedures to assure accuracy and credibility of the findings, and explains procedures for dealing with discrepant cases. I have organized this section in the following subsections: data analysis plan, issues of trustworthiness, and discrepant cases.

Data Analysis Plan

Once the interviews were transcribed, they were analyzed. The data analysis plan included organizing the transcriptions obtained from the professors and disability office staff interviewed on the telephone and by e-mail. The data also included the qualitative self-efficacy survey information from Nvivo, a data management tool. Researchers used Nvivo to organize data, but it is not analyzed (King, 2004; Zamawe, 2015). Thus, while conducting data analysis, Nvivo was used to organize the data so that researchers could better understand the data collected (King, 2004; Zamawe, 2015). King (2004) reported that researchers use Nvivo to link or connect research notes to coding, index text segments to specific themes, perform challenging search and retrieve procedures, and help in exploring associations between the themes. Furthermore, researchers use Nvivo to search large data sets and manage the results in various ways, such as mind maps and word trees (Spencer et al., 2003).

Data analysis involved the use of Moustakas's (1994) modified van Kaam method of analysis, which included the following steps:

1. Listing and preliminary grouping

2. Reduction and elimination

3. Clustering and thematizing the invariant constituents

4. Final identification of the invariant constituents and themes by application

5. Using the relevant, validated invariant constituents and themes, construct an individual textual description of the experience for each co-researcher

6. Construct an individual structural description of the experience based on the individual textural description and imaginative variation

Issues of Trustworthiness

The quality criteria elements that were commonly applied to assess the transparency and trustworthiness of qualitative research closely correspond with the criteria used to evaluate quantitative research (Moon et al., 2016). These qualitative quality criteria elements included credibility (internal validity), transferability (external validity and generalizability), dependability (reliability), and confirmability (objectivity; Lincoln & Guba, 1985; Moon et al., 2016). I organized these subsections in the following areas: credibility, transferability, dependability, and confirmability.

Credibility

Establishing credibility is instrumental in establishing trustworthiness (Lincoln & Guba, 1985; Shenton, 2004). "Credibility refers to the degree to which the research represents the actual meanings of the research participants" (Moon et al., 2016, p. 18). Strategies used to demonstrate credibility include peer debriefing or peer examination, member checking, data and method triangulation, reflexivity or field journal, time sampling, prolonged and varied field experience, interview technique, saturation, structural coherence, and establishing the authority of the researcher (Anney, 2014;

Creswell & Miller, 2000; Moon et al., 2016; Padgett, 2008). Credibility and

dependability both apply to all facets of the research design, which include the

researcher's focus, the context, selection of participants, collecting data, and the amount

of data collected (Graneheim & Lundman, 2004; Moon et al., 2016).

I demonstrated credibility in this single case study through member checking,

triangulation, reflexivity, and saturation. I also conducted interview transcription reviews.

Participants who took part in a telephone interview were e-mailed a verbatim transcript of

their interview to ensure that the transcription was accurate, correct inaccuracies and

errors, and provide clarifications (Hagens et al., 2009). All participants e-mailed their

transcriptions with their feedback back to me after they had completed their reviews.

Triangulation consists of using different or multiple data methods to attain

corroborating evidence (Anney, 2014; Onwuegbuzie & Leech, 2007). In this study, I used

informant triangulation consisting of different data sources: demographic surveys,

qualitative self-efficacy surveys, semistructured telephone surveys, and e-mail interviews

(Anney, 2014).

Reflexivity refers to "thoughtful, analytic self-awareness of researchers'

experiences, reasoning, and overall impact throughout the research process" (Råheim,

2016, p. 306). Throughout the research process, I was careful to remain mindful of any of

my experiences, values, or biases about the research topic. Once the information that I

obtained was sufficient and there was no further new information was shared additional

coding was needed (Fusch & Ness, 2015; Guest et al., 2006; O'Reilly & Parker, 2012;

Walker, 2012). Thus, I then strived to achieve these three data saturation strategies.

Transferability

Transferability pertains to the level at which findings or phenomena in one study are helpful or applicable to future research, theory, and practice, thus transferring the study's findings to other contexts (Lincoln & Guba, 1985; Moon et al., 2016). Transferability strategies include purposeful sampling and thick description (Anney, 2014). I recruited four full-time professors and one disability office staff member to participate in the study using purposeful sampling. I also included a detailed, thick description of the case study's participants, methodology, and context in the research report (Anney, 2014; Li, 2004).

Dependability

Dependability refers to the reliability and consistency of the research findings. Documented the research procedures enables other researchers to duplicate, evaluate, and confirm the research results (Moon et al., 2016; Streubert, 2007). Strategies that can be used to establish dependability include iterator comparisons or peer examination, triangulation, stepwise replication, code-recode strategy, and audit trail (Anney, 2014; Schwandt et al., 2007).

I established dependability using audit tail and triangulation. Anney (2014) reported that "an audit trail involves an examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data was collected, recorded, and analyzed" (p. 278). Thus, I kept detailed records of demographic and qualitative self-efficacy survey data, recorded interviews, notes, transcriptions of interviews, and any changes made to transcriptions

during the transcription review process. Regarding triangulation, I used multiple sources

of data collection, which also included a demographic survey, qualitative self-efficacy

survey, semistructured telephone and e-mail interviews with full-time professors, as well

as a semistructured telephone interview with disability office staff members.

Confirmability

A researcher achieves confirmability by demonstrating that the study results are

related to the conclusions, enabling other researchers to replicate the study (Moon et al.,

2016). Confirmability can be achieved through triangulation, reflexive journal, and audit

trail (Anney, 2014; Koch, 2006). I used these three strategies in this case study to achieve

confirmability. Hence, multiple data collection sources were used, detailed records were

maintained, and I did keep a reflexive journal. In a reflexive journal, the researcher places

notes "to reflect on, tentatively interpret, and plan data collection" (Wallendorf & Belk,

1989, p. 77). Thus, a reflective journal included all activities in the field and the

researcher's reflection on the study (Anney, 2014).

Discrepant Cases

Outliers or exceptions can take different forms and are found in researchers' data as

unusual events, unique treatments, atypical settings, or discrepant cases (Miles &

Huberman, 1994). McPherson and Thorne (2006) reported that although researchers' may

be inclined to respond to these observations as though "they were unfortunate

contaminants, artifacts of our design decisions, or remnants of an imperfect data

collection process" (p. 3), researchers should carefully examine how outliers are

displayed or manifested within their studies (Kuzel, 1999; McPherson & Thorne, 2006;

Patton, 1990). McPherson and Thorne related those discrepant cases may represent

reasonable occurrences of contradictions to researchers' tentative theoretical and thematic

interpretations of the data or maybe a result of crucial "human diversities discrepant from

the dominant discourses" (p. 3). McPherson and Thorne (year) noted that discrepant cases

might be different forms of the thing researchers believe they are studying or completely

different phenomena that have appeared as instances of researchers' focus of inquiry. The

researchers emphasized that discrepant cases might signify a critical view into the

intricacies of researchers' study and the world within those researchers. In this study, I

addressed discrepant cases honestly and openly (Patton, 2002).

Data Analysis

This chapter contains the results of the study. The purpose of this qualitative case

study was to gain knowledge about the perceptions of community college faculty about

their level of self-efficacy in meeting the educational needs of students with hidden

disabilities (SHDs) in a northeastern state. I conducted in-depth individual interviews

with four full-time professors and one director of the disabilities office at Stateside

Community College. In addition, the same four full-time professors completed an online

qualitative self-efficacy survey, which I used to triangulate the data. I thematically

analyzed the data to answer one central research question: What are professors'

perceptions about their levels of self-efficacy in meeting the learning needs of SHDs in

the community college setting? Additionally, I also answered four subquestions to help

identify professors' perceptions of SHD, how professional development (PD) could help,

what the faculty need to understand SHD better, and how the disability staff helps faculty better understand SHD.

Community College Setting

The setting of this single case study was Stateside Community College, which is located in the northeastern United States. The community college offers a two-year associate of arts and science degrees. The college serves a diverse ethnic population, and approximately 11.2% of students are recorded as having a disability (Erickson & von Schrader, 2014). The population of full-time professors at Stateside Community College consists of 437.

Participant Demographics

The sample in this study consisted of four full-time professors and one director of the disabilities office. The participants contributed to the semistructured individual interviews, while the four full-time professors completed a qualitative self-efficacy survey. The demographic information was collected from the online survey. The self-developed demographic survey took approximately 5 minutes to complete. The participant information collected included: subjects taught, total years of teaching experience, years of teaching at Stateside Community College, total PD hours accumulated for teaching SHDs, and PD hours received from Stateside Community College.

Data Collection

The two sources of data were semistructured individual interviews and online qualitative surveys. The interview protocol and the survey questionnaire were approved

by the dissertation committee and Walden University's IRB before any data collection. I conducted the interviews with four full-time professors and one director of disabilities office employed at Stateside Community College. The same four full-time professors completed the online demographic survey and qualitative self-efficacy survey. I selected the participants using purposeful sampling. The selection criterion was a full-time teaching professorial position at Stateside Community College.

I obtained a list of names and e-mail addresses of all full-time professors and disability staff members after receiving approval from Stateside Community College IRB and Walden University IRB to conduct the study. I then sent an invitation to participate in the study. The invitation contained details about the research project, such as the nature and purpose. I used my Walden University e-mail account to send the invitation letter to 100 professors and disability office staff members. All the participants in this study responded to the e-mail invitation. I asked for the prospective participants' mobile numbers and called them to briefly introduce the study and conduct an initial screening process. I also introduced the informed consent form, which required their signature to participate in this study. The email stated that I would send the informed consent form via e-mail. Lastly, I asked the participants about their preferred interview schedule, which took place via telephone. The duration of the initial call was about 15 minutes.

After the interview process, I sent a SurveyMonkey link to each of the four full-time professors to access the self-efficacy questionnaire. The self-developed survey instrument consisted of nine open-ended questions. The participants took approximately

10 minutes to accomplish the questionnaire. Immediately after closing the survey link, I

downloaded the participants' responses and saved them in Microsoft Word.

Data Analysis Process

In this section, I describe the procedures of data analysis following Moustakas's

(1994) modified van Kaam method of analysis. The analysis method consisted of the

following steps: (a) horizontalization or listing and primary grouping, (b) reduction and

elimination, (c) clustering and thematizing, (d) validation of meaning units, individual

textural description, (f) individual structural description, (g) composite description. I

began data analysis immediately after completing the first interview. Data analysis was

conducted concurrently with data collection. By analyzing the data while the interviews

were ongoing, I was able to improve the interview process. I followed the data analysis

plan presented in Section 2. The procedures of data analysis are provided in the following

sub-sections.

Horizontalization

After the interview with the first participant, I immediately transcribed the audio

recording of the interview using Microsoft Word. I imported the Word file to the New

Nvivo, a computer-assisted qualitative data analysis software (QSR International, 2020).

Nvivo has an automatic coding feature that could help in listing and preliminary

grouping; however, the feature relies on artificial intelligence, which may not capture the

essence of the data. Therefore, I manually coded the data based on my interpretation. In

this phase, I closely and repeatedly read the transcripts until I had the main idea of the

data. Then, I re-read the transcript line-by-line to determine the listing and preliminary

grouping. The listing and preliminary grouping involved coding chunks of text referring to experiences relevant to answering the research questions. These chunks of texts are the codes or meaning units (Moustakas, 1994). The codes were clustered in broad preliminary groups using the participants' explicitly stated or implied statements.

Reduction and Elimination

In this phase, I re-read the transcripts to reduce and eliminate irrelevant data to answer the research questions. I self-inquired whether the data were necessary and sufficient in understanding community college faculty's perceptions about their level of self-efficacy in meeting the educational needs of SHDs. This phase also involved a review of the listing and preliminary groupings. Some preliminary groups were clustered together, while others were broken down into smaller groups as necessary.

Clustering and Thematizing

The third phase of data analysis involved identifying the thematic meanings of the chunks of texts in the preliminary groupings and assigning the data into initial themes based on those meanings. Thematic meanings were derived from the meaning units or codes such that chunks of texts with similar meanings were clustered into one theme. The similar meanings represent patterns of meaning (Moustakas, 1994).

Validation of Meaning Units

The fourth phase involved finalizing the themes. Finalizing the themes involved reviewing the initial themes compared to the codes or the meaning units developed in the first analysis phase. The validation of meaning units occurred through the explicit statement in the transcript and the compatibility of the codes with each other to form a

shared pattern of meaning. The transcripts were used to validate whether the participants'

experiences represented the themes. Finalizing the themes yielded nine themes presented

in the results section.

Individual Textural Description

A textural description refers to a narrative of detailed insight that individual

participants relayed as their experiences of their level of self-efficacy in meeting the

educational needs of SHDs. The participant experiences were representative of the

content (Patton, 2002). Hence, direct quotes from the participants' narratives supported

the textural description.

Individual Structural Description

The structural descriptions were derived from the textual descriptions. The

individual textural descriptions provided a variety of possible meanings of the experience

based on the individual stories of the participants. The variation of meanings helped

create the structure of the experience. The structural description resulted from a synthesis

of the deeper meanings of the participants' experiences (Moustakas, 1994).

Evidence of Trustworthiness

To establish the trustworthiness of this study, I used credibility, transferability,

dependability, and confirmability techniques. Credibility refers to the extent of the

believability of the study results. Transferability refers to the extent to which the study

results may be generalizable to another context. Dependability refers to the replicability

or repeatability of the study findings. Confirmability refers to how other researchers and

readers can corroborate the study findings. The techniques employed to increase each component of trustworthiness are provided in the sub-sections below.

Credibility

Before collecting the data, I obtained approvals from the dissertation committee and Walden University's IRB to check the quality of the data collection instruments. The review ensured that the survey and interview questions could collect qualitative data that accurately answer the research questions. The use of two data sources helped increase the accuracy of the study findings due to data triangulation during analysis (Newman et al. 2019).

Transferability

I provided a detailed description of the research context to increase the transferability of this study. I also provided the assumptions to define the scope of this study. As such, readers may be able to judge whether the results of this study apply to similar studies conducted by other researchers.

Dependability

To increase the dependability of this study, I only used a methodology approved by the university IRB. I kept an audit trail to properly document the methods and procedures applied in the study. The detailed documentation could provide a step-by-step procedure that future researchers could follow to yield results consistent with this study.

Confirmability

I also used the audit trail to increase the confirmability of this study. The audit trail included notes on my rationale so that readers may understand how I reached the study conclusions.

Data Analysis Results Based On Themes

This section contains the presentation of the results of the study. The results were generated from the modified van Kaam method described in the data analysis section. The analysis resulted in nine themes that answered the research questions. The themes were: (a) address individual student needs, (b) establish a relationship from the beginning, (c) hold all students to the same academic standard, (d) lack specified formal training, (e) learn from experience, (f) possess some formal training, (g) additional staff, (h) training faculty, and (i) follow up on SHDs.

Answering the sub-questions led to answering the central research question: What are professors' perceptions about their levels of self-efficacy in meeting the learning needs of SHDs in the community college setting? The composite textural-structural descriptions developed from the analysis follow in the subquestions.

Subquestion 1: Professors' Perceptions about Teaching SHDs in the Community College Setting

Three themes developed from the sub-question asking about professors' perceptions of teaching students with hidden disabilities. The first theme pertains to addressing the individual student needs. There were various instructional strategies for teaching students with hidden disabilities. The second theme from this sub-question

refers to the recommendation to establish a relationship with the students from the beginning of the course. In contrast, the third theme mentions the importance of holding all students accountable to the same academic level. All three themes are incorporated into the project study located in Section 3.

Theme 1: Address Individual Student Needs

All four professors contributed to this theme in the interviews and the survey. In addressing individual student needs, all the participants shared various methods. P1, P3, and P4 stated that the use of accommodations helps SHDs. However, P3 and P4 claimed that without recommendations from the disabilities office, professors were often challenged to address all students' needs, particularly students with SHDs.

On the contrary, Participant 1 shared in the survey that professors could benefit from "assuming" that all students have some hidden disabilities. Addressing students' learning needs tends to be proactive rather than reactive. Participant 1 shared:

I make one adjustment requiring that all student presenters (and myself) automatically use a microphone when speaking to the class in any more prominent than a conference room. I assume that someone may be deaf or hard of hearing. I also insist that I be assigned to a classroom with at least one separate desk and chair for any student who cannot fit into a fixed desk and chair, and press to be assigned to a room that has elevator access (one year there was only stair access to my room). I don't insist on eye contact, particularly in an individual conference, since I know it's hard for students on the spectrum, although I expect phones to be off and out of sight. I am willing to lower my voice or change the

room lighting for the same reason in individual meetings. I create all PowerPoint

slides with text that alternates one bold line with one regular font line to help with

visual tracking.

Participant 1 reiterated that professors often help students identify their strengths using

"different modalities" in teaching. Participant 2 shared, "I try to incorporate a variety of

learning activities and assessment tools; low stakes practice assignments; open book tests

with sufficient time – require deeper thought, integration, synthesis, applications rather

than memorization." However, P2 felt that the most appropriate way to help students with

SHDs was to refer them to the disabilities office. P2 stated:

The disability's office would be a meeting where the professionals would call in

the student if the students have an advocate, including the staff from the

disability's office. They encourage the student to utilize the learning lab and get

tutoring to address some of their needs.

Theme 2: Establishing Student Relationships

Establish a relationship from the beginning. Theme 2 refers to how professors

generally built their relationships with the students from the first day of classes. The

participants generally believed that professors could benefit from establishing student

relationships when teaching SHDs in the community college setting. The majority of the

participants perceived that being open to communicating and encouraging were effective

methods to establish the relationship. For Participant 1, learning the students' names

during the "first two class meetings" could aid the relationship. P3 perceived that

listening to the students could help build the relationship. Participant 3 stated, "I usually

sit down with students, and we have a conversation. I try and be as supportive as possible and listen to the student's needs."

Participant 2 and Participant 4 shared that building a relationship with students could help teach SHDs. Both participants agreed that boundaries were still needed. Both participants mentioned using "syllabus language" when engaging SHDs. Additionally, P4 shared that being "open and approachable" was needed to encourage the students. P3 also articulated "setting ground rules" when establishing relationships with students, although the participant did not mention boundaries in the interview. P3 added that "I am intentional about building rapport with students and setting ground rules for class management, creating an expectation that all students will use dignity and respect toward myself and their peers."

P1, P3, and P4 reported using "positive reinforcement" to support the students. For P1, positive reinforcement involved "personalized feedback instead of objective tests." P3 articulated, "Encouraging [students] to lean into their strong areas, providing positive feedback no matter how small the accomplishment might be while also challenging them to extend in areas they are not confident in."

Theme 3: Students Held to the Same Academic Standard

Hold all students to the same academic standard. Despite utilizing accommodations, all participants commented that they held all students to the same academic standards in the survey. P4 explained, "I hold all students to the same academic standards. They are all graded using the same rubrics. They all see those rubrics. I might

differ in terms of flexibility in deadlines for those with hidden disabilities, but they are expected to produce the same quality work as other students."

Participant 2 perceived that hidden disabilities were challenging to deal with, and holding SHDs to the same academic standards as other students might not be as beneficial as the other participants perceived. However, Participant 1 reiterated that assuming all students have some form of SHD, and therefore could benefit from accommodations might be beneficial in teaching SHDs in general. Participant 1 stated in the interview:

> My sense of working here for six years at [Stateside Community College] is that hidden disabilities are the norm they are to assume being present and not the exception to the rule, and a disability is not the same thing as an issue of intelligence, so my sense is the majority of our students have a diagnosed or undiagnosed disability and that they often carry around a sense of shame of not being college material because they are concluding that their struggles are related to their capability of intelligence in as in supposed to be able to get accommodations to demonstrate what they should know. My default is to assume that when I work with a student, there is probably a disability and take my conversation from there.

Subquestion 2: Professors' Perceptions about PD Training and Preparation to Facilitate the Learning Needs of SHDs

The sub-question about the professors' perceptions of how academic and professional development training has prepared them to facilitate the learning needs of

SHDs discusses two themes that were localized from the data collection. The first theme mentions the lack of specified formal training; the second indicates the importance of learning through experience. Both themes are included in the project study in Section 3.

Theme 4: Lack of Specified Formal Training

Generally, the participants had self-efficacy about their academic and PD training concerning their preparation to facilitate the learning needs of SHDs in the community college setting. However, most of the participants also shared that professors could benefit from more SHD-specific formal PD. P2 shared in the interview that,

> The faculty may have a doctorate in their discipline; however, they are not necessarily taught how to teach or have classroom management with a student in the class with a hidden disability; in addition, faculty may have resistance to providing accommodations for students.

P3 narrated that some professors might choose to attend specified training not provided by the community college to learn more. P3 shared, "I know I could do with a lot more. I did a great training on mental health issues and veterans last summer, which helped me deal with students with post-traumatic stress disorder (PTSD)." P2 reiterated that the community college lacked PD specific to helping professors teach SHDs:

> [Stateside Community College] is lacking in providing professional development training is lacking when it comes to providing professional development to faculty who do not have a master's or doctorate in the discipline such as counseling, because counselors and phycology are mandated to have this training to keep their license up to date to keep and do their jobs.

Theme 5: Learning From Experience

P1 and P2 agreed that professors generally learned from experience despite the lack of formal training. P2 added that professors in the community college were "more informed" about SHDs than professors at universities. For P1, personal volunteering experience and PDs helped in teaching SHDs. P1 shared, "My preparation in other settings (as a volunteer coach and as a teacher and with other professional development programs) has prepared me much better than anything I've had as a college teacher."

Subquestion 3: Supports Professors Perceived as Needed to Effectively Teach SHDs

The three sub-questions seek to discover supports that professors felt they needed to guide them in teaching students with hidden disabilities effectively. Four themes evolved from the data related to the three sub-questions. One theme suggested a need for more formal training specifically on addressing the learning needs of students with disabilities. The next theme addressed the need for additional staff in the disability office. The last theme suggested that faculty need training on teaching in general and specifically to students with hidden disabilities. These three themes are added to the project study located in Section 3.

Theme 6: Need for Further Formal Training

The participants shared that the community college hosted a "PD week" where professors could select which PD to attend. No PD in teaching SHDs was offered. Hence, the participants generally believed that professors could benefit from more support in effectively teaching SHDs in the form of formal training. P2 shared that training specific to teaching SHDs could not be mandated because the topic was not required by law,

unlike the PD for workplace sexual harassment. P3 also mentioned that the "unionized environment" within the community college meant that training could not be mandated. However, P2 also shared that a Disabilities Act exists and that not all professors knew the law. As such, a mandated formal PD on teaching SHDs could further support professors when teaching SHDs.

Apart from PD, P1 and P2 believed that teaching SHDs needed to be included in the new faculty orientation. P2 suggested that,

New hires should have classroom management and ADA compliance in disabilities training. This could be a series of topics, recognizing child abuse training should be part of the training when onboarding at community college. This professional development training should be mandatory.

Theme 7: Additional Staff Needed

The participants agreed that professors would receive better support when teaching SHDs if the disabilities office had more staff. P1, P3, and P4 felt that the understaffing was due to a lack of funding. P4 expressed:

I think it can be challenging. I have nothing but praise for the Center on Disability on our campus. The workers there are great support, but they are thinly spread. Faculty often have to feel these things out and work on them as best they can individually.

Subquestion 4: Staff Members' Perceptions of Support Given to Professors to Effectively Assist in Teaching SHDs

The fourth sub-question asked the disability staff about the support given to professors related to teaching SHDs. The final theme was centered upon the need to follow up with SHDs to understand and better address their learning needs. Another theme postulated the importance of following through in contacting the students with hidden disabilities to realize how they are doing with their learning. Other themes were developed from the data collection and added to the project study in Section 3.

Theme 8: Training Faculty

Based on previous work experience, DDO identified that professors in the community college lacked the training to teach SHDs effectively. DDO stated:

> [Community college professors] are not as research-orientated [as university professors] because they are not as pressed. Faculty at four-year universities have research imperatives, and there are things that they must do to maintain their contract. Whereas here, faculty are freer to focus on teaching." But that being said, some are learning as they're teaching because they do not have teaching degrees." They are more focused on the content, right? They are content experts. So, if they are having difficulties conveying that content, they will have difficulties conveying that content to all students. So, most faculty here are not specifically trained to work with individuals with disabilities.

DDO added that Stateside Community College professors "liked" to train, but the majority only wanted to attend basic training. DDO explained:

A lot of faculty are looking for just some basic how-tos. How do I teach the

students? Which then again gets you back into pigeonholing people and saying,

"Well, this is what you do for the student with the learning disability. This is what

you do for somebody with a mental health concern. And this is what you do–" and

I think there's some danger in that.

Also, DDO reported that all faculty members are ideally trained to be inclusive

when teaching any class, as not all students could be tested for disabilities. DDO stated,

"The whole idea is that the class is going to be inclusive and accessible upfront, and

accommodation should be for that last gap where you cannot make the class accessible."

DDO reiterated that the disabilities office generally provided students with as much

assistance as possible and did not rely on professors, particularly in assessing and testing

SHDs. However, DDO emphasized that faculty members were trained to refer students to

the disabilities office when they needed help. DDO shared:

We have provided training. We are active. The college has developed the ADA

committee. And we have developed a plan to develop a resource page for faculty.

We meet with faculty individually if they have concerns about working with a

student.

DDO continued that training the faculty was not only an internal process but also

included training received from outside sources – "So we have presented professional

development sessions. We have brought in people from outside the college as well."

DDO stressed that the resources were available for the faculty and that the professors

only needed to learn to utilize them. DDO highlighted that teaching SHDs was

"everybody's responsibility." DDO reported:

> Everybody is responsible. So, it is the faculty's responsibility to make sure that
> their courses are inclusive when it comes to things. And when they are not or
> something that they can't–there are just some practicalities around certain things,
> right? Tests tend to have a beginning and end time. It is just a practical thing
> because another group is coming in. So, in terms of that, that's where
> accommodation may come in. But gone are the days when you send a student
> down to a center and have somebody read a book to them. We have the
> technology to do that to be more independent learners. And they can seamlessly
> access their college courses as possible with the same relative ease as their fellow
> students.

In addition, DDO perceived that those professors with high levels of self-efficacy

in teaching SHDs performed well in actually teaching SHDs. As a result, regardless of

training, DDO stated, "Faculty who are student-centered and responsive to student needs,

tend to have more self-efficacy and to meet the needs of students with disabilities than

they believe they have." DDO added:

> I think that a lot of times, things like the law can scare faculty into thinking that
> they're not equipped to meet the needs of a wide array of students. But if faculty
> are focused, how do I meet the needs of a single mother who is taking care of
> children and needs to do her reading while bouncing a baby on her knee.
> Somebody living in a halfway house and trying to get back to school and–so if

you have faculty who are very sensitive to the fact that there is no such thing as a

traditional student anymore, they probably have more self-advocacy than they

believe they have.

Theme 9: Follow-Up on SHDs

DDO said that the disabilities office also conducted follow-ups on SHDs to assist

the faculty. The disabilities office used social media to connect with the students in recent

years. DDO stated, "We tried doing [social] media–we did follow-up appointments, so

after our first appointment with a student after they got their accommodation letter, and

our initial interviews are a solid hour if not longer." The disabilities orient students to

follow a process when approaching the disabilities office. DDO perceived those students

were aware of scheduling an appointment when they needed assistance.

To further assist faculty teaching SHDs, DDO believed that the disabilities office

was also responsible for collaborating and communicating with the counseling

department. DDO shared:

We will work with the counseling department as well because the counseling

department–if it has to be around the issues of mental health concerns, we may

work with those folks in counseling to get the student connected to mental-health

services and thereby be able to produce some information for our office.

Overall, DDO perceived that the disabilities office had supported professors to

effectively assist them in teaching SHDs in the community college setting by being the

facilitator between SHDs and the services they needed. DDO perceived that while

professors were responsible for being inclusive when teaching, the disabilities office was

still responsible for assessing and following up with the students to identify hidden disabilities and address the students' needs based on their disabilities.

Summary

The purpose of this qualitative case study was to gain knowledge about community college faculty's perceptions about their level of self-efficacy in meeting the educational needs of SHDs in a community college in a northeastern state. The participants of this study were four full-time professors and one director of disabilities from Stateside Community College. Data were collected using semistructured interviews and an online qualitative self-efficacy survey. The data were analyzed using the modified van Kaam method (Moustakas, 1994). The themes derived from data analysis were: (a) address individual student needs, (b) establish a relationship from the beginning, (c) hold all students to the same academic standard, (d) reduce the lack of specified formal training, (e) increase opportunities to learn from experience, (f) provide formal training, (g) add additional staff, (h) increase faculty training, and (i) follow up on SHDs. The discussion of the results will be presented in the next section.

Limitations

The researcher used the case study research approach to generate an in-depth, multidimensional understanding of multifaceted issues in a real-life context (Crowe et al., 2011). Although the case study research approach had many strengths, this design also had limitations (Center for Innovation in Research and Teaching [CIRT], 2019). One limitation was that the case study research approach had been criticized for lack of scientific rigor and for not providing enough basis for generalization, where findings are

transferable to other settings (Yin, 2009). In this study, I recruited four professors at a community college in a northeastern state and one disability office staff member at the same community college to participate in the professional development that focuses on SHDs and their educational experience.

Reasonable measures were used to address the first limitation, such as using a theoretical sample, which meant pulling from a specific conceptual framework; participant validation where it was checked by the researcher's emerging findings and interpretations and gave their opinion about whether they believe the information is accurate; and by using transparency throughout the research process (Lincoln & Guba, 1985; Stake, 1995). I achieved transparency by discussing the detailed steps used when selecting the case, collecting data, explaining why particular methods were chosen, and describing my background and involvement level. In addition, researchers could expand the sample population in future studies by using a multiple case study research design and incorporating different sampling strategies, such as maximum variation sampling.

A second limitation was that subjectivity was associated with the case study research approach; thus, researcher bias was a concern (CIRT, 2019). Pannucci and Wilkins (2010) suggested that bias can occur during the planning, data collection, analysis, and publication phases. To help reduce bias, I transcribed the telephone interviews verbatim to avoid modifying the data. I also incorporated any corrections made during the transcription review process and used the exact information that participants provided in the demographic and qualitative self-efficacy surveys. In

addition, to reduce bias, I used the reflexivity strategy to be self-aware of how my experiences, reasoning, and values can affect the research process (Råheim, 2016).

A third limitation pertains to social desirability bias, which occurs when participants provide more socially acceptable answers than justified by their actual behavior or attitude. Kaminska and Foulsham (2013) reported that embarrassment is the main explanation for participants underreporting unpleasant attitudes and behaviors. In addition, the researchers reported that participants might misreport their answers subconsciously due to a lack of effort when completing surveys. However, I assumed that full-time professors would be honest and open to answering the demographic and qualitative self-efficacy surveys. In addition, I assumed that the full-time professors and disability office staff members were honest and open with their answers to the interview questions and gave their best effort due to the nature of the study.

Section 3: The Project

A 3-day PD workshop was developed to inform community college faculty of
new techniques to improve academic performance and attitudes toward STDs. The
section begins with the rationale for selecting a 3-day PD project. The section also
includes the second literature review beginning with literature on PD, information on the
Individuals with Disabilities Act (IDEA), and additional topical areas included in the PD
series. Section 3 concludes with an explanation of the project study.

Rationale

The selection of a 3-day PD workshop was based on the research findings. The
data indicated that community college faculty would benefit from additional information
and skills training to improve SHD retention and success. Four professors contributed to
this theme in the interviews and the survey. Professors expressed a need to learn new
approaches from the disabilities office on how to better address the learning needs of
SHDs. The community college educators expressed the need for additional PD to better
meet student needs. The project focused on PD that would provide resources, techniques,
and strategies to provide quality education to all students.

Faculty must be required to take PD that covers ADA Section 504 of the
Rehabilitation Act of 1973 (Simon, 2006). As the years progressed, the laws were
changed to benefit students with all types of disabilities, and on September 28, 2008, the
ADA Amendments Act of 2008 (ADAAA) was put into law (Commission, 2011). One
way to accomplish this task is to require educators to attend PD that provides strategies to
assist faculty with getting to know each student and making it clear that faculty are

available to teach and reach each student with an IAP. This will be one topic that will be part of the 3-day PD training.

While conducting the research, I was able to find several articles that could benefit effective PD, including classroom management techniques that provide the necessary skills that can be implemented in the classroom with SHD. The PD will include important classroom management techniques that will provide faculty with relevant and proactive strategies. Once educators receive the necessary PD, which will be part of evidence-based practice, they will be confident with how to adjust the curriculum and adopt techniques that can accommodate students with an IAP. Current study findings revealed that faculty feel that there is a disconnect and a shortage of understanding and training in accommodating students with an IAP. The PD will provide a clear path in which educators can learn how to meet the needs of SHD (Simon, 2006).

One of the major topics that will be addressed during the PD will be the IDEA. During the IDEA training, participants will learn how the IAP process is set with two main focus components. The written program document with the IAP team meeting will also emphasize how students need to be involved with this process (Government Accountability Office, 2014). These guidelines were put in place due to research that showed that faculty in higher education tend to fall short in knowing the technical and essential components and collaborating with students with an IAP by adjusting the curriculum to accommodate the students (Drasgow et al., 2001; Yell & Drasgow, 2000).

Also, a participant commented that professors who had high levels of self-efficacy in teaching SHD often performed well teaching SHD. Another participant stated that

regardless of training, "faculty who are student-centered and responsive to student needs tend to have more self-efficacy and meeting the needs of students with disabilities than they believe they have." One participant perceived that the disabilities office had supported professors to effectively assist them in teaching SHD in the community college setting by being the facilitator between SHD and the services they needed. DDO perceived that although professors had the responsibility to be inclusive when teaching, the disabilities office was still responsible for assessing and following up with the students to identify hidden disabilities and to address the students' needs based on their disabilities.

Review of the Literature

The second literature review was conducted to collect additional articles related to this study. The primary topic areas included the project studies genre of PD. Other topics were identified through the data collection and analysis. These topics included the areas suggested for inclusion in the PD sessions. The literature search strategy included detailed searches of the following Walden University Library databases: EBSCOhost, Teacher Reference Center, Education Source, ERIC, Academic Search Complete, Thoreau Multi-Database Search PsycINFO, and ProQuest. In addition, I used Google Scholar to search for scholarly literature. Search terms included *types of hidden disability*, *services for students with hidden disabilities*, *teaching students with hidden disabilities*, *universal design*, and *faculty professional development*. I focused on finding research published within the last 5 years. Additional sources were located by reviewing the references in articles, books, government reports, and dissertations.

This literature review was needed to identify support areas that will guide best practices for PD. The main objective was to provide evidence-based practices that will support teachers with implementing findings in the classroom environment. Once faculty understand the evidence-based practices, they will know how to support their students in learning, writing, reading, and behavior. The first three subject areas will guide faculty with best practices by linking selective interventions based on the individual student and class-wide needs, including learning needs, acquisition proficiency, and generalization in the classroom. Providing these topics during PD will assist faculty with selecting materials, resources, and references (Mahoney, 2020).

The laws related to serving SWD were enacted for all students attending higher education. Faculty will be able to use the resources provided. The only difference with an IEP is that the students' parents are involved in the team meetings. Students with an IAP must advocate for themselves or have someone who can support them during their educational career. The reviewed articles showed why PD was needed, which focused on meeting the needs of SHD who will continue to learn and receive a college degree. The literature also demonstrated how vital PD can be in increasing student success when educators are prepared to accommodate all students who attend their classes with or without a hidden disability (Mahoney, 2020). The literature review lays the groundwork for how PD can help faculty aid SHD (Mahoney, 2020).

Offering a Proactive Approach

First, it is essential to be proactive in meeting the needs of the SHD by having a positive outlook on how it can be completed without adding more stress on the educators.

These alterations will help in meeting the needs of the various disciplines taught in higher education. These strategies can be executed efficiently to take the initiative that will focus on any challenges that may arise or hinder a student from being successful during their educational career (Mueller & Vick, 2019).

Educators need to learn about potential practices that benefit and enhance outcomes, which will be relayed through the Facilitated Individualized Education Program referred to as the meeting. This is where the organizers will come together as one team and come up with a plan by which they will implement routines and skills to support the team throughout the meeting process. Faculty will learn more about the topic and practices to become more proactive in their approach to teaching (Mueller, 2015).

The IAP is one of the most critical components when providing accommodations for SHD. The next point that will be discussed is how to implement evidence-based practices that will be provided by the student's disabilities college office to assist teachers in meeting student outcomes so SHD can reach their goals during their educational journey (Basckin et al.). Klopfer et al. (2019) recommended having the faculty use feedback on how well students perform with the necessary feedback that will provide daily guidance.

While conducting research, I was able to find articles (Akerlind, 2007; El Afi, 2019; Gan & Lam, 2020; Saeed & Ali, 2019) that can benefit effective PD. These articles supported that classroom management techniques will provide the necessary skills that can be implemented in the classroom with SHD. The articles also stressed how managing a classroom will be accomplished by using relevant and proactive processes. These

processes can be shared during the PD. Educators who receive the necessary PD will learn how to adjust the curriculum to better accommodate SWD. One of the major topics that will be addressed during PD will focus on the IDEA, where faculty will learn how the IAP process is set with two made focus components. The written program document with the IAP team meeting will also emphasize how students need to be involved with this process. The Government Accountability Office (2014) recommended guidelines according to research. Various studies revealed that faculty in higher education tend to minimize or are unaware of the law's technical and essential parts. The law requires educators to be mindful and collaborate with the students with an IAP (Drasgow et al., 2001; Yell & Drasgow, 2000). Simon (2006) suggested that faculty feel that there is a disconnect and a shortage of understanding and training. Training is needed to efficiently accommodate students' IAP. Klopfer et al. (2019) suggested this for elementary school faculty; however, the PD could also be adapted for higher education faculty and staff. The focus would be on effective classroom management PD with skills that can change the viewpoints to reach and teach SHD. The PD was called Experimental Procedures (ECM course). The ECM course would include arranging "lectures, modeling, video review, and practice through role-playing" (Klopfer et al., 2019, p. 49).

　　　　Klopfer et al. (2019) conducted research with future educators in a student-teacher course. The participants were required to complete assignments that focused on handling an actual classroom situation. Incorporating this ECM style could assist faculty with the consultation that would center around implementing the ECM style. Also, adapting the concept and ensuring the educators follow the resource materials with implementing the

model within their curriculum will benefit SHD. The objective would be to meet weekly to discuss how they implement the information and whether the ECM version provides a positive experience for the faculty and SHD (Klopfer et al., 2019).

Positive Faculty-Student Relationship

Teachers need to learn how to develop positive faculty-student relationships by promoting an atmosphere of respect and acceptance. Educators need to learn how to implement antecedent approaches and strategies for ecological approaches to promote positive working relationships with undergraduates with hidden disabilities (Klopfer et al., 2019). The antecedent concept would embrace the educators' attempt to provide clear and concise instructions that encourage each student to work it out by having the educators deliver the assignment in serval different versions to reach every student. Klopfer et al., (2019) suggested modifying the syllabus by using specific and direct language, allowing the SHD to better understand the educational process.

The next approach can be implemented by utilizing the antecedent prototype, which will set up undergraduates to flourish in a classroom environment with other students who do not have a hidden disability. The instructor needs to demonstrate how to set standards for all students that will display prosocial answers while stimulating the minds of students (Klopfer et al., 2019). The following sample includes the ecological prototype that can be effective and provide the necessary sensitivity and awareness while accommodating the needs of SHD. The final approach that will be discussed is the

A rapport-based style where faculty can make every effort with improving

relationships that will be supportive towards how educators can build

relationships that will increase how to develop trust between educators and

undergraduate flexibility to provide quality education, support, and praise

(Klopfer et al., 2019, p. 49).

Muller and Vick (2019) discussed how there is not enough research that discusses

the benefits of the Individualized Academic Program (IAP) in promoting professional

collaboration. In this study, the authors interviewed individuals who worked with

undergraduate FIEP participants about their experiences with the process (Klopfer et al.,

2019).

Bialka et al. (2019) discussed how the educational system could break the

negative cycle, by preparing educators during training that would relate to students with

hidden disabilities. The educators' interpretations will serve a pivotal role in developing

potential educators, as they provide information regarding the rights of students with

disabilities and the academic means in supporting a successful outcome in the classroom

environment. However, only limited platforms emphasized how to address resources that

can benefit SWDs (Abernathy & Taylor, 2009; Cosier & Pearson, 2016)**.** Taking into

consideration best practices, educators will not hesitate to have the conversation and

engage students about disabilities because they will receive information during the

professional development on how to approach the subject without offending any student,

especially students with disabilities (Crawson & Brandes, 2014; Gay & Howard, 2000).

The recommendations established during the meeting suggested inspiring active team planning and operations. Problem-solving between the SWD and the faculty at the college or university will follow an agenda to stay on track while conducting meeting standards. During the meeting, any topics that were uncovered will go into the think tank for later discussion for continued development of new topics for future professional development training (Mueller & Vick, 2019).

Bialka et al. (2019) discussed how the educational system could break the cycle by preparing educators to relate to students with hidden disabilities. The educator's interpretations will serve a pivotal role in developing potential educators by providing information regarding the rights of SWDs and successful academic strategies. However, only limited platforms emphasize how to address resources that can benefit SWDs (Abernathy & Taylor, 2009; Cosier & Pearson, 2016)**.**

Taking into consideration best practices, educators will not hesitate to have the conversation and engage students about disabilities (Crawson & Brandes, 2014). Educators will receive information during the professional development on how to approach the subject without offending any student, especially students with disabilities (Crawson & Brandes, 2014; Gay & Howard, 2000). The subject surrounding literature with tools that will assist educators in how to approach and prepare for the discussions. The discussions are concerning disability-related topics in their upcoming courses, and evaluation with correlated resources. This will assist the teachers to be comfortable with the discussion of different types of student disabilities (Bialka et al., 2019).

Developing Rapport With SHDs

Harbour and Greenburg (2017) suggested that there are issues related to campus climate and disability, social and educational outcomes for SWDs, supporting faculty and professional staff, and increasing understanding of disability among non-disabled members of the campus community. A cultural shift is needed on campus to create a positive climate for acceptance and assisting SWD. Policy recommendations included evaluating the existing best practices focused on creating a diverse technique that will support the engagement of SHDs (Harbour & Greenberg, 2017).

Francis et al. (2019) reported that although there is an increase in SHDs enrolling and attending secondary education, their graduation rate continues to fall shorter than their peers without disabilities (Francis et al., 2019). The colleges have services that are available by the disability services offices that were designed for any type of discrimination student support for success. Some SHD is described as having an empowering experience then you may have some disempowering experiences that could provide much more individual support that can be offered this suggestion is for future practices with further research (Francis et al., 2019).

According to Fleming et al. (2017), the number of SHD pursuing a secondary education has increased, which will help these SHDs achieve a successful career and a sustainable income. These authors noted the numerous challenges that continue to contribute to low completion rates compared to peers with no disability. Fleming et al., (2019) recommended adding peer support, services from the disability's office, staff that was supportive, advocating for self, and an adjustment to the climate on the campus.

Only one of these modifying factors, self-advocacy, predicted a higher-grade point

average (Fleming et al., 2017).

Social and environmental factors reflect student retention according to some

research that can influence enrollment in postsecondary education and academic success.

Accommodations are placed and emphasized to benefit students with hidden disabilities

which provide services for the needed support and will not focus on social aspects of the

students' educational experiences. Students attending 4-year colleges or universities are

more likely to have a higher sense of belonging, which researchers associated with a high

student satisfaction rate. Fleming et al. (2017) reported that self-advocacy on the college

campus influences SHD success rates.

SWD enrollment in undergraduate education continues to increase every

semester. Yet, many SWDs refuse to disclose that they have a disability. Consequently,

educators need to learn how to identify SHDs. One area of motivation for the SHD to

avoid further stigma is to disclose to professors the accommodations needed. Through a

discussion with faculty members, an improved understanding will help further the

relationship (Squires et al., 2018).

Student-Centered Teaching

Students with ADHD and other learning disabilities are frequently allowed to

complete examinations in a separate, distraction-reduced setting. Allowing SHD to be

accommodated in this way will improve their performance on examinations. Weis and

Beauchemin (2020) discovered that having separate classrooms for SHD rarely had any

effect on academic performance. Yet, Weis and Beauchemin suggested that most students with test anxiety performed better with separate classroom testing.

Singh (2019) acknowledged that students who attend post-secondary education have several advantages for society. The study shows that college graduates are less likely to have issues in the juridical system. Graduates also take care of their health and are likely to live longer and be financially stable. Although SHDs are encouraged to attend postsecondary education in high school, professors are not always prepared to accommodate students with an IAP. The article focused on the educational rights of college students with have hidden disabilities protected by the federal legislation entitled The American Disability Act, and Rehabilitation Act. The Act will benefit all students with long- or short-term hidden disabilities (Singh, 2019),

Wessel et al. (2009) determined that SHDs were disadvantaged by state and institutional performance-based policies when receiving incentives to graduate from a 4-year college. Wessel et al. (2009) also acknowledged that having a disability does not necessarily have a negative effect that can hold SHDS back from graduating. However, it does have an impact on the amount of time it takes to complete the degree. The researchers also discussed the importance of intervention to benefit SHD during their secondary education. The outcome-focused on institutional policies and best practices, which link with SHD performance-based outcomes (Wessel et al., 2009).

During the COVID 19 pandemic, student-centered teaching focused on SHD. Universities and colleges had to provide a great deal of support to students with disabilities to ensure that the SHD were able to process the new way of learning online.

Many institutions made counseling available remotely and provided additional resources on university or college websites (Meleo-Erwin et al., 2021).

Kubiak (2017) outlined the importance of utilizing student insight and voice to provide a deeper understanding of the effect of the teaching process on students with intellectual disabilities. The results from this study prompted that will support a conducive learning climate that promotes SHDs to be self-motivated with the learning strategies. The outcome suggested that allowing students to use their insight and voice can be fundamental in changing how educators perceive how students think and learn, even if they have learning disabilities (Kubiak, 2017).

Teaching Universal Design for Instruction

Park et al. (2017) organized sessions for university educators and leaders on the topic of "Universal Design for Instruction (UDI),". The UDI-focused training required a 20-hour professional development across six content areas addressing disability topics. In higher education environments, the focus was on the UDI in higher education. The educators received significant resources that benefitted and supported faculty in higher education, which provided quality education for years to come. To enhance SWD's graduation rates, educators must review the changes that improve retention and graduation (Park et al., 2017).

In 2008, the Higher Education Opportunity Act (HEOA) called for the enhancement of pioneering teaching methods, strategies, and syllabi consistent with UDL philosophies. However, to implement this application of UDL principles in higher education classrooms, faculty must attend PD (Park et al., 2017). Park et al. (2017)

conducted a study that included 300 professionals in education at a university that focused on instruction that highlighted the results from UDI practices that were put into practice. The academic faculty discovered technology with diverse learning styles and abilities. The provision of course materials in varied formats also provided outcomes that showed areas where faculty experienced challenges with the UDI practice from the study the authors implemented**.**

Effects of UD-Focused PD on Instructional Practice

Roberts et al. (2015) conducted a literature review that identified 19 research articles on the UD principal application at colleges or universities. The study assessed student perceptions surrounding faculty practices. The outcomes implied a positive correlation between UD professional development for educators and other faculty that introduced the UD principles.

The response from this case study included feedback acknowledging the benefits of adopting the UDI concept that would benefit educators by introducing UDI teaching methods. These teaching methods could provide a quality education that will respond to students' diversity during their educational journey. Moon et. Al. (2020) suggested that educators familiarize themselves with UDI implementation in higher education. The authors also identified three PD UD-focused topics: supporters, critics, and incremental adopters (Mason et al., 2020).

Universal Design Instruction Conceptualization

The UDI philosophy provides and offers faculty strategies for designing instruction that describes UDI as a framework that can guide educators and faculty with

insightful practice, rather than rigid techniques or recommendations for education. UDI can be utilized as a guide, framework, and syllabus that could be used to address the concerns of SWDs (Park et al., 2017).

Self-reflection will provide educators with knowledge of the UDI framework, and introspective methods that can enhance professional development training. The objective of this research study was to examine how educators and faculty in higher education could better understand UDI principles and application and strategies and be able to implement the concept following the PD. The sample could be focused on "individual case studies," and the following patterns could identify topics that explain the disparity in UDI implementation across faculty in higher education (Park et al., 2017).

The outcome revealed three interrelated models that can influence UDI implementation. The three models encompassed the following: Educators could be a flexible venture. They theorized with the UDI principle and application (alongside a controlled, accessible position), which will provide new knowledge to educators where students will be engaging with self-expression and implement a social model that will focus on students and their disability (Park et al., 2017).

Curriculum, Instruction, Assessment for Inclusion

According to the article "Improving Working Conditions to Support Special Educators' Effectiveness: A Call for Leadership," SETs (Special Education Teachers), are supposed to implement efficient methods. These methods improved the outcomes for undergraduates with disabilities. The consistent methods prepare educators to be well prepared. The SET methods can be effective in providing knowledge to SWD. The

outcomes might be as complex operational stipulations that can be limited to the opportunities to teach effectively and their longevity in secondary education. SETs context can become an obscure affair (Park et al., 2017).

While attending professional development, SETs will learn how the context of their jobs has transformed and impacted their roles in supporting students with learning difficulties. The objective of this article was to supply a broad outline of what is acknowledged about working conditions and to articulate how to improve the courses (Billingsley et al., 2020). The authors also categorized literature topics, correlated SETs' first experiences with teaching stress, and described successful outcomes for SWDs. The authors then outlined an action plan focused on researching the responsibilities of diverse stakeholders, educators, higher educator leaders, and professional organizations that will improve these conditions (Billingsley et al., 2020).

Billingsley et al. (2020) suggested that SETs used practices appropriate for the CEC Code of Ethics created in, 2015. The Code bar was set exceedingly high regarding improving outcomes and the quality of undergraduate education for SHDs. The SET method offers successful strategies for educators that do not have reasonable working conditions. These schedules permit intensive instruction/collaboration, and confidence that they will not be the only educational professionals advocating for SWDs (Billingsley et al., 2020).

Inclusion and Teaching

Pugach et al. (2020) highlighted unresolved questions regarding how inclusion can be addressed among educators. Questions that arise regarding how this role will

affect the curriculum, and how it will be conceptualized in the classroom, will benefit new teachers. The review examined the policies and practices that emphasized special education and how educators approach the curriculum. This article introduced a shared equity agenda that prepares educators to implement the inclusion concept in their classrooms (Pugach et al., 2020).

Inclusion is a concept that coincides with preparing professionals to successfully address the exclusive learning needs of SWDs. Professional development should assist teachers to utilize inclusion in the classroom (Pugach et al., 2020).

The author's goal was to motivate readers to contemplate curriculum theory as an essential framework for renegotiating the curriculum of inclusion in the classroom (Pugach et al., 2020). The authors also discussed how important it is to implement practical goals that must be adjusted in the lesson plan. Special education teachers will have a clear strategy that will allow undergraduates with hidden disabilities to focus on classroom inclusion (Pugach et al., 2020).

Danforth (2006) recommended that inclusion research needs to begin with students with a disability. This discussion should not just begin in professional development with special education teachers; it should also bridge the aisles that design deep purposeful actions taken to work with general education teachers since they also investigate areas that have little to do with disability. Special education teachers also should have a conversation with their fellow educators who major in general education (Pugach et al., 2020).

Special education educators should also form alliances with other educators to validate purposeful knowledge concerning classroom inclusion. This alliance could help close the gap and open discussion in professional development. Subsequently, the DSE's platform, which can stimulate a more consistent conversation about equity concerns, should explain how new practices center around supporting students with hidden disabilities in higher education (Pugach et al., 2020).

The authors of this article were hoping to convey to the general and special education teachers, curriculum theorists, DSE scholars, and curriculum developers the importance of implementing inclusion in every classroom in the university and college environment. This conversation is a great starting point for special educators where it can be phased into their classroom by using the curriculum appropriately without hesitation. They would collaborate with colleagues in general education to embrace and support this inclusion method while teaching every course. Educators could then begin to address the details surrounding the topic of inclusion with an open mind by having a conversation during training (Pugach et al., 2020).

Pugach et al. (2020) discussed how education should begin to focus on cultural awareness since "cultural and linguistic similarities" (p. 85-103) benefit undergraduates with hidden disabilities. Since educators are experienced advocates for undergraduates with disabilities, the educators are familiar with what is needed to advocate for cultural awareness in higher education. The objective was to outline the framework advocating for cultural awareness (Moore, 2018). The framework is set up to assist special educators who promote cultural awareness and actively cultivate strategies that could be fostered by

higher education colleagues who acknowledge cultural awareness. The topic centered around the theme of professional learning communities (PLCs) reflecting critical thinking (Moore, 2018).

Embracing cultural awareness in higher education will benefit undergraduate SHDs in different course subjects in every classroom. Educators recognize that negativity in higher education is due to a lack of cultural awareness. Moore (2018) identified two keys actions that could change the views at universities or colleges. The topic that was discussed centers on "the failure to see any issues concerning cultural and linguistic diversity which occurs in higher education. Some conversations were mediated across all higher education, and the faculty who teach different subjects need to bring some awareness when attending professional development in higher education (Moore, 2018).

While attending professional development, special educators will gain knowledge and awareness, and be prepared to advocate for culturally responsive actions in higher education classrooms. The professional development was designed to equip educators to utilize a framework that will nurture the growth and success of students and embrace cultural awareness in the classroom environment. The primary goal of the professional development training is to emphasize the need for educators to learn how to use their knowledge in moving forward with their cultural awareness, which will assist with techniques that can be fostered during the development of cultural awareness among all the colleagues teaching in higher education (Moore, 2018).

The cultural awareness framework will make clear how to develop educator cultural awareness appropriate for undergraduate students. Educators will learn to

recognize and value student diversity during professional development. This skill will benefit SHDs in higher education (Moore, 2018). Teachers must promote cultural awareness in the classroom environment for all students, especially undergraduates with hidden disabilities will ensure that the curriculum will recognize how to cultivate the diverse ways of teaching this community of students where educators realize that cultural awareness is a fundamental component for teachers in education (Moore, 2018).

Woolf (2019) focused on critical skills for special education teachers because they have more diverse teaching responsibilities compared to other teaching specialties. For this reason, the special education evaluators may sometimes be unaware of the curriculum adaptive approaches used to assist students with hidden disabilities. The research of Woolf (2019) clarified how professional development can be critical to improving the teaching effectiveness of SWD teachers. According to PD is especially important to ensure that special educators gain the skills to deliver a quality and rewarding higher education (Woolf, 2019).

Research can make PD more effective by building on teaching skills that special education teachers already possess. Some of these skills were learned in college courses; others were learned through on-the-job training. Professional development training enables special education teachers to discuss different techniques and strategies. These conversations can benefit educators when they adjust programs centered around special education and all coursework and the experiences of education faculty (Woolf, 2019).

This information offers evidence-based instruction and the framework that would be utilized and addressed during professional development. This information will

enhance special education educators' programs to maximize the acquisition of critical skills, which is part of the coursework knowledge that could expand to higher education environments. The PD could also lead to developing resources that specialize in special education teacher expertise. The outcomes could be used to ensure that the measures used to evaluate special educators' professional performance reflect the specialized expertise expected from special education teachers (Woolf, 2019).

In the following article, the authors center their attention on Individual Academic Performance (IAP) information. The IAP information for undergraduates who are attending some form of higher education will focus on their goals and assessments. The other will allow for SHD to be successful. The cornerstone for documenting the appropriate education provided to students who qualify for special education is expertise under the Individuals with Disabilities Education Act. There is an increasing community of undergraduates with hidden disabilities. Some undergraduates may have ethnic and linguistic disparities. Both should be addressed in the disability accommodations because the disparities can limit student success (Tran et al., 2018).

Educators in higher education need to know how to implement accommodations for the undergraduate's IAP in the classroom. Educators should evaluate existing studies that identify how to increase the attention of diverse learners with an IAP that will drive educators to implement the provisions. These provisions are needed to adjust the curriculum for undergraduates who need teachers that will address CLR strategies (Tran et al., 2018).

During professional development, it is recommended that educators receive the necessary professional-learning resources. Educators will continuously suggest adjusting best practices for undergraduates' needs in the classroom (CEC, 2015). Zepeda (2008) stated that the constructivist approach will be different from traditional approaches for learning professionals studying, asking questions, or debating new ideas. The career-centered PD approach will assist educators to learn how to solve daily challenges with practice methods centered around undergraduates with hidden disabilities (Croft et al., 2010). IAP development for diverse learners requires more collaborative activities used for undergraduates. The activities would address peer observation and increasing action research. This could provide efficacy that will increase the results for individuals with (CLR) that could benefit students with an IAP (Tran et al., 2018).

The following recommendations are essential to assisting undergraduates with hidden disabilities. This list includes educators who specialize in general studies, educators that are bilingual/English language developers, also educators who specialize in meeting the needs of students with hidden disabilities Lastly, this would also include resources from other faculty who contribute to increasing a clear understanding that is based on areas of expertise that meets the needs for diverse learners (Tran et al., 2018).

During the professional development, the participants receive a blueprint of strategies that assist undergraduates to process what they have learned. Consequently, students will get a better understanding of the curriculum, especially when teachers are implementing the students' IAP (Tran et al., 2018). In the PD training, participants review the curriculum's role in assisting students to make positive progress, the

curriculum subject matter, data sharing, and state and federal standards with outcome performance (Tran et al., 2018). The professional education session will allow special education teachers to share their information with their colleagues. The focus on diverse student performance and success skills for SWD should improve teacher motivation and performance (Tran et al., 2018).

The educational team will explore ways that professional development can benefit job-embedded topics -- topics that can assist and encourage teachers and educators to collaborate as a team while working with SWD (Zepeda, 2008). Implementing job-embedded professional development will provide reasonable access when the team discusses the diverse learner during the IAP meeting. The following information should be addressed by articulating the strengths, needs, support, and skills this student needs to be successful (Tran et al., 2018).

The educators in the PD training will also learn how to follow the interventions and instructions that guide the IAP analysis. Once the plan is implemented, the student IAP will provide the necessary evidence through assessment. Data collection will show if the accommodations are adequate for the students to be successful. The data is needed to update the students' IAP during the evaluation process. The IAP serves as the standard for planning other job-embedded professional development activities for all educators (Tran et al., 2018).

The information summarized how today's special education teachers serve an increasing number of diverse learners with hidden disabilities. According to Tran et al. (2018), there needs to be an ongoing development that will prepare and generate quality

CLR and IAPs that can be included in the lesson plan. Tran et al. (2018) suggest setting goals during an annual meeting to discuss the student's IAP. Faculty are encouraged to focus attention on the SWD's cultural and linguistic strengths. The strengths can be accessed through the curriculum, as well as providing progress towards reaching the students' goals. The IAP can be accomplished through preservice education programs or advanced professional development learning (Tran et al., 2018).

The student IAP is an essential resource for special education teachers. In the PD, special education teachers will increase their abilities to recognize critical components in each student's IAP. The authors also suggested that professional development for teachers be increased to more than 20 hours a year. The topic concerning SWD requires a quality learning program. The CLR principles can be the pathway for educators to increase their knowledge about the principles and best practices generated by the CLR and the IAPs for undergraduates (Tran et al., 2018). Overall, recognizing diverse learners' language and cultural features is foundational to unlocking student success in schools when educators know how to deliver accommodation that is part of the IAP for diverse learners. A PD objective is for the special education teachers to acquire the initial skills that ready educators for further PD through district training supports (Tran et al., 2018).

Education policies have moved to the forefront in the past 10 years. Today, teachers are measured by student achievement and performance outcomes. This study shows how there are disparities for educators who work diligently to meet the needs of their students with hidden disabilities. The average special education teacher's

preparation emphasizes current educational models and practical methods called re-envisioning. In some prior studies and literature reviews, it was revealed that educators needed more professional development. Professional development will allow teachers to meet the qualification by providing more preservice teachers (PST) that came from the effort of the authors who wrote: "How People Learn Theoretical Framework" (Juarez & Purper, 2018, p. 292-307).

Project Description

Goals for the Professional Development Sessions

The professional development sessions include three goals. The first goal is to evaluate the necessity of professional development. The second goal is to improve the ability of professors to meet the learning needs of SHD. The third goal is to understand best practices for undergraduates' success. These three goals directed this project study's objectives, content, and evaluation. The goals include: (a) evaluating the necessity of professional development, (b) improving how professors meet the needs of SHD, and (c) devising an understanding of best practices for undergraduates to be successful during their educational careers. The desired outcome of this 3-day professional development workshop is to provide participants with an improved understanding of SHD learning and academic goals from their IAP and strategies to improve accommodations and inclusion.

Training Activities and Presentations

Presentations and activities will include small group discussions, significant group discussions, group exercises and games, individual time for reflection, and various learning strategies. The presentation is outlined following the description of each day's

schedule. Other strategies include extensive group discussions, group exercises and activities, individual time for reflection, and learning strategies. The presentation outline follows the description of each day's schedule.

Purpose, Goals, and Desired Outcomes

Providing professional development for professors and other faculty can be centered around expanding socially and approachable strategies that can benefit all students striving to get a higher education with an IAP. The most important part is to provide professional development that will assist faculty to deliver a quality education that can reach students with hidden disabilities and allow students to be successful during their higher education careers. When faculty understand the nature of hidden disabilities and how to use the IAP as a tool to improve student success, all students can benefit.

According to the feedback from the data collected, faculty in higher education need more professional development training. The project will focus on professional development and provide resources, techniques, and strategies to provide quality education. According to Simon (2006), faculty should be required to take PD that covers the ADA gained roots in Section 504 of the Rehabilitation Act of 1973.

As the years progress, the laws have evolved to better assist students with all types of disabilities. On September 28, 2008, the ADA Amendments Act of 2008 (ADAAA) was enacted (Commission, 2011). The Act requires educators will be required to attend professional development training. The PD provides teacher strategies to get to know each student. Faculty are required to inform students that they are available to teach and reach each student with an IAP that can be used to adjust the curriculum to better

support SWD. When educators attend the 3-day professional development workshop, curriculum adaption to meet SHD needs will be a topic.

Training Activities and Presentations

The workshop sessions will provide various strategies, including small group discussions, extensive group discussions, group exercises and activities, individual time for reflection, and various learning strategies. The presentation is outlined following the description of each day's schedule. The three-day schedule is shown in Appendix A.

Resources

The following resources are needed during each of the three professional development days. First, a computer, projector, screen, and internet WIFI access are needed each day. Other miscellaneous supplies include 12 markers, six large-post-it pads, six large easels, and 100 small index cards. The PowerPoint, additional materials, and activities will be distributed on the first day. At the end of each session, faculty will be asked to complete a question-and-answer session. The question-and-answer time and the evaluations are to get feedback that will improve the first and future professional development training sessions. At the end of Day 3, participants will complete the Final Project Evaluation (Appendix B).

Existing Supports

There are existing supports at the institution. The role of the center for disability services is to assist and guide the SWD and faculty. The center helps students clarify the services available, advocate for themselves, and to converse with their professors. The center guides the faculty in best practices and on how to accommodate students with

disabilities. The center provides an optional service for students. A student needs to visit the center to initiate any services. Both the student and faculty are required to take the initiative to meet with the center's staff for guidance.

Potential Barriers

There are two potential barriers related to the faculty attending the professional development series. The first is time. Professors are busy conducting research, updating curriculum, and teaching which leaves limited time available to attend a three-day professional development series. The second potential barrier might include financial reimbursement. When the administration offers a required training series, offering financial compensation encourages and motivates faculty to attend a three-day professional development series.

Professional Development Implementation and Timeline

The timeline for this professional development workshop is three days. The professional development was created to effectively promote classroom management techniques that can provide beneficial classroom skills for professors teaching students with hidden disabilities. Faculty can use the professional development training to adjust the curriculum and the IAP with confidence since the techniques help accommodate SHD's needs.

Faculty can utilize these strategies and techniques as essential components that include the student's IAP by incorporating it into the curriculum to meet the accommodations needed for student success. Professional development is also a link that will provide resources and information to effectively merge the students' IAP. The

professional development is set up to provide a clear path to meeting the obligations that will ultimately benefit students with hidden disabilities. Professional development will deliver a substantial change that prepares SHDs for the 21st-century. Finally, the professional development will also allow faculty workshop participants to engage in face-to-face instruction on various topics that benefit students with hidden disabilities (Sindelar et al., 2010). Implications and directions for professional development studies determine whether the skills identified in the study represent the views of a larger and broader sample for professional development for educators to attend.

Roles and Responsibilities of Students and Others

As the facilitator, I will start the training by introducing myself and asking the faculty to introduce themselves and the subject they teach. I will then explain the schedule for each of the three workshop days. The facilitator will begin the first three-hour session, have faculty take a one-hour lunch break, and return for the afternoon session that will last for another three hours. The facilitator will conduct Day 1, Day 2, and Day 3 evaluations. The director of students with disabilities, the provost, and the director of teaching excellence will all introduce the importance of these sessions for the retention of students with hidden disabilities. These three stakeholders will remove themselves from the training so that the faculty might feel more comfortable. Lastly, the three stakeholders will review the evaluations and speak with the student facilitator about the next steps for the community college.

Project Evaluation Plan

The evaluation is outcomes-based, and the purpose is to discover if the outcomes

were met. A summative evaluation form will be distributed after each day. The

evaluation form will begin by asking if the session's outcomes were clearly stated. The

first question is whether the professional development session objectives were clearly

stated. The next question is whether the professional development session objectives

aligned with the topic. Faculty will then be asked if the professional development session

was helpful in better understanding how to implement the accommodations. The next

question asks if the faculty participants if the professional development session helped

them better understand their role as educators. Also, the professors are asked if the

professional development session helped provide clarity with implementing

accommodations. The next question asked if the professional development session

provided a better understanding of "your role as an educator." Followed by asking if the

professional development session helped describe how important it is to understand the

students' IAPs. The next question within the evaluation asks how the professional

development session instructed how to establish a relationship with the students who

have an IAP. The following question asked how the professional development session

helped in understanding how the student with the IAP and the office of disabilities

collaborated. The next question asked if the overall professional development session

was a successful experience. The final two statements are open-ended, allowing the

participants to inform the facilitator what improvements could be added to future

professional development sessions. Also, ask the participant to suggest any additional needed support.

One goal of the evaluation is to discover how to improve upon the professional development series. Another goal is to determine if the outcomes were met through the 3-day professional development series. Further information may be applied to enhance future sessions and discover if the learning outcomes were achieved. This information can also be shared with the stakeholders for planning purposes. The following are the stakeholders: SHD, students, faculty, administration, and the department of education.

<div align="center">**Project Implications**</div>

Local Community

This project may impact the attendance and retention of students with hidden disabilities attending tri-state community college. As a result, professors can use the skills and best practices in this workshop to motivate students to succeed in their studies and graduate. Greater retention would benefit both the SHD and the college. As more students graduate, the college will benefit from additional income and community recognition of the college's efforts to assist SHD to complete its program of studies.

Broader Community

The results of this study only apply to this community college and cannot be generalized to other institutions. However, this study can help educate faculty and administrators in other similar institutions about strategies and solutions that might assist them with their SHD retention issues. Further understanding of what influences why students have poor or high attendance can offer valuable information. In addition,

discovering which practices and tools can help inform other colleges of potential ways to approach their retention problems can also provide valuable information. By increasing student persistence, colleges can increase enrollment through persistence, and also graduate more students prepared to enter the workforce. Finally, other colleges and universities may benefit from the results of this study as they develop similar professional development programs.

Possible Social Change Implications

SHDs' human and social conditions can help improve their lives while attending courses in higher education and offering opportunities for social change. The following changes can transpire at any time during the educational experience. Positive social change can be demonstrated and driven by ideas and actions with real-world implications. Thus, the project study may lead to possible social change by creating awareness and improvement of the teaching and learning of SHDs.

Provide Importance of the Project to Local Stakeholders and in the Larger Context

The local stakeholders include students, SHD, faculty, staff, parents, administrators, and alumni. The most vital ingredients of successful learning are the positive engagement of all stakeholders, feeling valued for their role in contributing toward delivering quality education for SHDs to be successful in their higher education careers. The stakeholders are interested in the curriculum, which can implement and affect the curriculum by acknowledging the goals in the IAP of the student directly or indirectly in every course that will benefit SHD to complete their educational career.

Conclusion

The professional development information is to create and continue to be an essential learning experience that will influence how educators meet the needs of SHD. Also, this will allow educators to provide a high-quality educational experience for students with a hidden disability during their learning experience while attending higher education (Sayeskiu et al., 2019).

The professional development goal is to show a slight overall measured awareness that will change educators' perceptions of SHD's resources from the 3-day professional development. The tools gained during professional development will also allow educators to deliver assignments that all undergraduates will benefit from during their educational journey. The expectation for faculty will enable them to incorporate this information in the classroom that they gained during their professional development.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

Project Strengths

The purpose of this project was to explore community college faculty's perceptions of self-efficacy in meeting the educational needs of SHD in the higher education setting in a northeastern U.S. state. The participants included faculty and a staff member from the student disabilities office. The case study approach was a strength because the case study method allowed for a more in-depth understanding of the faculty and disability staff's perceptions of how to best address the needs of SHD.

Limitations

There were three significant limitations in this project. The first limitation was that the case study approach did not provide enough basis for the generalization of findings, but the results may be transferable to other settings (Crowe et al., 2011; Yin, 2009). The second limitation was potential bias from professors regarding their views on SHD in curriculum planning, assessments, and accommodating each student with an IAP. To reduce bias, I encouraged participants to use the reflexiveness strategy to promote self-awareness of experiences, reasoning, and values that could affect the quality of accommodations that SHD receive to be successful during their educational career. A third limitation pertained to social desirability bias. I assumed participants would be honest when discussing their social acceptance and attitude when required to implement the accommodations for each SHD with their IAP. Professors should also understand that it is not easy for SHD to report their disability because they are embarrassed or worried

about how the professor will make the SHD feel when presenting the professor with their documentation for accommodations.

Recommendations for Alternative Approaches

The first recommendation is for students who have individual needs to proactively visit the student disabilities office and report their limitations which will then be in a separate file and benefit their learning process. The alternative approach professors could use is to get to know the students the first couple of days or assume that all students have some hidden disability. This will allow professors and students to be proactive, not reactive.

Professors could also assist students in identifying their strengths using different modalities of teaching. Incorporating various learning activities and assessment tools, low stakes practice assignments, and open book tests with sufficient time require more profound thought, integration, synthesis, and applications than memorization. Another recommendation for professors would be to refer students to the disabilities office. The staff in the student disabilities office will encourage the students to use the available resources, such as the learning lab and tutoring to address some of the needs the student may have. Another recommendation for professors is to build a relationship with their students on the first day of classes by learning their names, being supportive, and listening.

Another recommendation is to hold all students to the same academic standards despite implementing SHD accommodations. The topic of hidden disabilities is one that PD needs to address to provide tools and resources that will enlighten faculty regarding

strategies that will benefit the learning needs of SHD. Professors and other faculty attending PD will learn how to implement strategies, techniques, and resources that meet the needs of SHD.

Scholarship, Project Development and Evaluation, and Leadership and Change

The outcome of this study indicated the importance of PD topics on how to handle and meet the needs of SHD. The focus will be on the framework that is beneficial to improving how educators accommodate SHD in higher education. However, several limitations could affect the results from PD, such as the lack of educators attending the PD if they were not mandated to become faculty at the community college. The next challenge will be to get educators to reevaluate their bias, self-awareness, and reflective strategies when it comes to their experiences, reasoning, and values that could affect the implementation of accommodations that are stated in SHD's IAP. The goal of the PD will be to provide the tools needed for educators to make adjustments to the curriculum planning and assessments when accommodating each student who has an IAP.

There needs to be future research to determine the effectiveness of the PD mandates on faculty self-efficacy when addressing how to accommodate SHD. This research would provide insight into how participants and stakeholders perceive the importance of providing quality education to all students even if they have to adjust their curriculum or assessment strategy by including each student with the needed accommodations from their IAP. Additional research is needed, the study could expand to a larger audience located at higher education institutions.

Reflection on Importance of the Work

Providing PD for professors and other faculty can be centered around expanding strategies that can benefit all students striving to get a higher education with an IAP. The most important part is to provide PD that will assist faculty with providing a quality education that can reach SHD and allow them to be successful during their higher education careers. First, faculty require a clear understanding of what invisible disabilities look like and how to accommodate students with an IAP.

Findings from the current study indicated that educators need more PD in higher education. The project focused on PD to provide resources, techniques, and strategies so faculty can provide quality education for all students. Faculty must be required to take professional action covering the ADA guidelines (Simon, 2006).

Laws have been enacted that benefit student with all types of disabilities; on September 28, 2008, the ADAAA was enacted (Commission, 2011). For a professor to accomplish these tasks, they should be required to attend PD in which the topic is hidden disabilities in higher education. Professors will learn strategies and be comfortable addressing the issue of hidden disabilities, including how to be comfortable in handling the matter in creating relationships with each student. One suggestion for educators is to offer students an opportunity to reach out for open dialogue if they student has any concerns, especially SHD with an IAP. Professors will reassure the students with the IAP that the curriculum will support them. The 3-day PD will cover topics that are important and beneficial for all students.

Implications, Applications, and Directions for Future Research

Implications and Applications

A great deal of information from the PD is beneficial and effective in promoting classroom management techniques that provide skills that would be beneficial for professors to implement in the classroom for all students, especially SHD. The main topic of importance focused on managing a classroom that will assist with accomplishing strategies by utilizing relevant and proactive processes that teachers will get from the PD. Educators who receive PD could use the evidence-based models when adjusting their curriculum with confidence while adapting techniques that would accommodate SHD with an IAP.

Several federal laws will be addressed during this PD. One of the topics is the IDEA, where faculty will learn how the IAP process focuses on two components "the written program document (IDEA 34CFR & 300.320-324) with the IAP team meeting will also emphasize how important it is for students to be involved with this process" (IDEA 34 CFR & 300.321) (Government Accountability Office, 2014). These guidelines were from research that showed how different studies centered on federal laws and acts in higher education tend to fall short in meeting students' needs to be successful in higher education. Once educators know how to use these essential components, they will be mindful of including the student's IAP by incorporating it into the curriculum to meet the student's accommodations to be successful (Drasgow et al., 2001; Yell & Drasgow, 2000).

Another finding revealed that faculty feel disconnected because they are not getting PD to merge the students' IAP effectively. The PD will provide a clear path to meet the obligations that will benefit the SHD. There were substantial changes in the 21st century with PD in preparing and providing resources to include accommodations for each student as part of their curriculum. PD will also allow educators to participate in face-to-face instruction and online courses on various topics that benefit SHD (Sindelar et al., 2010).

Future Professional Development

Implications and directions for future studies include whether the skills identified in this study represent the views of a larger and broader sample for PD for educators to attend. The administration will need to explore how PD will generate standard skills by assisting faculty with strategies that will cover standardized skills that will focus on diverse ideas with new ideas on implementing professional effectiveness (Woolf, 2015). One PD training will cover studies designed to articulate sufficient descriptions rich with performance and effectiveness. Educators will get information about implementing professional skills and contextually rich examples to illustrate how skills are applied across diverse learning content when utilizing the students' goals with an IAP (Woolf, 2015).

<div align="center">Conclusion</div>

This project was designed to be an essential learning experience that would influence how educators meet the needs of SHD. This project may allow educators to provide a high-quality educational experience for SHD during their learning experience

while attending higher education (Sayeskiu et al., 2019). Studies should show a slight

overall measured awareness that will change educators' perceptions of PD of SHD

resources. The tools gained during PD will also allow educators to deliver assignments

that all undergraduates will benefit from during their educational journey. The

expectation is for faculty to incorporate this information in the classroom that they gained

during the PD (Gersten et al., 2009; Woodward et al., 2012).

References

Aerny Perreten, N., Dominguez-Berjon, F., Esteban-Vasallo, & Garcia-Riolobos, C. (2015, April 30). Participation and factors associated with late or non-response to an online survey in primary care. *Journal of Evaluation in Clinical Practice*. doi:https://doi.org/10.1111/jep.12367

Åkerlind, G. (2007). Constraints on academics' potential for developing as a teacher. *Studies in Higher Education*, *32*(1), 21–37. https://doi.org/10.1080/03075070601099416

Algeo, C. (2013). *The researcher-participant relationship in action research: A case study involving Australian project managers*. Proceedings of the International Conference of Education, Research and Innovation, Seville, Spain.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

Anney, V. N. (2014). Ensuring the quality of qualitative research findings: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, *5*(2), 272–281.

Auld, R., Belfont, P., & Scheeler, M. (2010). Increasing pre-service teachers' use of differential reinforcement: Effects of performance feedback on consequences for student behavior. *Journal of Behavioral Education*, *19*, 169–183. https://doi.org/10.1007/s10864-10864-010-9107-4

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Review*, *84*(2), 191–215.

Bandura, A. (1986). *Social foundations of thought & action: A social cognitive theory*.

　　Prentice-Hall.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human*

　　behavior (pp. 71–81). Academic Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman & Company.

Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited.

　　Journal of Management, *38*, 9–44. https://doi.org/10.1177/0149206311410606

Barnard, J., Prior, A., & Potter, D. (2000) Inclusion and autism: Is it working? *National*

　　Autistic Society, *12*(2), 5–28.

Basckin, C., Strnadová, I., & Cumming, T. M. (2021). Teacher beliefs about evidence-

　　based practice: A systematic review. *International Journal of Educational*

　　Research, *106*. https://doi.org/10.1016/j.ijer.2020.101727

Bebko, J. M., & Ricciuti, C. (2000). Executive functioning and memory strategy use in

　　children with autism: The influence of time constraints on spontaneous rehearsal.

　　Autism, *4*, 299–320. https://doi.org/10.1177/1362361300004003006

Bialka, C. S., Hansen, N., & Wong, S. J. (2019). Breaking the cycle: Preparing pre-

　　service teachers for disability-related discussion. *Teacher Education and Special*

　　Education, *42*(2), 147–160. https://doi.org/10.1177/0888406418754326

Billingsley, B., Bettini, E. M., & McLeskey, J. (2020). Improving working conditions to

　　support special educators' effectiveness: A call for leadership. *Teacher Education*

　　and Special Education, *43*(1), 7–17. https://doi.org/10.0077/0888406419880253

Block, E. S., & Erskine, L. (2012). Interviewing by telephone: Specific consideration,

opportunities, and challenges. *International Journal of Qualitative Methods*, *11*, 428–445. https://doi.org/10.1177/160940691201100409

Boggs, G. R. (2003). Leadership context for the twenty-first century. *New Directions for Community Colleges*, *123*, 15–25. https://doi.org/10.1002/cc.118

Boston University School of Public Health. (2018). *The social cognitive theory*. http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories5.html

Bowler, D. M., Gardiner, J. M., & Grice, S. (2000). Episodic memory and remembering in adults with Asperger syndrome. *Journal of Autism and Developmental Disorders*, *30*, 295–304. https://doi.org/10.1023/A:1005575216176

Braun, R., & Braun, B. (2015). Managing the challenges of hidden disabilities in youth sport: A look at SLD, ADHD, and ASD through the sport psychology lens. *Journal of Sport Psychology in Action*, *6*, 28–43. https://doi.org/10.1080/21520704.2014.991051

Brinkerhoff, L. C., McGuire, J. M., & Shaw, S. F. (2002). Postsecondary education and transition for students with learning disabilities (2nd ed.). Pro-Ed.

Center for Innovation in Research and Teaching. (2019). Case study method. https://cirt.gcu.edu/research/developmentresources/research_ready/descriptive/case_study

Center on Disability Studies. (2008). Hidden/invisible disabilities. http://www.ist.hawaii.edu/training/hiddendisabilities/05_hidden_disabilities.php

Chideridou-Mandari, A., Padeliadu, S., & Karagiannixis, C. (2016). Secondary

mathematics teachers: What they know and don't know about dyscalculia. *15*(9), 84-98.

Choy, L. T. (2014). The strengths and weaknesses of research methodology: comparison and complimentary between qualitative and quantitative approaches. *Journal of Humanities and Social Science, 19,* 99–104. doi:10.9790/0837-194399104

Christensen, C. (2008). The employment of part-time faculty at community colleges. *New Directions for Higher Education,* 29–36. doi:10.1002/he.310

Clark, C. M. (2001). Talking shop: Authentic conversation and teaching-learning.

Coduti, W. A., Hayes, J. A., Locke, B. D., & Youn, S. J. (2016). Mental health and professional help-seeking among college students with disabilities. *Rehabilitation Psychology, 6,* 288–296. doi:10.1037/rep0000101

Commonwealth of Australia. (2006). Disability standards for education 2005: Plus guidance notes. Retrieved from https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf

Commission, U. E. (Ed.). (2011). The Americans with Disabilities Act Amendments Act of 2008.

Corrigan, P. W., & Fong, M. W. M. (2014). Competing perspectives on erasing the stigma of illness: What says the dodo bird? *Social Science and Medicine, 103*, 110–117. doi:10.1016/j.socscimed.2013.05.027

Couzens, D., Poed, S., Kataoka, M., Brandon, A., Hartley, J., & Keen, D. (2015). Support for students with hidden disabilities in universities: A case study. *International*

Journal of Disability, Development, and Education, 62, 24–41.

doi:10.1080/1034912X.2014.984592

Cosier, M., & Pearson, H. (2016). Can we talk? The underdeveloped dialogue between

teacher education and disability studies. *6*(1), 1-10.

https://doi.org/10.1177/2158244015626766

Council for Exceptional Children. (2015). *What every special educator must know:*

Professional ethic and standards, 7. Add publisher.

Couzen, D., Poed, S., Kataoka, M., Brandon, Alicia, Hartley, J., & Keen, D. (2015).

Support for Students with Hidden Disabilities in Universities: A Case Study.

International Journal of Disability, Development, and Education, 62(1), 24-41.

https://doi.org/10.1080/1034912X.2014.984592

Crawson, H. M., & Brandes, J. A. (2014). Predicting pre-service teachers' opposition in

the inclusion of students with disabilities: A path analytic study. *Social*

Psychology of Education, 17, 161-178. https://doi.org/10.1007/s11218-013-9238-

2

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry.

Theory into Practice, 39, 124–130. doi:10.1207/s15430421tip3903_2

Creswell, J. W., Hanson, W. E., Plano-Clark, V. L., & Morales, A. (2007). Qualitative

research designs: Selection and implementation. Counseling Psychologist, 35,

236–264. doi:10.1177/0011000006287390

Creswell, J. W., & Plano-Clark, V. L. (2007). Designing and conducting mixed methods

research. Thousand Oaks, CA: Sage.

Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. BMC Medical Research Methodology, 11, 100. doi:10.1186/1471-2288-11-100

Danforth, S. (2006). From epistemology to democracy: Pragmatism and the reorientation of disability research. *Remedial and Special Education, 27*, 337-345. https://flies,eric.ed.gov/fulltext/ED490508

Danielson, M. L., Bitsko, R. H., Ghandour, R. M. Holbrook, J. R., Kogan, M. D., & Blumberg, S. J. (2018). Prevalence of parent-reported ADHD diagnosis and associated treatment among U.S. children and adolescents. *Clinical Child and Adolescent Psychology, 47*, 199–212. doi:10.1080/15374416.2017.1417860

Darling-Hammond, L. (2014). Strengthening clinical preparation: The holy grail of teacher education. *89*, 547-561. https://doi.org/10.1080/0161956X.2014.939009

Darling-Hammond, L., Chang, R., & FrelowF. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *53*, 236-302. https://doi.org/10.1171/0022487102053004002

Dawson, H., & Scott, L. (2013). Teaching students with disabilities efficacy scale: Development and validation. Inclusion, 1, 181–196. doi:10.1352/2326-6988-1.3.181

Dickson, E. (2007). Disability standards for education and reasonable adjustment in the tertiary education sector. Australia and New Zealand Journal of Law and Education, 12(2), 25–41. Retrieved from http://www.anzela.edu.au/journals/about-journals/

Disabled World. (2019). Invisible disabilities list and information. Retrieved from

    https://www.disabled-world.com/disability/types/invisible/

Drasgow, E., Yell, M. L., & Robinson, T. R. (2001). Developing legally correct and

    educationally appropriate IEPs. *Remedial and Special Education, 22*, 359-373.

Dudwick, N., Kuehnast, K., Jones, V. N., & Woolcock, M. (2006). Analyzing social

    capital in context: A guide to using qualitative methods and data (Report No.

    38917). Washington, DC: World Bank Institute.

Edwards, R., & Holland, J. (2013). What is qualitative interviewing? Bloomsbury

    Publishing.

Eisenberg, D., Golberstein, E., & Gollust, S. E. (2007). Help-seeking and access to

    mental health care in a university student population. *Medical Care, 45*, 594–601.

    doi:10.1097/mlr.0b013e31803bb4c1

El Afi, A. D. (2019). The impact of professional development training on teachers'

    performance in Abu Dhabi Cycle Two and Three schools. *Teacher*

    Development, *23*(3), 366–386. https://doi.org/10.1080/13664530.2019.1589562

Engestrium, Y. (1999). Learning by expanding: Ten years after (F. Seeger, Trans).

Ervin, T., Wilson, A. N., Maynard, B. R., & Bramblett, T. (2018, June). Determining the

    Effectiveness of Behavior Skills Training and Observational Learning on

    Classroom Behaviors: A Case Study. *Social Work Research, 42*(2), 106-117.

    doi:10.1093/SWR/svy005

Faggella-Luby, M., Lombardi, A., Lalor, A. R., & Dukes, L. III. (2014). Methodological

    trends in disability and higher education research: A historical analysis of the

Journal of Postsecondary Education and Disability. *Journal of Postsecondary Education and Disability, 27(4)*, 357–368. https://www.ahead.org/professional-resources/publications/jped

Fishback, S. J., Leslie, B. B., Peck, L. C., & Dietz, P. M. (2015). Community college faculty self-efficacy in student-centered teaching. Paper presented at the Adult Education Research Conference, Manhattan, KS.

Fox, N. (2009). Using interviews in a research project. Retrieved from https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/15_Using-Interviews-2009.pdf

Fullon, L. M., Collier-Meek, M. A., Maggin, D. M., Sameti, M., H., & Johnson, A. H. (2015). Is performance feedback for education an evidence-based practice? A systematic review and evaluation based on singlr0case research. *Exceptional Children, 81*, 227-246. https://doi.org/10.1177/0014402914551738

Fusani, D. S. (1994). "Extra-class" communication: Frequency, immediacy, self-disclosure, and satisfaction in student-faculty interaction outside the classroom. *Journal of Applied Communication Research, 22*(3), 232-255. https://doi.org/10.1080/00909889409365400

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *Qualitative Report, 20(9)*, 1408–1416. Retrieved from http://nsuworks.nova.edu/tqr/

Gan, L., & Lam, R. (2020). Understanding University English Instructors' Assessment Training Needs in the Chinese Context. *Language Testing in Asia*, *10*.

Gay, G., & Howard, T. C. (2000). Multicultural teacher education for the 21st. Century.

The Teacher Educator, 36(1), 1-16.

Gersten et al. (2009)

Getzel, E. E., & Thoma, C. A. (2008). Experiences of college students with disabilities and the importance of self-determination in higher education settings. Career Development for Exceptional Individuals, 31, 77– 84. doi:10.1177/0885728808317658

Goldstein, G. S., & Benassi, V. A. (1994). The relation between teacher self-disclosure and student classroom participation. *The teaching of Psychology, 21*(4), 212-217. http://doi.org/10.1207/s15328023top2104.2

Government Accountability Office (2014).Special education: Improved performance measures could enhance oversight of the dispute resolution. http://www.gao.gov/products/GAO -14-390

Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures, and measures to achieve trustworthiness. Nurse Education Today, 24, 105–112. doi:10.1016/j.nedt.2003.10.001

Griffin, R. (2019). What's the difference between ADD and ADHD? Retrieved from https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/add-adhd/difference-between-add-adhd

Great Schools Partnership. (2014). Stakeholder. Retrieved from https://www.edglossary.org/stakeholder/

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. Educational Evaluation and Policy

Analysis, 11, 255–274. doi:10.3102/01623737011003255

Grossman, P., Compton, C., IngraD., Ronfeldt, M., Shan, E., & Williamson, P. (2009).

Teaching practice: A cross-professional perspective. *111*, 2055-2100.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? Field

Methods, 18, 59–82. doi:10.1177/1525822X05279903

Guetterman, T. C. (2015). Descriptions of sampling practices within five approaches to

qualitative research in education and the health sciences. Forum: Qualitative

Social Research, 16(2), Art. 25. Retrieved from http://www.qualitative-

research.net/index.php/fqs/article/view/2290/3825

Guskey, T. R., & Sparks, D. (2002, April). Linking professional development to

improvements in student learning. Paper presented at the meeting of the American

Educational Research Association, New Orleans, LA.

Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study.

Retrieved from http://www.diva-

portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf

Hagens, V., Dobrow, M. J., & Chafe, R. (2009). Interviewee transcript review: Assessing

the impact on qualitative research. *BMC Medical Research Methodology, 9, 47*.

doi:10.1186/1471-2288-9-47

Happé, F. (2000). Parts and wholes, meaning and minds: Central coherence and its

relation to the theory of mind. In S. Baron-Cohen, H. Tager-Flusberg, & D.

Cohen (Eds.), Understanding other minds: Perspectives from developmental

cognitive neuroscience (pp. 203–221). Oxford, England: Oxford University Press.

Hare, D. J., Mellor, C., & Azmi, S. (2007). Episodic memory in adults with autistic spectrum disorders: Recall for self- versus other-experienced events. *Research in Developmental Disabilities, 28*, 317–329. doi:10.1016/j.ridd.2006.03.003

Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case study research: Foundations and methodological orientations. Forum: Qualitative Social Research, 18(1), Art. 19. Retrieved from http://www.qualitative-research.net/index.php/fqs

Harrison, H., & Mills, J. (2016). Case study: A good choice for nursing and midwifery research. *Pacific Rim International Journal of Nursing Research, 20(3)*, 179–182. Retrieved from https://www.tci-thaijo.org/index.php/PRIJNR

Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma is a fundamental cause of population health inequalities. *American Journal of Public Health, 103*, 813–821. doi:10.2105/ajph.2012.301069

Hong, B. S. S. (2015). Qualitative analysis of the barriers college student disabilities experience in higher education. *Journal of College Student Development, 56*, 209–226. doi:10.1353/csd.2015.0032

Hong, B. S. S., Slekar, T., D., Himmel, J., & Hong, B. (2010). Faculty attitudes toward college students with disabilities. *Journal of World Universities Forum, 3*, 71–90. doi:10.18848/1835-2030/CGP/v03i02/56662

Hoy, A. W. (2000). Changes in teacher efficacy during the early years of teaching. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Hussiena, J. H., & Al-Qaryouti, I. (2016). General education teachers' perceived self-efficacy in teaching students with disabilities in Oman. *Asian Journal of Inclusive Education, 3*, 3–23. Retrieved from http://ajie-bd.net/

Iiknur, I., & Salen, H. (2019). Hidden Curriculum Scale In Teacher Education: A Scale Development Study. *European Journal of Education Studies, 6*(4), 323-338. http://www.onpub.org.edu

Jansen, H. (2010). The logic of qualitative survey research and its position in the field of social research methods. *Forum: Qualitative Social Research, 11(2)*, Art. 11. Retrieved from http://www.qualitative-research.net/index.php/fqs

Jebbour, M., & Mouaid, F. (2019). The Impact of Teacher Self-Disclosure on Students Participation in the University of English Language Classroom. *International Journal of Teaching and Learning in Higher Education, 31*(3), 424-436. http://www.isetl.org/ijthe/

Johnson, A. L. (2006). Students with disabilities in postsecondary education: Barriers to success and implication to professionals. https://www.counseling.org/resources/library/vistas/vistas06_online-only/Johnson.pdf

Jourad, S. (1971). The transparent self.

Juarez, S. W., & Purper, C. (2018). Towards a Model of Learning and Transfer: A Review of Instructional Methods and Learning Outcomes in Special Education Teacher Preparation. *41*(4), 292-307. https:doi.org/10.1177/0888406417727041

Kaminska, O., & Foulsham, T. (2013). Understanding sources of social desirability bias

in different modes: Evidence from eye-tracking. Retrieved from

https://www.iser.essex.ac.uk/research/publications/working-papers/iser/2013-

04.pdf

Keim, M. C., & Biletzky, P. (1999). Teaching methods used by part-time community

college faculty. Community College Journal of Research and Practice, 23, 727–

737. doi:10.1080/106689299264422

Kelly, P. (2006). What is a teacher learning? A sociocultural perspective. *Oxford Review

of Education, 32*, 505-519.

King, N. (2004). Using templates in the thematic analysis of texts. In C. Cassell & G.

Symon (Eds.), Essential guide to qualitative methods in organizational research

(pp. 256–270). London, England: Sage.

Kirby, J. R., Silvestri, R., Allingham, B. H., Parrila, R., & La Fave, C. B. (2008).

Learning strategies and study approaches of postsecondary students with dyslexia.

Journal of Learning Disabilities, 41, 85–96. doi:10.1177/0022219407311040

Klopfer, K. M., Scott, K., Jenkins, J., & Ducharme, J. (2019). Effect of Preservice

Classroom Management Training on Attitudes and skills for Teaching Children

with Emotional and Behavioral Problems: A Randomized Control Trial. *42* (1),

pp. 49-66. https://doi.org/10.1177/0888406417735877

Kranke, D., Jackson, S. E., Taylor, D. A., Anderson-Fye, E., & Floersch, J. (2013).

College student disclosure of non-apparent disabilities to receive classroom

accommodations. *Journal of Postsecondary Education and Disability, 26(1)*, 35–

51. Retrieved from https://www.ahead.org/professional-

resources/publications/jped

Krawec, J. L., & Montagu, M. (2014). Problem representation and mathematical problem solving of students of varying math ability. *47*, 102-115. https://doi.org/10.1177/00222194243976

Kuzel, A. J. (1999). Sampling in qualitative inquiry. In B. F. Crabtree & W. L. Miller (Eds.), Doing qualitative research (pp. 33–45). Sage.

Lawson, J. E., & Firestone, A. R. (2018). Building the Field: The Case for Community Service Learning. *Teacher Education and Special Education, 4*(14), 308-320. https://doi.org/10.1177/088840641042

Learning Disabilities Association of America. (2019). Types of learning disabilities. Retrieved from https://ldaamerica.org/types-of-learning-disabilities/

Lee, A. M. I. (2019). Individuals with Disabilities Education Act (IDEA): What you need to know. Retrieved from https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/individuals-with-disabilities-education-act-idea-what-you-need-to-know

Li, D. (2004). Trustworthiness of think-aloud protocols in the study of translation processes. *International Journal of Applied Linguistics, 14*, 301–313. doi:10.1111/j.1473-4192.2004.00067.x

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Sage.

Lindstrom, J. H., & Lindstrom, W. (2011). Assessment and documentation considerations for postsecondary students with learning disabilities. *Learning Disabilities: A Multidisciplinary Journal, 17(2)*, 63–68. Retrieved from

https://ldaamerica.org/learning-disabilities-a-multidisciplinary-journal/

Lombardi, A., Murray, C., & Kowitt, J. (2016). Social support and academic success for college students with disabilities: Do relationship types matter? *Journal of Vocation Rehabilitation, 44*, 1–13. doi:10.3233/jar-150776

Longtin, S. E. (2014). Using the college infrastructure to support students on the autism spectrum. *Journal of Postsecondary Education and Disability, 27(1)*, 63–72. Retrieved from https://www.ahead.org/professional-resources/publications/jped

Lovett, B. J., Nelson, J. M., & Lindstrom, W. (2015). Documenting hidden disabilities in higher education: Analysis of recent guidance from the association of higher education and disability (AHEAD). *Journal of Disability Policy Studies, 26*, 44–53. doi:10.1177/1044207314533383

Lynch, R. T., & Gussel, L. (1996). Disclosure and self-advocacy regarding disability-related needs: Strategies to maximize integration in postsecondary education. *Journal of Counseling and Development, 74*, 352–357. doi:10.1002/j.1556-6676.1996.tb01879.x

MacLeod, A., & Green, S. (2009). Beyond the books: A case study of a collaborative and holistic support model for university students with Asperger syndrome. Studies in Higher Education, 34, 631–646. doi:10.1080/03075070802590643

Maddux, J. E. (2012). Self-efficacy: The power of believing you can. In C. R. Snyder & Maher, C. (2013). A qualitative case study approach to understanding third sector managers' career orientations. *Work-Based Learning e-Journal International, 3(2)*, 12–34. Retrieved from http://wblearning-ejournal.com/currentissue.php

Malinen, O.-P., Savolainen, H., Engelbrecht, P., Xu, J., Nel, M., Nel, N., & Tlale, D.

    (2013). Exploring teacher self-efficacy for inclusive practices in three diverse

    countries. *Teaching and Teacher Education, 33*, 34-44.

    doi:10.1016/j.tate.2013.02.004

Mason, M. (2010). Sample size and saturation in Ph.D. studies using qualitative

    interviews. Forum: Qualitative Social Research, 11(3), 8. Retrieved from

    http://www.qualitative-research.net/index.php/fqs/article/view/1428/3027

Massachusetts General Hospital. (2019). This month's featured term: Hidden/invisible

    disabilities. Retrieved from

    https://www.mghpcs.org/eed_portal/Documents/Disabilities/hidden_disabilities

May, A. L., & Stone, C. A. (2010). Stereotypes of individuals with learning disabilities:

    Views of college students with and without learning disabilities. *Journal of*

    Learning Disabilities, 43, 483–499. doi:10.1177/0022219409355483

McBride, M. C., & Wahl, S. T. (2009). To say or not to say: Teachers' management of

    privacy boundaries in the classroom. *Texas Speech Communication Journal, 30*,

    8-22.

McClenney, K. M., & Peterson, G. (2006). Effective educational practice: What we're

    learning from community college faculty. *Community College Journal, 76(4)*, 76–

    80. Retrieved from https://www.aacc.nche.edu/publications-news/community-

    college-journal/

McKittrick, L., Lake, R., Tuchman, S., Pillow, T., Valant, J., & Larsen, M. (2020,

    March). Finding a Great Fit: Improving the School Choice Process for Students

with Disabilities. McPherson, G., & Thorne, S. (2006). Exploiting exceptions to

enhance interpretive qualitative health research: Insights from a study of cancer

communication. *International Journal of Qualitative Methods, 5*, 3–11.

doi:10.1177/160940690600500210

Meyer, J. (2000). Evaluating action research. Paper presented to the Age and Aging,

United Kingdom.

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded

sourcebook (2nd ed.). Sage.

Moon, K., Brewer, T. D., Januchowski-Hartley, S. R., Adams, V. M., & Blackman, D. A.

(2016). A guideline to improve qualitative social science publishing in ecology

and conservation journals. *Ecology and Society, 21*, 17–35. doi:10.5751/ ES-

08663-210317

Moore, B. A. (2018). Developing Special Education Cultural Awareness Through

Critically Reflective Professional Learning Community Collaboration. *41*(3), 243-

253. https://doi.org/:10.1171/088840641877074

Moustakas, C. (1994). Phenomenological research methods. Sage.

Mueller, T. G. (2015). Litigation and special education: The past, present, and future

direction for resolving conflicts between parents and school districts. *26*, pp. 135-

143. https://doi.org/10.117/1044207314533382

Mueller, T. G., & Vick, A. M. (2019). An Investigation of Facilitated Individualized

Education Program Meeting Practice: Promising Procedure That Foster Family -

Profession Collaboration. *Teacher Education and Special Education, 42(1)*, pp.

67-81.

Mueller, T. G., Massafra, A., Robinson, J., & Peterson, L. (2019). Simulated Individualized Education Program Meetings: Valuable Pedagogy Within a Preservice Special Educator Program. *42*(1), 209-236.

Murray, C., Lombardi, A., Seely, J. R., & Gerdes, H. (2014). Effects of an intensive disability-focused training experience on university faculty self-efficacy. *Journal of Postsecondary Education and Disability, 27(2)*, 179–193. https://www.ahead.org/professional-resources/publications/jped

Murray, C., Wren, C. T., & Keys, C. (2008). University faculty perceptions of students with learning disabilities: Correlates and group differences. *Learning Disability Quarterly, 31*, 95–113. doi:10.2307/25474642

Murray, J. P. (2007). Recruiting and retaining rural community college faculty. *New Directions for Community Colleges, 137*, 57–64. doi:10.1002/cc.270

National Academies of Sciences, Engineering, and Medicine. (2016). Ending discrimination against people with mental and substance use disorders: The evidence for stigma change. Washington, DC: The National Academies Press.

National Center for Educational Statistics. (2015). Table 311.10. Number and percentage distribution of students enrolled in postsecondary institutions, by level, disability status, and selected student characteristics: 2007–08 and 2011–2012. Retrieved from https://nces.ed.gov/programs/digest/d15/tables/dt15_311.10.asp

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics.* Reston, VA.

National Institute of Mental Health. (2019). Autism spectrum disorder: Overview.

Retrieved from https://www.nimh.nih.gov/health/topics/autism-spectrum-

disorders-asd/index.shtml

Newman, L. A., Madaus, J. W., Lalor, A. R., & Javitz, H. S. (2019). Support receipt:

Effect on the postsecondary success of students with learning disabilities. *Career

Development and Transition for Exceptional Individuals, 42*, 6–16.

doi:10.1177/2165143418811288

Newman, L., Wagner, M., Knokey, A. M., Marder, C., Nagle, K., Shaver, D., & Wei, X.

(2011). The post-high school outcomes of young adults with disabilities up to 8

years after high school: A report from the National Longitudinal Transition

Study-2 (NLTS2) NCSER 2011–3005. Washington, DC: National Center for

Special Education Research

Nock, W. K., Michel, B. D., & Photos, V. I. (2008). Single-case research designs. In D.

McKay (Ed.), Handbook of research methods in abnormal and clinical

psychology (pp. 337–350). Sage.

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An

oxymoron? *Quality and Quantity, 41*, 233–249. doi:10.1007/s11135- 006-9000-3

Oregon Department of Education. (2013). State board of education – administrative rule

summary. Retrieved from http://www.oregon.gov/ode/about-

us/stateboard/Documents/October%20213%20Board%documents/sbe-oct-2013-

employment-related-transition-services-docket-item-octeor-2013.doc

O'Reilly, M., & Parker, N. (2012). 'Unsatisfactory saturation': A critical exploration of

the notion of saturated sample sizes in qualitative research. *Qualitative Research,*
13, 190–197. doi:10.1177/1468794112446106

Padgett, D. K. (2008). Qualitative methods in social work research. Sage.

Pajares, F. (2002). Overview of social cognitive theory and self-efficacy. Retrieved from
https://www.uky.edu/~eushe2/Pajares/eff.html

Pajares, F., & Schunk, D. H. (2005). Self-efficacy and self-concept beliefs: Jointly
contributing to the quality of human life. In H. W. Marsh, R. G. Craven, & D. M.
McInerney (Eds.), International advances in self-research (pp. 95–122). Age
Publishing.

Pannucci, C. J., & Wilkins, E. G. (2010). Identifying and avoiding bias in research.
Plastic and Reconstructive Surgery, 126, 619–625.
doi:10.1097/prs.0b013e3181de24bc

Parekh, R. (2017a). What are bipolar disorders? Retrieved from
https://www.psychiatry.org/patients-families/bipolar-disorders/what-are-bipolar-
disorders

Parekh, R. (2017b). What is ADHD? Retrieved from
https://www.psychiatry.org/patients-families/adhd/what-is-adhd

Parekh, R. (2017c). What is depression? Retrieved from
https://www.psychiatry.org/patients-families/depression/what-is-depression

Park, H. J., Roberts, K., & Delise, D. (2017). The effects of professional development on
universal design for instruction on faculty perception and practice. *Journal of*
Postsecondary Education and Disability, 30(2), 123–139. Retrieved from

https://www.ahead.org/professional-resources/publications/jped

Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd ed.). Sage.

Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd ed.). Thousand

   Oaks, CA: Sage. *Journal of Postsecondary Education and Disabilities, 30*(2),

   123-139.

Peltenburg, M., & van den Heuvel-Panhuizen, M. (2013). Teacher perceptions of the

   mathematical potential of students in special education in the Netherlands. *27*,

   391-407.

Pennsylvania State University. (2019). Classroom accommodation letter. Retrieved from

   https://dubois.psu.edu/OSDR-Classroom-Accomodation-Letter

Perdigones, A., Garcia, J. L., Valino, V., & Raposo, C. (2009). Assessing heterogeneous

   student bodies using a methodology that encourages the acquisition of skills

   valued by employers. *Assessment and Evaluation in Higher Education, 34*, 389–

   400. doi:10.1080/02602930802071056

Plotner, A. J., & Marshall, K. J. (2015). Postsecondary education programs for student

   with an intellectual disability: Facilitators and barriers to implementation.

   Intellectual and Developmental Disabilities, 53, 58–69. doi:10.1352/1934-9556-

   53.1.58

Prowse, S. (2009). Institutional construction of disabled students. *Journal of Higher*

   Education Policy and Management, 31, 89–96. doi:10.1080/13600800802559302

Pugach, M. C., Blanton, L. P., Mickleson, A. M., & Boveda, M. (2020). Curriculum

   Theory: The missing Perspective in Teacher Education for Inclusion. *Teacher*

Education and Special Education, 45(1), 85-103.

https://doi.org/10.1177/0888406419883665

Pugash, M. C., & Blanton, L. P. (2020). Curriculum Theory: The Missing Perspective in

Teacher Education for Inclusion. *Teacher Education and Special Education,*

43(1), 85-103. https://doi.org/10.1177/088840641983665

QSR International. (2020). We're excited to announce the release of the new NVivo.

Retrieved from https://www.qsrinternational.com/nvivo-qualitative-data-analysis-

software/enabling-research/the-new-nvivo-en

Quick, M. (2015). Professors have to adapt to students with hidden illnesses. Retrieved

from https://www.iowawatch.org/2015/04/24/professors-have-to-adapt-to-

students-with-hidden-illnesses/

Råheim, M., Magnussen, L. H., Sekse, R. J. T., Lunde, A., Jacobsen, T., & Blystad, A.

(2016). Researcher-researched relationships in qualitative research: Sifts in

positions and research vulnerability. *International Journal of Qualitative Studies*

on Health and Well-Being, 11, 30996. doi:10.3402/the.v11.30996

Roberts, J. B., Crittenden, L. A., & Crittenden, J. C. (2011). Students with disabilities and

online learning: A cross-institutional study of perceived satisfaction with

accessibility compliance and services. *Internet and Higher Education, 14*, 242–

250. doi:10.1016/j.iheduc.2011.05.004

Roessler, R. T., Hennessey, M. L., & Rumrill, P. D. (2007). Strategies for improving

career services for postsecondary students with disabilities: Results of a focus

group study of key stakeholders. *Career Development for Exceptional*

Individuals, 30, 158 –170. doi:10.1177/08857288070300030501

Rothstein, L. (2015). The Americans with Disabilities Act and higher education 25 years later: An update on the history and current disability discrimination issues for higher education. *Journal of College and University Law, 41*, 530-588.

Russell, G., & Topham, P. (2012). Impact of social anxiety on student learning and well-being in higher education. *Journal of Mental Health, 21*, 375–385. doi:10.3109/09638237.2012.694505

Saeed, S., & Ali, R. (2019). Relationship Between Authentic Leadership and Classroom Management in Public and Private Sector Universities. *Journal of Education & Educational Development*, *6*(1), 171–187. https://doi.org/10.22555/joeed.v6i1.2041

Sanford, C., Newman, L., Wagner, M., Came to, R., Knokey, A. -M., & Shaver, D. (2011). The post-high school outcomes of young adults with disabilities up to 6 years after high school: Key findings from the national longitudinal transition study-2. Retrieved from https://ies.ed.gov/ncser/pubs/20113004/pdf/20113004.pdf

Sauer-Zavala, S., Bufka, L., & Wright, C. V. (2016). Beyond worry: How psychologists help with anxiety disorder. Retrieved from https://www.apa.org/helpcenter/anxiety

Sayeski, K. L., Hamilton-Jones, B., Cutler, G., Earle, G. A., & Husney, L. (2019). The Role of Practice and Feedback for Developing Teacher Candidate's Opportunities to Respond Expertise. *Teacher Education and Special Education, 42*(1), 18-35.

Sayeskiu, K., Hamilton-Jones, B., Cutler, G., Earle, G. A., & Husney, L. (2019). The

Role of Practice Feedback for Developing Teacher Candidate's Opportunities to Respond Expertise. *42*(0), 18-35.

Scheeler, M., Budin, S., & Markelz, A. (2016). The role of teacher preparation in promoting evidence-based practice in schools. *14*, 171-187.

Schelke, M. W., Shapiro, S. D., Hackett, K., Chen, J., Simchon-Steinhof, S., Ganzer, C. A. . . . Seifan, A. (2017). Diagnosis of developmental learning and attention disorders in adults: A review of clinical modalities. Neurology, Psychiatry and Brain Research, 23, 27–35. doi:10.1016/j.npbr.2016.11.006

Schles, R. A., & Robertson, R. (2019). The Role of Performance Feedback and Implementation of Evidence-Based Practices for Preservice Special Education Teachers and Students Outcomes: A Review of the Literature. *42*(1), 36-48.

Schuetz, P. (2002). Instructional practices of part-time and full-time faculty. New Directions for Community Colleges, 2002, 39–46. doi:10.1002/cc.62

Schwandt, T. A., Lincoln, Y. S., & Guba, E. G. (2007). Judging interpretations: But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. New Directions for Evaluation, 11(25). doi:10.1002/ev.223

Sedgwick, J. A., Blánaid, G., & Fiona, M. (2018). University students with attention deficit hyperactivity disorder (ADHD): A literature review. *Irish Journal of Psychological Medicine, 35*, 221–235. doi:10.1017/ipm.2017.20

Shahzad, K., & Naureen, S. (2017). Impact of teacher self-efficacy on secondary school student's academic achievement. *Journal of Education and Educational Development, 4*, 48–72. doi:10.22555/joined.v4i1.1050

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research

projects. *Education for Information, 22*, 63–75. doi:10.3233/EFI-2004-22201

Shorten, A., & Smith, J. (2017). Mixed methods research: Expanding the evidence base.

Evidence-Based Nursing, 20, 74–75. doi:10.1136/Feb-2017-102699

Simon, J. B. (2006). Perceptions of the IEP requirement. *Teacher Education and Special*

Education, 29, 225-235. https://doi.org/10.1177/0888406406029004023

Simson, V., Czobor, P., Bálint, S., Mészáros, A., & Bitter, I. (2009). Prevalence and

correlates of adult attention-deficit hyperactivity disorder: Meta-analysis. *British*

Journal of Psychiatry, 194, 204–211. doi:10.1192/bjp.bp.107.048827

Sincero, S. M. (2012). Types of survey questions. Retrieved from

https://explorable.com/types-of-survey-questions S. J. Lopez (Eds.), Handbook of

positive psychology (pp. 227–287). University Press.

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations

with strain factors, perceived collective teacher efficacy, and teacher burnout.

Journal of Educational Psychology, 99, 611–625. doi:10.1037/0022-

0663.99.3.611

Smith, R. A., & Applegate, A. (2018). Mental health stigma and communication and their

intersections with education. *Communication Education, 67*, 382–408.

doi:10.1080/03634523.2018.1465988

Smith, S., Carroll, A., & Elkins, J. (1999). University students with learning disabilities:

Results of a national survey. *Australian Journal of Learning Disabilities, 4,* 18–

30. doi:10.1080/19404159909546583

Sniatecki, J. L., Perry, H. B., & Snell, L. H. (2015). Faculty attitudes and knowledge

    regarding students with disabilities. *Journal of Postsecondary Education and*

    Disability, 28(3), 259–275. https://www.ahead.org/professional-

    resources/publications/jped

Sorensen, G. (1989). The relationships among teachers' self-disclosure, students'

    perceptions, and effective learning. *Communication Education, 38*(3), 259-276.

    https://doi.org/10.1080/03634528909378762

Souma, A., Rickerson, N., & Burgstahler, S. (2012). Academic accommodations for

    students with psychiatric disabilities.

    https://www.washington.edu/doit/sites/default/files/atoms/files/Academic_Accom

    _Psych.pdf

Special Education Guide. (2019). Inclusion. Retrieved from

    https://www.specialeducationguide.com/pre-k-12/inclusion/

Spencer, L., Ritchie, J., & O'Connor, W. (2003). Analysis: Practices, principles, and

    processes. In J. Ritchie & J. Lewis (Eds.), Qualitative research practice: A guide

    for social science students and researchers (pp. 199–218). London, England: Sage.

Stake, R. E. (1995). The art of case study research. Thousand Oaks, CA: Sage.

Streubert, H. J. (2007). Designing data generation and management strategies. In H.

    J.Streubert & D. R. Carpenter (Eds), Qualitative research in nursing: Advancing

    the humanistic imperative (pp. 33–56). Lippincott Williams & Wilkins.

Substance Abuse and Mental Health Services Administration. (2018). National helpline.

    Retrieved from http://www.samhsa.gov/find-help/national-helpline

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and

    management. *Canadian Journal of Hospital Pharmacy, 68*, 226–231.

    doi:10.4212/chip.v68i3.1456

Taylor, A. (2002). I'll call you back on my mobile: A critique of the telephone interview

    with adolescent boys. *Westminster Studies in Education, 25*, 19–34.

    doi:10.1080/0140672020250103

The CEEDAR Center. (2015). *Innovation configurations.* Retrieved from

    https://ceedar.education.ufl.edu/tools/innovatio-configuration/

Toutain, C. (2019). Barriers to Accommodations for Students with Disabilities in Higher

    Education: A Literature Review. *Journal of Postsecondary Education and*

    Disability, 32(3), 297-310.

Trammel, J., & Hathaway, M. (2007). Help-seeking patterns in college students with

    disabilities. *Journal of Postsecondary Education and Disability, 20(1)*, 5–15.

    Retrieved from https://www.ahead.org/professional-resources/publications/jped

Tran, L. M., Patton, J. R., & Brohammer. (2018). Preparing Educators for Developing

    Culturally and Linguistically Responsive IEPs. *41*(3), 229-242.

    https://doi.org/10.1177/088840641872079

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-

    efficacy beliefs of novice and experienced teachers. *Teaching and Teacher*

    Education, 23, 944–956. doi:10.1016/j.tate.2006.05.003

van Garderen, D. S., & Posh, A. (2014). Visual representation in mathematics: Special

    education teachers' knowledge and emphasis for instruction. *41*(1), 7-23.

https://doi.org/10.1177/0888406416665448

van Garderen, D., Scheuermann, A., & Poch, A. (2014). Challenge students with learning disabilities to experience using diagrams as a visualization tool to solve mathematics word problems. . *46*(1), 135-149.

van Gardersen, D., Scheuermann, A., & Poch, A. (2019). Special Education Teachers' Perceptions of Students' With Disabilities Ability, Instructional Needs, and Difficulties Using Visual Representations to Solve Mathematics Problems. *42*(2), 175-188.

Vygotsky, L. S. (1978). Mind and society: The development of higher psychological processes.

Walker, J. L. (2012). The use of saturation in qualitative research. *Canadian Journal of Cardiovascular Nursing, 22(2)*, 37–46. Retrieved from https://www.cccn.ca/content.php?doc=21

Wallendorf, M., & Belk, R. W. (1989). Assessing trustworthiness in naturalistic consumer research. In E. C. Hirschman (Ed.), Interpretive consumer research (69–84). Provo, UT: Association for Consumer Research.

Wessel, R. D., Jones, J. A., Markle, L., & Westfall, C. (2009). Retention and graduation of students with disabilities: Facilitating student success. *Journal of Postsecondary Education and Disability, 21(3)*, 116–125. Retrieved from https://www.ahead.org/professional-resources/publications/jped

West, E. A., Novak, D., & Mueller, C. (2016). Inclusive instructional practices used and their perceived importance by instructors. *Journal of Postsecondary Education*

and Disability, 29(4), 363–374. https://www.ahead.org/professional-resources/publications/jped

Williams, L. B. (2016). Student life on the autism spectrum: Helping to build a more inclusive campus. *Change: The Magazine of Higher Learning, 48*, 48–54. doi:10.1080/00091383.2016.119818

Williams, S. L. (1995). Self-efficacy, anxiety, and phobic disorders. In J. E. Maddux (Ed.), Self-efficacy, adaptation, and adjustment: Theory, research, and application (pp. 69–107). Plenum.

Wolf, L. E., Brown, J. T., & Bork, G. R. K. (2009). Students with Asperger syndrome: A guide for college personnel. Shawnee Mission, KS: Autism Asperger Publishing Company.

Woodcock, S., & Vialle, W. (2011). Are we exacerbating students' learning disabilities? An investigation of preservice teachers' attributions of the educational outcomes of students with learning disabilities. *Annals of Dyslexia, 61*, 223–241. doi:10.1007/s11881-011-0058-9

Woodward et al. (2012)

Woolf, S. B. (2019). Critical Skills for Special Educator Effectiveness: Which Ones Matter Most, and to Whom? *42*(2), 132-146. https://doi.org/:10.1177/0888406418776714

World Health Organization. (2017). Mental health action plan 2013–2020. Geneva, SW: Author.

Wright, A. M., & Meyer, K. R. (2017). Exploring the relationship between students

needing accommodations and instructor self-efficacy in complying with accommodations. *Higher Learning Research Communications, 7*, 65–83. doi:10.18870/her.v7i1.367

Yauch, C. A., & Steudel, H. J. (2003). Complimentary use of qualitative and quantitative cultural assessment methods. *Organizational Research Methods, 6*, 465–481. doi:10.1177/1094428103257362

Yell, M. L., & Drasgow, E. (2000). Litigating free appropriate public education: The Lovaas hearings and cases. *The Journal of Special Education, 33*, 205-214.

Yin, R. K. (2003). Case study research design and methods (3rd ed.). Sage.

Yin, R. K. (2009). Case study research, design, and method (4th ed.). Sage.

Yuksel, S. (2002a). Ortuk program. *Egitim ve Bilim, 27*(126), 31-37.

Yuksel, S. (2002b). Yuksekogretimde egitim ogretim faliyetleri ve ortuk program. *15*(1), 361-370.

Zamawe, F. C. (2015). The implications of using NVivo software in qualitative data analysis: Evidence-based reflections. *Malawi Medical Journal, 27*, 13–15. doi:10.4314/mm.v27i1.4

Zepeda, S. (2008). Professional Developing: What works. *Larchmeny*.

Appendix A: The Project

Title

Professional Development - Teaching Students with Hidden Disabilities

Purpose

This professional development aims to provide clarity to community college faculty to assist students with hidden disabilities with their academic achievement.

Goals

The goals include: (a) evaluating the necessity of professional development, (b) improving how professors meet the needs of SHD, and (c) devising an understanding of best practices for undergraduates to be successful during their educational careers.

Desired Outcomes

This 3-day professional development workshop's desired outcome is to provide participants with an improved understanding of SHD learning and academic goals from their IAP and strategies to improve accommodations and inclusion.

Target Audience

The target audience includes community college teaching faculty.

Timeline

The timeline for this professional development workshop is three days.

Training Activities and Presentations

Presentations and activities will include various strategies, including small group discussions, extensive group discussions, group exercises and games, individual time for reflection, and various learning strategies. The presentation is outlined following the

description of each day's schedule. Various strategies, including small group discussions, extensive group discussions, group exercises and activities, individual time for reflection, and various learning strategies. The presentation is outlined following the description of each day's schedule.

Summary of Theme-Related Findings

Nine themes developed from the one research question. The themes were aligned with the four sub-questions. The results were generated from the modified van kaam method described in the data analysis section. The analysis resulted in nine themes that answered the research questions.

The themes included:

Theme 1: Addressing individual needs

Theme 2: Establishing student relationships

Theme 3: Students held to the same academic standards

Theme 4: Lack of specified formal training

Theme 5: Learning from experience

Theme 6: The need for further formal training

Theme 7: Additional staff needed in the disability center

Theme 8: Training faculty continually

Theme 9: Individual instructor follow-up with SHD

Training Activities and Presentations

Presentations and activities will include various strategies, including small group discussions, significant group discussions, group exercises and games, individual time for

reflection, and various learning strategies. The presentation is outlined following the description of each day's schedule. Various strategies, including small group discussions, extensive group discussions, group exercises and activities, individual time for reflection, and various learning strategies. The presentation is outlined following the description of each day's schedule.

The PowerPoint, additional materials, and activities will be distributed on the first day. At the end of each session, faculty will be asked to complete a question-and-answer session; at the end of Day 3, participants will complete the Final Project Evaluation (Appendix B). The question-and-answer time and the evaluations are to get feedback that will improve the first and future professional development training sessions.

Professional Development Workshop

Providing professional development for professors and other faculty can be centered around expanding socially and approachable strategies that can benefit all students striving to get a higher education with an IAP. The most important part is to provide professional development that will assist faculty with providing a quality education that can reach students with hidden disabilities and allow students to be successful during their higher education careers. First, faculty need to understand what hidden disabilities look like and how to accommodate students with an IAP that will allow these students to be successful only if the educators provide the necessary accommodations that will benefit all students in higher education.

According to the feedback from the data collected, the information continues to reiterate that educators need more professional development for faculty in higher

education. The project will focus on professional development and provide resources, techniques, and strategies to provide quality education. Faculty must be required to take professional development that covers the ADA gained roots in Section 504 of the Rehabilitation Act of 1973 (Simon, 2006).

As the years continued to progress, the laws continued to make more changes to benefit students with all types of disabilities. As of September 28, 2008, the ADA Amendments Act of 2008 (ADAAA) was enacted (Commission, 2011). One way to accomplish this task educators will be required to attend professional development that will provide strategies in assisting faculty with getting to know each student-faculty will make it clear that they are available to teach and reach each student with an IAP that should be able to curtail the curriculum that which will support students to get the necessary assistance that is part of the students IAP. When educators attend professional development, this will be one topic that will be part of the professional development during a 3-day professional development training.

Overview of Project Study

Goals for the Professional Development Sessions

The goals for the professional development sessions include three goals. The first goal is to evaluate the necessity of professional development. At the same time, the second goal consists of improving how professors meet the learning needs of students with hidden disabilities. And the third goal addresses devising an understanding of best practices for undergraduates to succeed during their educational careers. These three goals will direct this project study's objectives, content, and evaluation.

Desired Outcomes

The desired outcome of this 3-day professional development workshop is to assist professors with meeting SHD learning and academic goals from their IAP, including accommodations and inclusion.

Training Activities and Presentations

The workshop sessions will provide various strategies, including small group discussions, significant group discussions, group exercises and activities, individual time for reflection, and various learning strategies. The presentation is outlined following the description of each day's schedule.

Roles & Responsibilities

As the facilitator, I will start by opening the training by introducing myself and asking the faculty to introduce themselves and the subject they teach. I will also let the faculty know what will happen for the day by providing the layout for the sessions for the three days, including seven-hour consecutive each day. The facilitator will begin the first three-hour session, have faculty take a one-hour lunch break, and return for the afternoon session that will last for another three hours. The facilitator will conduct Day 1, Day 2, and Day 3 evaluations.

Project Evaluation Plan

The first question is the professional development session objectives clearly stated? The next question is whether the professional development session objectives were met according to the topic? After that question, the faculty will be asked did the professional development session help them better understand how to implement the

accommodations? Next, the question for the faculty: Did the professional development session help you better understand the role as the educator? Did the professional development session help provide clarity with implementing accommodations? Did the professional development session provide a better understanding of your role as an educator? Did the professional development session explain how important it is for you to understand the students' IAPs? Did the professional development session teach you how to establish a relationship with the students who have an IAP? Did the professional development session help you understand how collaboration between the student with the IAP and the office of hidden disabilities? Was the overall professional development session a successful experience for you? The final two statements are open-ended, allowing you to inform the facilitator what improvements could be added to the professional development sessions for the near future. Also, can you provide any suggestions on how you could receive the support you requested?

Project Implications

Professional development is created to effectively promote classroom management techniques that can provide skills that are beneficial for professors to implement into the classroom for all students, especially students with hidden disabilities. The main topic of importance focused on managing a classroom that will assist with accomplishing strategies by utilizing relevant and proactive processes that you will get from professional development. After receiving professional development, you will use the evident base models when adjusting your curriculum with confidence by adapting techniques that accommodate SHDs with an IAP. Once you learn these strategies and

techniques, you can utilize them as essential components that you can mindfully include the student's IAP by incorporating it into the curriculum to meet the accommodations for the students to be successful.

Professional development is also a link that will provide resources and information to effectively merge the students' IAP. The professional development is set up to provide a clear path to meeting the obligations that will ultimately benefit the students with the hidden disability. Professional development will deliver a substantial change that prepares you for the 21st-century. Finally, the professional development will also set you up to participate in face-to-face instruction on various topics that benefit students with hidden disabilities (Sindelar et al., 2010). Implications and directions for professional development studies determine whether the skills identified in the study represent the views of a larger and broader sample for professional development for educators to attend.

One professional development training will cover studies designed to articulate sufficient descriptions rich with performance and effectiveness. You will get information about implementing professional skills and contextually rich examples to illustrate how skills are applied across diverse learning content when utilizing the students' goals with an IAP (Woolf, 2015).

Conclusion

The professional development information is to create and continue to be an essential learning experience that will influence how educators meet the needs of SHD. Also, this will allow educators to provide a high-quality educational experience for

students with a hidden disability during their learning experience while attending higher education (Sayeskiu et al., 2019).

The professional development goal is to show a slight overall measured awareness that will change educators' perceptions of SHD's resources from the 3-day professional development. The tools gained during professional development will also allow educators to deliver assignments that all undergraduates will benefit from during their educational journey. The expectation for faculty will enable them to incorporate this information in the classroom that they gained during their professional development (Gersten et al., 2009; Woodward et al., 2012).

Day 1

8:30- 9:00 am: Breakfast and Check-In

9-9:30 am: Welcome, Introduction, and Ice Breakers

9:30- 10:30 am: Discuss teachers' perceptions of self-efficacy in meeting the

                        learning needs of SHDs in the Community College Settings

10:30-10:45 am: Break

10:45-12:30 pm: Addressing the Needs of Students with Hidden Disabilities

12:30-1:15 pm: Lunch

1:15-2:15 pm: Establishing Relationships from the Beginning

2:15-2:30 pm: Break

2:30-3:30 pm: Holding All Students to the Same Academic Standards

3:30-3:45 pm: Summary and Day 1 Survey

Materials
Two projectors with screens, two laptops, markers, post-It notes, journals, and tape

Day 2

‒

8:30- 9:00 am:	Breakfast and Check-In
9:00-9:45 am:	Day 1 Summary and Introduction to Day 2
9:45 – 10:00:	Ice Breaker
10:00- 11:15 am:	Learning about various HDs
11:15 – 11:30 am:	Break
11:30 am-12:45 am:	Learning from experience autism spectrum disorders
12:45-1:30 pm:	Lunch
1:30-2:30 pm:	A need for specified formal training in ADHD, ADD Psychiatric Disorders Activity – case study of student A
2:30-2:45 pm:	Break
2:45-3:30 pm:	Summary and Day 2 Survey

Materials
Two projectors with screens, two laptops, markers, post-It notes, journals, and tape

Day 3

8:30- 9:00 am: Breakfast and Check-In

9:00-9:30 am: Day 2 Summary and Introduction to Day 3

9:30 – 9:45 am: Ice Breaker

9:45-11:15 am: Instructional Strategies

11:15-11:30 am: Break

11:30-12:45 pm: Universal Design

12:45 – 1:00 pm: Lunch

1:00 pm- 1:15:   Gaining continued information

1:15-1:30 pm: Break

1:30-2:00 pm: Final Assessment Survey

Materials
2 projectors with screens, 2 laptops, markers, post-It notes, journals, and tape

Agenda – Day One

Professional Development - Teaching Students with Hidden Disabilities

Objective
- Improve instruction when teaching students with hidden disabilities.
- Demonstrate an understanding of the services offered on campus
- Recognize the additional resources available

How to Improve Instruction
- Understanding learning conditions
- Establishing a relationship with SHD
- Developing and testing intervention
- Using a variety of assessments (revise, assess, revise)
- Improve the instructional quality for all learners
- Investigate attrition rates and outcomes associated with instructional quality

Faculty Roles in Advocating for Improved Learning
- Develop techniques that improve principles and preparations
- Create long- and short-term plans to improve the facilitation of learning

Tips on Improving Instruction
- Analyze learning conditions
- Strengthen faculty relationship with SHD

Faculty Teaching Methods and Support Services
- Faculty/SHD connection is essential to their persistence, learning, and academic goals (Fishback et al., 2015; McClenney & Paterson, 2006).
- Campus policymakers, leaders, administrators, disability office staff, PD coaches, and other stakeholders must understand the impact of faculty teaching efforts with SHDs and focus on design issues and implementation of educational experiences that improve student engagement (Fishback et al., 2015).
- Consider the benefit of a teacher orientation program to enhance faculty teaching, syllabus preparation, and understanding of college policies (Christensen, 2008; Fishback et al., 2015).
- Keim and Biletzky (1999) found that PD encouraged faculty to promote students' critical thinking and employ demonstrations and small group discussions.
  - o Developing and testing intervention
  - o Instructional quality

  o Assessment quality

  o Attrition rates and proximal outcomes

Faculty Roles in Advocating for Improved Learning

- Improving principles and preparations

Examples of Inclusion

- I advise faculty to work on inclusion for students. Have all student presenters automatically use a microphone when speaking to the class in any room more prominent than a conference room. Assuming that someone may be hearing impaired. I also suggest educators assign at least one separate desk and chair for any student who cannot fit into a fixed desk and chair and press to be assigned to a room with elevator access.
- I insist that there be no eye contact, particularly with any individual in a conference, since you may not know if a student may be on the spectrum, although I do expect phones to be off and out of sight. I am willing to lower my voice or change the room lighting for the same reason in individual meetings. I create all PowerPoint slides with text that alternates one bold line with one regular font line to help with visual tracking.
- Long and short-term goals

Disabilities Office and Additional Resources

- Faculty members can provide adjustments to SHDs if they have been identified by the disability office personnel as students with a disability and were given a recent accommodation letter that outlines the accommodations needed (Couzens et al., 2015; Pennsylvania State University, 2019).
- Faculty members understand the need to accommodate SHDs, but they are often unsure how to provide accommodation (Murray, Wren, & Keys, 2008; Wright & Meyer, 2017).
- Wright and Meyer (2017) reported that how faculty members respond to students who advocate for themselves could affect future student self-advocacy.
- The researchers related that faculty members' reactions could be due to their lack of understanding of disabilities and their implications and how well they understand legislative mandates.

Training Activities and Presentations

Day 1

Icebreaker: Attending faculty members will work with their colleagues. The first day

will start with icebreakers in the format of questions placed on a hexagon ball that can be

tossed around from participant to participant. There will be various questions ranging

from what your favorite food is to your preferred format of teaching? After the

icebreaker, the goals for day one will be explained.

The topic that drives the discussion: After discussing the purpose and goals for day 1,

the topic that will drive the discussion will be presented. For the first day, we will discuss

teachers' perceptions of self-efficacy in meeting the learning needs of SHDs in

Community College Settings. The group will be asked to write their responses down in

the journal provided to them for the entirety of the workshop.

The next topic addresses the importance of students' hidden disabilities needs: As

the facilitator, I will ask faculty members to write a list of reasons they need to address

SHD needs. Handouts will include the top reasons the teachers need to accommodate

SHDs. Following this exercise, the group will discuss these reasons.

Last topic reviews strategies to establish initial relationships with SHDs: After this

group session, the group will pair up with another member and role-play, with someone

playing the student and someone playing the teacher, to demonstrate the various

perspectives and scenarios that emerge within classrooms. After the role-play breakout

session, all faculty members will return to the original table. The facilitator will ask the

group their results, by handing out post-it notes and having each participant categorize

the areas as transportation, work, family, money, and work. After each person has filled

in the various categories, the facilitator will then list the faculty members' reflections and

observations about the role-play session on a flip chart in front of the room.

The final topic for the day will center around how should All Students be held to the

Same Academic Standards: The faculty members at their tables will discuss their role

in student attendance and retention. The tables will each have a set of questions to guide

the discussion. These will include:

- Working conditions

- Relationship with SHD

- Test development and intervention

- Professional development

- Long- and short-term plans

Once the tables discuss their roles, the original lists they filled out earlier in the session

will be collected and shared.

Day 1 Survey: Each presentation day will end the same way. The participants will be

asked for their final thoughts. At the end of day one, participants will be asked to fill out

an assessment of the day and write down any questions they may have.

Day 1 – Notes

Introduction
- 1 in 4 people in the United States experiences a mental health problem during their lifetime (National Academies of Sciences, Engineering, and Medicine, 2016; Smith & Applegate, 2018).

- In addition, discrimination and stigma can create barriers such as access to jobs, treatment, housing, and relationships, which affect people's ability to pay attention to their physical health (Corrigan & Fong, 2014; Smith & Applegate, 2018; World Health Organization [WHO], 2017).

- Stigmatization reduces social, economic, and instrumental resources, which cause adverse outcomes, for example, inequalities in education quality and quantity (Hatzenbuehler, Phelan, & Link, 2013; Smith & Applegate, 2018).

- Smith and Applegate (2018) defined mental health stigma "as profoundly negative stereotypes about people living with mental disorders" (p. 382).

- The researchers found that potential barriers included faculty burden, liability issues, student safety concerns, funding issues, and compromising the rigor of the institution.

- This study focused upon some of the common hidden disabilities that affect students in higher education, including neurodevelopmental disorders such as learning disorders, attention-deficit/hyperactivity disorder (ADHD), and autism spectrum disorder (ASD). Additionally, we will examine psychiatric disorders such as depression, bipolar, and anxiety disorders.

Americans With Disabilities Act

- In this area, we will discuss the learning needs and challenges SHDs about the Americans with Disabilities Act (ADA). We will discuss how to make the necessary adjustments and challenges that SHDs face, implement the accommodations, and their needs to succeed during their educational careers.

- When SHDs enter the postsecondary education setting, they experience a regulatory and legal framework significantly different from that found in kindergarten (K) through 12 schools (Lovett, Nelson, & Lindstrom, 2015).

- In the higher education setting, postsecondary education agencies use the 1990 ADA, where students should self-identify their disability and request specific accommodations (Lovett et al., 2015).

- Lovett et al. (2015) related that students' may have success with getting their request granted based on how reasonable the accommodations are and the pressure they place on educational agencies, but students are not always successful.

Professors' perceptions about teaching SHDs in the community college setting

a) Address individual student needs

b) Establish Relationship from the Beginning

c) Hold all Students to the Same Academic Standard

Improving Instruction

- Perceiving learning conditions

- Establish a relationship with SHD

- Developing and testing intervention

- Instructional quality

- Attrition rates and proximal outcomes associated with instructional quality

Faculty Roles in Advocating for Improved Learning

- Professional development that improves principles and preparations

- Create long- and short-term plans to improve the facilitation of learning

Day 1 Assessment: At the end of the session, the participants will fill out an assessment of the day and write down any questions.

Professional Development Training
Day 1 Session Evaluation

Thank you for participating in the Professional Development 3 Day Training Session. Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.
Use the following rating scale when marking your response:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly Disagree

1. The professional development session objectives were clearly stated.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

2. These professional development sessions' objectives were met.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

3. These professional development sessions helped me better understand how to implement accommodations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

4. The professional development sessions helped me better understand my role as an educator.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

5. The professional development sessions have taught me how important it is for students with IAPs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

6. The professional development sessions have taught me how to establish a relationship with my students with IAPs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

7. The professional development sessions helped me understand the collaboration between the student with hidden disabilities office and anyone with an IAP.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

8. Overall, the professional development sessions were a successful experience for me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

9. List any suggestions you have for improving these professional development sessions for the near future.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

10. Please make any suggestions on how you can receive the support you've requested.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Day 1 Opening Presentation
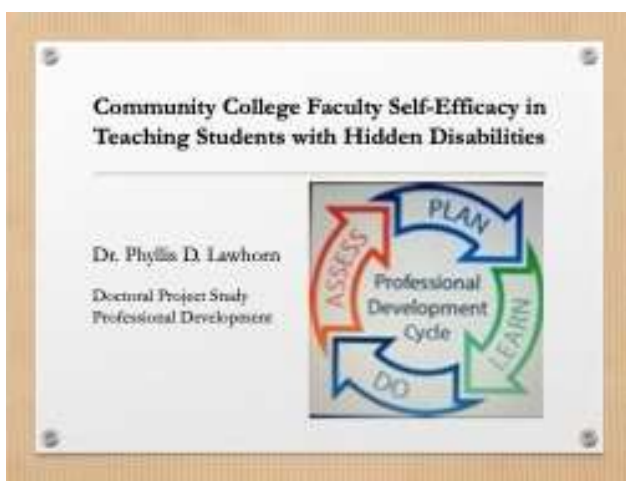
This professional development aims to assist community college faculty in improving the academic achievement of students with hidden disabilities.

NOTES:
- 1 in 4 people in the United States experiences a mental health problem during their lifetime (National Academies of Sciences, Engineering, and Medicine, 2016; Smith & Applegate, 2018).
- In addition, discrimination and stigma can create barriers such as access to jobs, treatment, housing, and relationships, which affect people's ability to pay attention to their physical health (Corrigan & Fong, 2014; Smith & Applegate, 2018; World Health Organization [WHO], 2017).

The facilitator explains the Day 1 activities and distributes the PowerPoint presentation. Participants discuss their experience with the topic and have the opportunity to ask questions.

Objectives:
- Improve instruction of students with hidden disabilities.
- Demonstrate an understanding of the services offered on campus
- Identify additional resources

Session modality: highly interactive, teaming, presentations, opportunity to lead, group discussion, reports

Driving Question

Professors' perceptions of meeting the learning needs of SHDs in the community college setting?
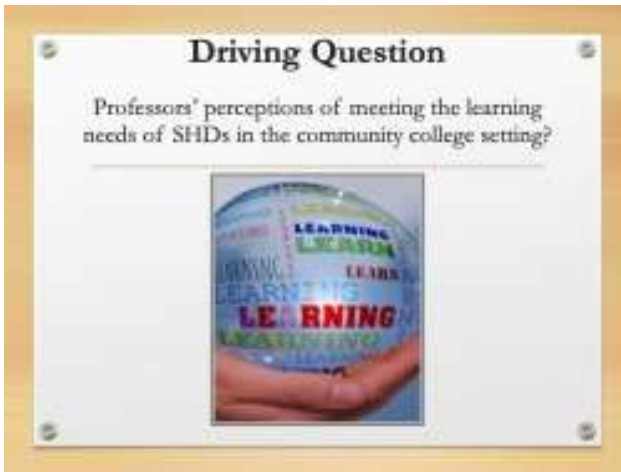
Groups discussions and reports
● Working conditions?
● Relationship with SHD?
● Test development and intervention?
● professional development?
● Long- and short-term plans?

NOTES

After discussing the purpose and goals for day 1, the topic that will drive the discussion will be presented. For the first day, we will discuss teachers' perceptions of self-efficacy in meeting the learning needs of SHDs in Community College Settings. The group will be asked to write their responses down in the journal provided to them for the entirety of the workshop.
The next topic addresses the importance of students' hidden disabilities needs: As the facilitator, I will ask faculty members to write a list of reasons they need to address SHD needs. Handouts will include the top reasons the teachers need to accommodate SHDs. Following this exercise, the group will discuss these reasons.

- Address individual student needs
- Establish relationships from the start
- Hold all students accountable to the same academic standard

- Professional development
- Preparing faculty
- Learning needs of students with hidden disabilities at community colleges

Americans With Disabilities Act

- In this area, we will discuss the learning needs and challenges SHDs about the Americans with Disabilities Act (ADA). We will discuss how to make the necessary adjustments and challenges that SHDs face, implement the accommodations, and their needs to succeed during their educational careers.
- When SHDs enter the postsecondary education setting, they experience a regulatory and legal framework significantly different from that found in kindergarten (K) through 12 schools (Lovett, Nelson, & Lindstrom, 2015).
- In the higher education setting, postsecondary education agencies use the 1990 ADA, where students should self-identify their disability and request specific accommodations (Lovett et al., 2015).

● Lovett et al. (2015) related that students' may have success with getting their request granted based on how reasonable the accommodations are and the pressure they place on educational agencies, but students are not always successful.

● Approximately 1 in 4 people in the United States experience a mental health problem during their lifetime
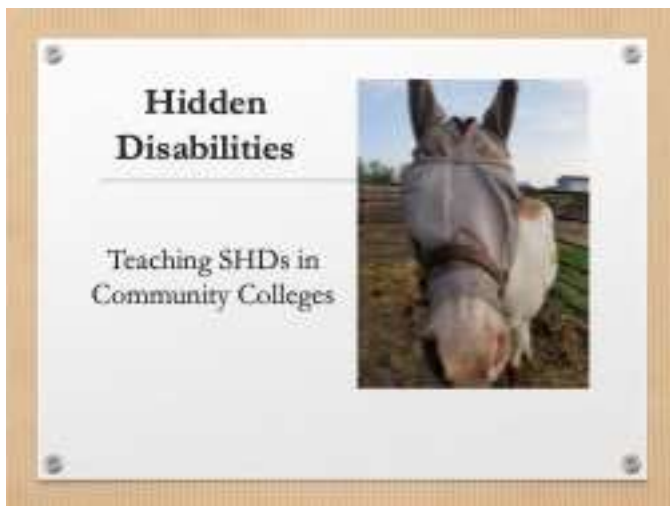
● Affects different cognitive processes
● Acquired or developmental Psychological Disabilities
● Chronic health disabilities
● 10% of people have a form of hidden disability in the United States

Describe Hidden Disabilities

- Development Barriers
- Identifying and Perceptions

Faculty Barriers

- Liability, Safety Concerns Funding, compromising rigor

Learning Disorders:
ADHD/ASD, processing

Anxiety: Bipolar disorder

NOTES:

- Faculty members can provide adjustments to SHDs if they have been identified by the disability office personnel as students with a disability and were given a recent accommodation letter that outlines the accommodations needed (Couzens et al., 2015; Pennsylvania State University, 2019).
- Faculty members understand the need to accommodate SHDs, but they are often unsure how to provide accommodation (Murray, Wren, & Keys, 2008; Wright & Meyer, 2017).
- Wright and Meyer (2017) reported that how faculty members respond to students who advocate for themselves could affect future student self-

advocacy.

- The researchers related that faculty members' reactions could be due to their lack of understanding of disabilities and their implications and how well they understand legislative mandates.

Day 2 - Agenda

Address Question from the last Session: At the beginning of the second day, I will

address any lingering questions from the first-day session. Once all questions have been

addressed, participants will remain at the long table until further instructed.

Summary of the Day: The day's goals will be discussed, and the facilitator will provide

a summary of what to expect. The participants for the day will include faculty members.

Facilitating the learning needs of SHDs in the community college setting

a) Knowledge of learning disorders

b) Understanding of autism spectrum disorder

c) Identifying ADHD and psychiatric disorders

Faculty Professional Development for Teaching Students with Hidden Disabilities the

following topics will be discussed:

Learning Disorders

- Learning disorders are neurodevelopmental disorders or neurologically-based

  processing problems, where processing issues can affect people learning basic and

  higher-level skills such as writing, reading, math, time planning, organization,

  abstract reasoning, attention, and short- or long-term memory problems

  (American Psychiatric Association, 2013; Learning Disabilities Association of

  America [LDA], 2019).

- Along with affecting people's academics, learning difficulties can also affect people's relationships with friends, family, and colleagues, thus affecting their work and personal life (LDA, 2019; Schelke et al., 2017).

- Learning disabilities' signs and symptoms are most often diagnosed during school years because difficulties in writing, reading, and math are often recognized during that time (LDA, 2019).

- However, some people may not be evaluated until they are in the workforce or in post-secondary education (LDA, 2019).

- Furthermore, people with learning disabilities may not get an evaluation and may never know why they have problems with their academics, jobs, or relationships (LDA, 2019).

- Specific learning disorders (SLDs) include dyslexia, auditory processing disorder (APD), language processing disorder, dyscalculia, dysgraphia, nonverbal learning disabilities, and visual perception and visual-motor deficit (LDA, 2019; Schelke et al., 2017)

Description of Hidden Disabilities

- Hidden disability is also known as invisible disability and is an overarching term for many spectrums of hidden disabilities or challenges that are mainly neurologically based and not immediately apparent (Disabled World, 2019).

- Hidden disabilities affect different cognitive processes and tend to be acquired or developmental (Couzens et al., 2015).

- Hidden disabilities include cognitive disabilities, psychological disabilities, and chronic health disabilities (Couzens et al., 2015; Disabled World, 2019; Massachusetts General Hospital, 2019).

- Approximately 10% of people in the United States have a medical condition that could be classified as a form of hidden disability (Disabled World, 2019, para. 3).

- Plotner and Marshall (2015) surveyed administrators of postsecondary education programs for individuals with intellectual disabilities across the United States to identify perceptions of support and barriers encountered during program development.

Autism Spectrum Disorder

- ASD includes a range of developmental disabilities that generally appear during the first three years of life and affect socialization, communication, activities, and interests across multiple contexts (Braun & Braun, 2015; National Institute of Mental Health [NIMH], 2019).

- Some higher education students with ASDs include high-functioning autism and Asperger's syndrome (Couzens et al., 2015).

- Higher education staff reported that the main difficulties for students with ASD pertain to problems regulating emotions (Couzens et al., 2015).

- Some students with ASD encounter poor organization and planning when completing everyday living tasks, inadequate assistance skills, and high-stress levels in social interactions (Couzens et al., 2015; MacLeod & Green, 2009).

- Couzens et al. (2015) related that due to social situations being a leading source of stress for some students with ASD, they might become socially isolated, which in the higher education setting can result in reduced sources of clarification and assistance with mental health problems.

Attention-deficit & Hyperactivity Disorder

- ADHD is a common mental health disorder that affects children and adults (Parekh, 2017b).

- ADHD symptoms include inattention where individuals cannot keep focus; hyperactivity, where individuals display excess movement that is inappropriate for the setting; and impulsivity, where individuals quickly carry out acts without proper thought (Parekh, 2017b).

- Sedgwick et al. (2018) reviewed existing literature on university students with ADHD and found an association between ADHD and poor educational outcomes and ADHD being a possible hidden disability within higher education institutions such as community colleges and universities.

Psychiatric Disorders

- Hidden disability includes psychiatric disorders such as depression, bipolar, and anxiety disorders (CDS, 2008; Couzens et al., 2015; Disabled World, 2019; Massachusetts General Hospital, 2019).

- Parekh (2017c) noted that depression could lead to physical and emotional problems and decrease individuals' function at school, work, and home.

- Parekh (2017a) reported that people experiencing bipolar disorders have mood episodes, which are intense and extreme states at different times.

- Sauer-Zavala et al. (2016) reported that anxiety disorders could negatively affect individuals' function at school, work, and in social situations.

Adjustment and Challenges

- The college and university student population is increasingly diverse, reflecting an increase in underrepresented students such as SWDs and SHDs (Park et al., 2017).

- From 2011 to 2012, about 11.1% of undergraduate students reported a disability (Park et al., 2017; National Center for Educational Statistics, 2015).

- Despite the increase of SWDs in the higher education setting, low graduation rates are a significant concern as approximately 34% of SWDs who attend 4-year colleges finished their degrees within eight years of high school graduation, compared to 51% of their non-disabled peers (Newman et al., 2011; Park et al., 2017).

- Park et al. (2017) related that increasing postsecondary retention and graduation rates among SWDs is a national priority, which requires changes to pedagogical practices, postsecondary curricula, and institutional culture.

Accommodation Needs and Challenges

- SHDs may need accommodations to allow equal access to programs, classes, and coursework (Souma, Rickerson, & Burgstahler 2012).

- Souma et al. (2012) reported that accommodation refers to removing the barrier so that students can fully participate and learn, and focus is placed on access instead of the outcome.

- The authors noted that in doing so, SWDs are provided equal access to course content and activities, but success is not necessarily assured.

- The authors noted that the professor's responsibility is to provide the accommodations and the students to complete the course's academic requirements.

- Souma et al. noted that it is best when the student, professor, and disability office staff members work cooperatively and meet as a group to facilitate problem-solving alternatives.

- The authors highlighted the importance of professors respecting students' privacy by not talking about their disability or accommodation with other individuals who are not part of the group.

- Souma et al. recommended that accommodations be periodically reviewed with students to determine if they are practical and to make changes if needed.

Limitations

- One limitation is that the case study research approach has been criticized for lacking scientific rigor and not providing enough basis for generalization, where findings are transferable to other settings (Crowe et al., 2011; Yin, 2009). Achieved transparency by discussing the detailed steps used when selecting the

case, collecting data, explaining why specific methods were chosen, and describing my background and involvement level (Crowe et al., 2011).

- A second limitation is that subjectivity is associated with the case study research approach; thus, researcher bias is a concern (Center for Innovation in Research and Teaching [CIRT], 2019). To help reduce bias, I will not modify the data but instead transcribe the telephone interviews verbatim, incorporate any corrections made during the transcription review process, and use the exact information that participants provided on the demographic and qualitative self-efficacy surveys. In addition, to reduce bias, I will use the reflexivity strategy.

- A third limitation pertains to social desirability bias, where participants provide more socially acceptable answers than their actual behavior or attitude (Kaminska & Foulsham, 2013).

- Kaminska and Foulsham (2013) related that participant might misreport their answers subconsciously due to a lack of effort when completing surveys.

Address Individual Student Needs

- All the professors contributed to this theme in the interviews and the survey. In addressing individual student needs, all the participants shared various methods. Specifically, they stated the use of accommodations to help SHDs. However, two participants claimed that without recommendations from the disability's office, professors were often challenged to address all students' needs, particularly students with SHDs. On the contrary, one participant shared in the survey that

professors could benefit from "assuming" that all students have some hidden

disabilities. Addressing students' needs tends to be proactive rather than reactive.

Day 2 Survey: At the beginning of the third day, I will address any lingering questions

from the second-day session. Once all questions have been addressed, participants will

remain at the long table until further instructed.

Training Activities and Presentations

Day 2

Icebreaker: Attending faculty members will work with their colleagues. The second day

will start with icebreakers in the format of questions placed on a hexagon ball that can be

tossed around from participant to participant. There will be various questions ranging

from what your favorite food is to your preferred format of teaching? After the

icebreaker, the goals for day two will be explained.

Summarize Day 1 and cover the introduction purposes goals for day 2. The topic that

will drive the discussion will focus on Learning about various HDs.The guiding topic will

be placed on each table as well as read. The group will be asked to write their responses

down in the journal provided on day one of the workshops.

Understanding autism spectrum disorders: After this group session, the group will

pair up with another member and role-play, with someone playing the student and the

teacher, to demonstrate the various perspectives and scenarios that could emerge within

classrooms. After the role-play breakout session, all faculty members will return to the

original table. The facilitator will ask the group their results by handing out post-it notes

after filling in the various categories. The facilitator will then list the faculty members'

reflections and observations about the role-play session on a flip chart in front of the

room.

What Is Your Role and What Can You Do: The faculty members at their tables will

discuss their role in student attendance and retention. The tables will each have a set of

questions to guide the discussion. These will include:

- What role do you play in students' attendance, specifically in your classrooms?

- How do you get students to attend your classes?

- How important is faculty concerning student attendance?

- Do you feel it is a college-wide effort to improve student attendance and not just a faculty effort?

- How can the faculty and the rest of the college community help students understand the importance of consistently attending their classes?

Once the tables discuss their roles, the original lists they filled out earlier in the session will be collected and shared.

Day 1 Survey: Each presentation day will end the same way. The participants will be asked for their final thoughts. At the end of day one, participants will be asked to fill out an assessment of the day and write down any questions they may have.

Professional Development Training
Day 2 Session
Evaluation

Thank you for participating in the Professional Development 3 Day Training Session. Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.

Use the following rating scale when marking your response:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly Disagree

1. The professional development session objectives were clearly stated.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

2. These professional development sessions' objectives were met.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

3. These professional development sessions helped me better understand how to implement accommodations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

4. The professional development sessions helped me better understand my role as an educator.
5. The professional development sessions have taught me how important it is for students with IAPs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

6. The professional development sessions have taught me how to establish a relationship with my students with IAPs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

7. The professional development sessions helped me understand the collaboration between the student with hidden disabilities office and anyone with an IAP.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

8. Overall, the professional development sessions were a successful experience for me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

9. List any suggestions you have for improving these professional development sessions for the near future.

10. Please make any suggestions on how you can receive the support you've requested.

Day 3 – Agenda

Questions from Previous Session and Icebreakers: I will address any lingering questions from the second-day session. Once all questions have been addressed, participants will remain at the long table until further instructed. The session will begin with an icebreaker that pairs the administrators with the faculty. Faculty will be split into two groups of four with one administrator.

Objectives

- Understand the various types of Hidden Disabilities

- Demonstrate an understanding of autism spectrum disorders

- Discuss the faculty's role in retaining SHDs

- Express an understanding of instructional strategies for teaching SHDs

- Demonstrate the need for continued communication to discover SHDs needs

Supports for professors needed to assist in teaching SHDs in the community college setting effectively

a) Instructional Strategies for Teaching to SHDs & Universal Design

b) Communication and Continued Contact

Professional Development Teaching Students with Hidden Disabilities topics discussed today will discuss the following topics.

Teaching Universal Design for Instruction

Park et al. (2017) organized a professional development (PD) for educators and leaders who are e

year. The UDI-focused PD will require a 20-hour professional development across six

content areas addressing disability topics. In higher education environments, the

magnitude centered on the UD to higher education. The educators will receive significant

resources that will benefit and support faculty in higher education, which will provide a

quality education for years to come. To enhance SWD's graduation rates, educators'

reviews must change at universities and colleges to allow SWDs to maintain retention

and completion growth in the data (Park et al., 2017).

In 2008, the Higher Education Opportunity Act (HEOA) called for the

enhancement of pioneering teaching methods, strategies, and syllabus consistent with UD

philosophies. However, to implement this application of UD principles in higher

education classrooms, faculty must attend professional development (PD) (Park, et al.,

2017). And approximately in 2009, Park et al. (2017) conducted a study that included 300

professionals in education at a university that focused on instruction that highlighted the

results from UDI practices that were put into practice. The academic faculty discovered

technology, with diverse learning styles and abilities, and the provision of course

materials in varied formats that also provide outcomes that showed areas that faculty

experienced challenges with the UDI practice from the study the authors implemented**.**

Effects of UD-Focused PD on Instructional Practice

Roberts et al. (2015) The outcomes implied a positive correlation between UD professional development for educators and other faculty that will introduce the UD principles in the application for future participating instructors' who will also attend this professional development.

From the beginning to end, the response from the case study delivered feedback that was discovered by participants, which also acknowledged the benefits of adopting the UDI concept that will benefit educators by introducing teaching methods in ways that will provide a quality education that will respond to student's diversity during their educational journey. Moon et al., (2011) reexamined educators and faculty familiarities themselves with UDI implementation in the higher education environment, which offered content that could evaluate what faculty gained throughout faculty thoughts about the journal. These authors also identified three extensive topics for faculty to participate in the UD-focused PD: supporters, critics, and incremental adopters (Mason et al., 2020).

Collaborative Learning

Faculty knowledge outlook is focused socially and culturally on facilitating PD where they can actively be engaged with learning new practices, including opportunities for peer collaboration. The PD will allow faculty to learn self-reflection, steer the discussion, and collaborative work on culminating strategies (Park et al., 2017).

UDI Conceptualization

The UDI philosophy provides and offers faculty strategies or designing instruction, which will describe the UDI as a framework that can guide educators and faculty with insightful practice, rather than rigid techniques or recommendations for education. The UDI can be utilized and understood as a guide and framework, an ongoing syllabus that could be the beginning with development and improvement by addressing the concerns focused on the student with disabilities (Park et al., 2017)**.**

Self-reflection will provide educators knowledge from the framework UDI practices with being self-reflective within the UDI framework, introspective methods that will assist with the instructional enhancement that will be objectified during the professional development training. The objective of this research study was to examine how educators and faculty in higher education could be facilitated with UDI principles and application and strategies with implementing the concept during a semester following the PD; the sample that was given could be focused on the "individual case studies" the following patterns could identify topics that could explain the disparity in UDI implementation across faculty in higher education (Park et al., 2017).

The outcome revealed three interrelated models materialized with potential factors that can influence educators and faculty with UDI implementation. The three models encompassed the following: educators could be a flexible venture. They theorized with the UDI principle and application (alongside a controlled, accessible position), which will provide new knowledge to educators where students will be engaging with self-expression and implement a social model that will focus on students and their disability (Park et al., 2017).

Final Assessment Survey: Participants will be given the final assessment for the PD workshop and asked to provide any final thoughts and comments.

Day 3 Presentation

Objectives:
- Understand the various types of Hidden Disabilities
- Demonstrate an understanding of autism spectrum disorders
- Discuss the faculty's role in retaining SHDs
- Express an understanding of instructional strategies for teaching SHDs
- Demonstrate the need for continued communication to discover SHDs needs

Professors discuss their perceptions of academic, professional development and facilitating   learning needs for SHDs in the community college environment

Learning Disorders
- Neurodevelopmental
- Neurologically based processing problems
- Influence higher-level skills
- Can influence relationships
- It might not be evaluated until post-secondary or workforce

NOTES:
- Learning disorders are neurodevelopmental disorders or neurologically-based processing problems, where processing issues can affect people learning basic and higher-level skills such as writing, reading, math, time planning, organization, abstract reasoning, attention, and short- or long-term memory problems (American Psychiatric Association, 2013;

Learning Disabilities Association of America [LDA], 2019).
- Along with affecting people's academics, learning difficulties can also affect people's relationships with friends, family, and colleagues, thus affecting their work and personal life (LDA, 2019; Schelke et al., 2017).
- Learning disabilities' signs and symptoms are most often diagnosed during school years because difficulties in writing, reading, and math are often recognized during that time (LDA, 2019).
- However, some people may not be evaluated until they are in the workforce or in post-secondary education (LDA, 2019).
- Furthermore, people with learning disabilities may not get an evaluation and may never know why they have problems with their academics, jobs, or relationships (LDA, 2019).
- Specific learning disorders (SLDs) include dyslexia, auditory processing disorder (APD), language processing disorder, dyscalculia, dysgraphia, nonverbal learning disabilities, and visual perception and visual-motor deficit (LDA, 2019; Schelke et al., 2017)

Groups
- Discuss perceptions
- Present group reports
- Group discussion

Working Environment
- Relationship with SHD
- Developing and testing intervention
- Professional development
- Long- and short-term plans

Initial Autism Spectrum Disorder Developmental Disabilities Impact
- Communication Activities
- Multiple contexts

Students in Higher Education
- High-Functioning Autism
- Asperger's Syndrome

Role-Play Activity

Directions for Role-Play:
After this group session, the group will pair up with another member and role-play, with someone playing the student and the teacher, to demonstrate the various perspectives and scenarios that could emerge within classrooms. After the role-play breakout session, all faculty members will return to the original table. The facilitator will ask the group their results by handing out post-it notes after filling in the various categories. The facilitator will then list the faculty members' reflections and observations about the role-play session on a flip chart in front of the room.

Autism Spectrum Disorder

- ASD includes a range of developmental disabilities that generally appear during the first three years of life and affect socialization, communication, activities, and interests across multiple contexts (Braun & Braun, 2015; National Institute of Mental Health [NIMH], 2019).
- Some higher education students with ASDs include high-functioning autism and Asperger's syndrome (Couzens et al., 2015).
- Higher education staff reported that the main difficulties for students with ASD pertain to problems regulating emotions (Couzens et al., 2015).
- Some students with ASD encounter poor organization and planning when completing everyday living tasks, inadequate assistance skills, and high-stress levels in social interactions

(Couzens et al., 2015; MacLeod & Green, 2009).

- Couzens et al. (2015) related that due to social situations being a leading source of stress for some students with ASD, they might become socially isolated, which in the higher education setting can result in reduced sources of clarification and assistance with mental health problems.

Attention-Deficit/ Hyperactivity Disorder

- Easily distracted
- Difficulty following directions
- Forgetful
- Disorganized
- Difficult staying on task
- Misplacing items
- Short attention span

What is the faculty interaction?

NOTES:
- ADHD is a common mental health disorder that affects children and adults (Parekh, 2017b).
- ADHD symptoms include inattention where individuals cannot keep focus; hyperactivity, where individuals display excess movement that is inappropriate for the setting; and impulsivity, where individuals quickly carry out acts without proper thought (Parekh, 2017b).
- Sedgwick, Blánaid, and Fiona (2018) reviewed existing literature on university students with ADHD and found an association between ADHD and poor educational outcomes and ADHD being a possible hidden disability within higher education institutions such as community colleges and universities.

What is the most common Psychiatric Disorder on this list?
No answer is wrong.
Discuss each psychiatric disorder

- Depression, anxiety, bipolar, attention deficit, dissociative disorder

NOTES:

- Hidden disability includes psychiatric disorders such as depression, bipolar, and anxiety disorders (CDS, 2008; Couzens et al., 2015; Disabled World, 2019; Massachusetts General Hospital, 2019).
- Parekh (2017c) noted that depression could lead to physical and emotional problems and decrease individuals' function at school, work, and home.
- Parekh (2017a) reported that people experiencing bipolar disorders have mood episodes, which are intense and extreme states at different times.
- Sauer-Zavala et al. (2016) reported that anxiety disorders could negatively affect individuals' function at school, work, and in social situations.
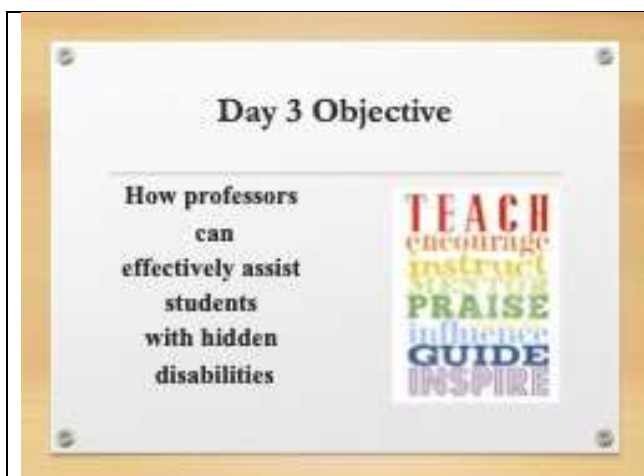
Universal Design
- A framework for instruction
- Insightful practice
- Reflection. On practices and improvement
- Addressing student concerns
- Student-focused

NOTES:
The UDI philosophy provides and offers faculty strategies or designing instruction, which will describe the UDI as a framework that can guide educators and faculty with insightful practice, rather than rigid techniques or recommendations for education. The UDI can be utilized and understood as a guide and framework, an

	ongoing syllabus that could be the beginning of development and improvement by addressing the concerns focused on the student with disabilities (Park, Roberts, & Delise, 2017).
	Self-reflection will provide educators knowledge from the framework UDI practices with being self-reflective within the UDI framework, introspective methods that will assist with the instructional enhancement that will be objectified during the professional development training. The objective of this research study was to examine how educators and faculty in higher education could be facilitated with UDI principles and application and strategies with implementing the concept during a semester following the PD; the sample that was given could be focused on the "individual case studies" the following patterns could identify topics that could explain the disparity in UDI implementation across faculty in higher education (Park, Roberts, & Delise, 2017).
	The outcome revealed three interrelated models materialized with potential factors that can influence educators and faculty with UDI implementation. The three models encompassed the following: educators could be a flexible venture. They theorized with the UDI principle and application (alongside a controlled, accessible position), which will provide new knowledge to educators where students will be engaging with self-expression and implement a social model that will focus on students and their disability (Park, Roberts, & Delise, 2017).

Americans with Disabilities Act

Adjustments and Challenges

NOTES

- The college and university student population is increasingly diverse, reflecting an increase in underrepresented students such as SWDs and SHDs (Park, Roberts, & Delise, 2017).
- From 2011 to 2012, about 11.1% of undergraduate students reported a disability (Park et al., 2017; National Center for Educational Statistics, 2015).
- Despite the increase of SWDs in the higher education setting, low graduation rates are a significant concern as approximately 34% of SWDs who attend 4-year colleges finished their degrees within eight years of high school graduation, compared to 51% of their non-disabled peers (Park et al., 2017; Newman et al., 2011).
- Park et al. (2017) related that increasing postsecondary retention and graduation rates among SWDs is a national priority, which requires changes to pedagogical practices, postsecondary curricula, and institutional culture.

Group Discussions and Reports
- Working conditions
- SHD relationships
- Develop test intervention
- Professional Development

NOTES:

- SHDs may need accommodations to allow equal access to programs, classes, and coursework (Souma, Rickerson, & Burgstahler 2012).
- Souma et al. (2012) reported that accommodation refers to removing the barrier so that students can fully participate and learn, and focus is placed on access instead of the outcome.
- The authors noted that in doing so, SWDs are provided equal access to course content and activities, but success is not necessarily assured.
- The authors noted that the professor's responsibility is to provide the accommodations and the students to complete the course's academic requirements.

Consider the Whole Student

- Applying the SHDs goals in the curriculum
- Discuss the needs of the SHD
- Accommodations meeting the needs
- Challenges of applying accommodations

Notes:
- Souma et al. noted that it is best when the student, professor, and disability office staff members work cooperatively and meet as a group to facilitate problem-solving alternatives.
- The authors highlighted the

	importance of professors respecting students' privacy by not talking about their disability or accommodation with other individuals who are not part of the group. ● Souma et al. recommended that accommodations be periodically reviewed with students to determine if they are practical and to make changes if needed.
Professional Development "High quality professional development is characterized by sustained, coherent, collaborative and job-embedded learning."	• Describe what an IAP is and expectations as a professor **QUESTION -** How am I giving Support Services to the students with an IAP? ● Write on an index card ● Share with your small group ● One person from each group shares with the large group
Student Inclusion	**Becoming More Available** • Office hours • Virtual hours • Shared student areas • Set assignment dates/times • Offering a variety of assessments • Giving clear directions and expectations • Share rubrics

	Instruction & Services • Visualization • Technology • Inquiry • Cooperative learning • Professional develop • Other support services
	Limitations Some limitations will be addressed during Professional Development NOTES • Souma et al. noted that it is best when the student, professor, and disability office staff members work cooperatively and meet as a group to facilitate problem-solving alternatives. • The authors highlighted the importance of professors respecting students' privacy by not talking about their disability or accommodation with other individuals who are not part of the group. • Souma et al. recommended that accommodations be periodically reviewed with students to determine if they are practical and to make changes if needed.
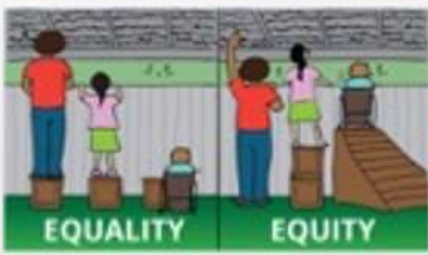
Inclusion Techniques
- Use a microphone
- Desk available in front
- Ensure elevator access
- Do not require eye contact
- Offer text for visual tracking

- Provide PowerPoints and lecture notes

Establish Relationships	**Develop Shared Goals** ● Increase faculty engagement ● Ensure student-student connections ● Ensure faculty-student connections ● Create social engagement
Ensure all Students Have Same Academic Standards EQUALITY EQUITY	**Ensuring Students Have the Same Academic Standards** • Holding all students to the same academic standards • Describe equality from the picture • Describe equity from the picture • Describe why equity is essential for helping SHD
Lack of Formal Specified Training PLAN WRITE REVISE	**Applying Knowledge** **How will you make adjustments to your teaching?** ● Plan, write, revise ● Reflect and revise ● Connect with other professionals

Learning from Experience	**Benefits for Learning** ● Share your learning experiences ● What has worked ● What has not worked ● How to improve
Summary Qualitative Case Study	**Take-a-ways** ● Share methods for helping SHD be successful in your classroom
Research Rationale	**Continued Prof. Development** ● Each SHD receives the same quality education ● Learn about individual students ● Develop instructional strategies

Closing Remarks
- 5 Access to Justice
- Final evaluation

Professional Development Training
Day 3 Final Evaluation

Thank you for participating in the Professional Development 3 Day Training Session. Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.

Use the following rating scale when marking your response:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2= Disagree, 1 = Strongly Disagree

1. The professional development session objectives were clearly stated.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

2. These professional development sessions' objectives were met.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

3. These professional development sessions helped me better understand how to implement accommodations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

4. The professional development sessions helped me better understand my role as an educator.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

5. The professional development sessions have taught me how important it is for students with IAPs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

6. The professional development sessions have taught me how to establish a relationship with my students with IAPs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

7. The professional development sessions helped me understand the collaboration between the student with hidden disabilities office and anyone with an IAP.

| Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

8. Overall, the professional development sessions were a successful experience for me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

9. List any suggestions you have for improving these professional development sessions for the near future.
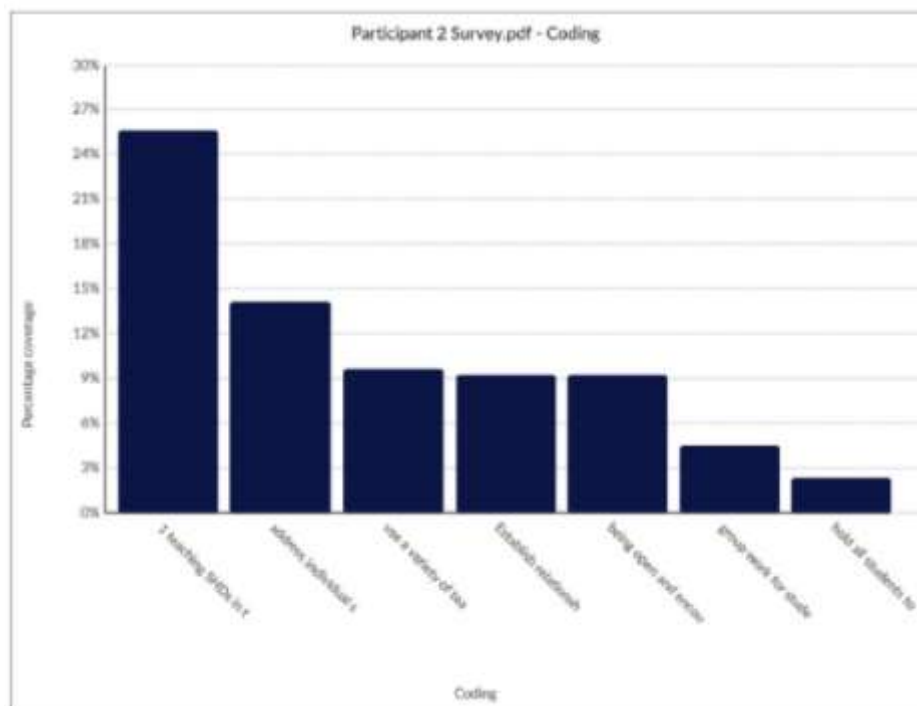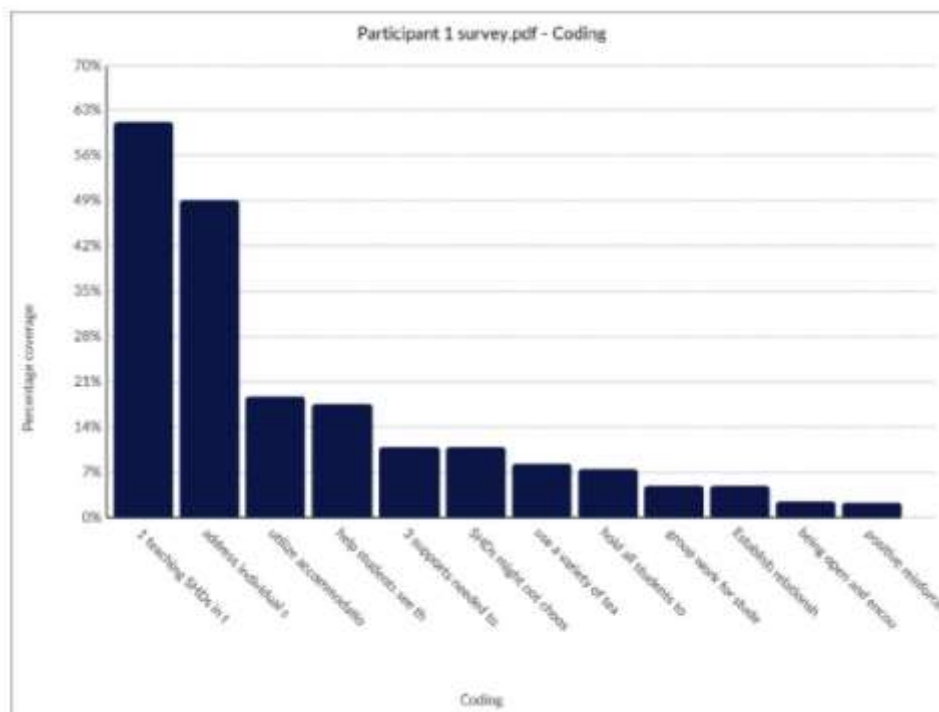

10. Please make any suggestions on how you can receive the support you've requested.
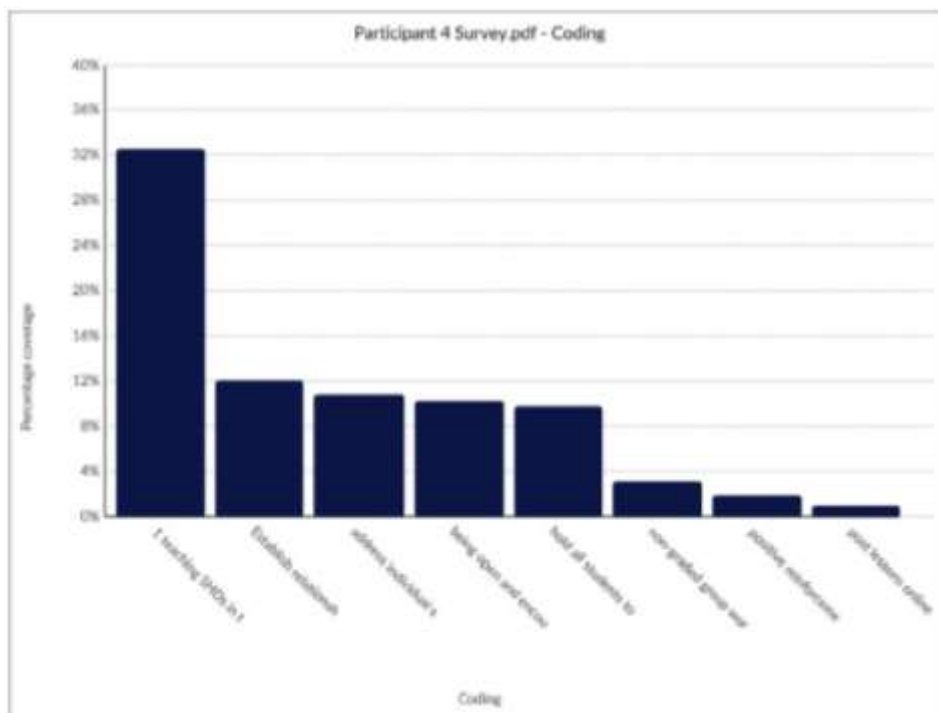
Appendix B: Final Interview of Participants Graphic

Final Interview Participant 2 - Coding

Final Interviewer Director of Disabilities Office 3.21 - Coding
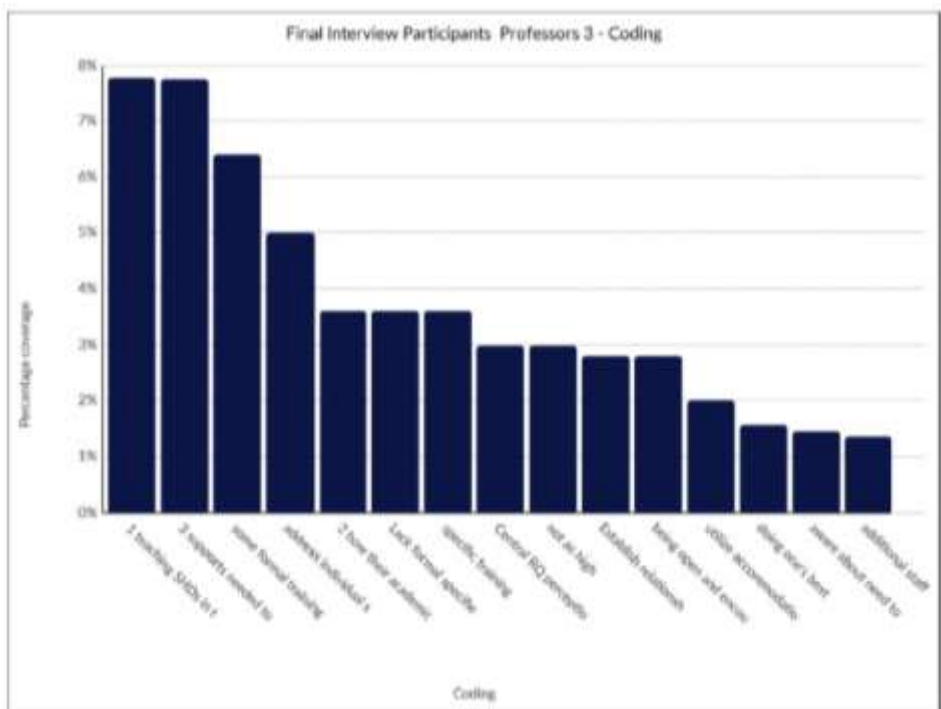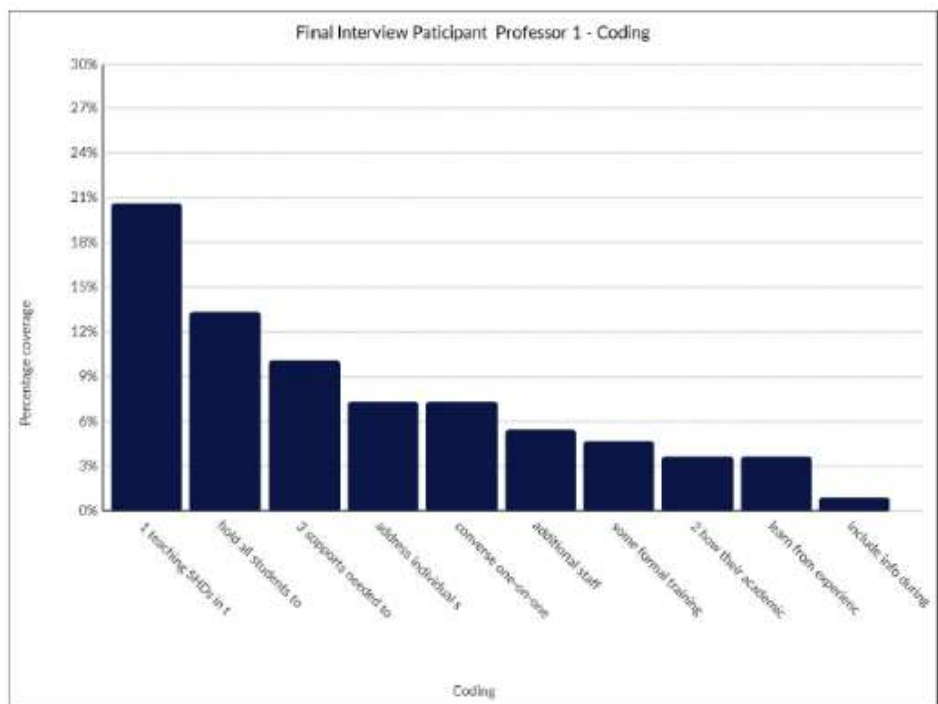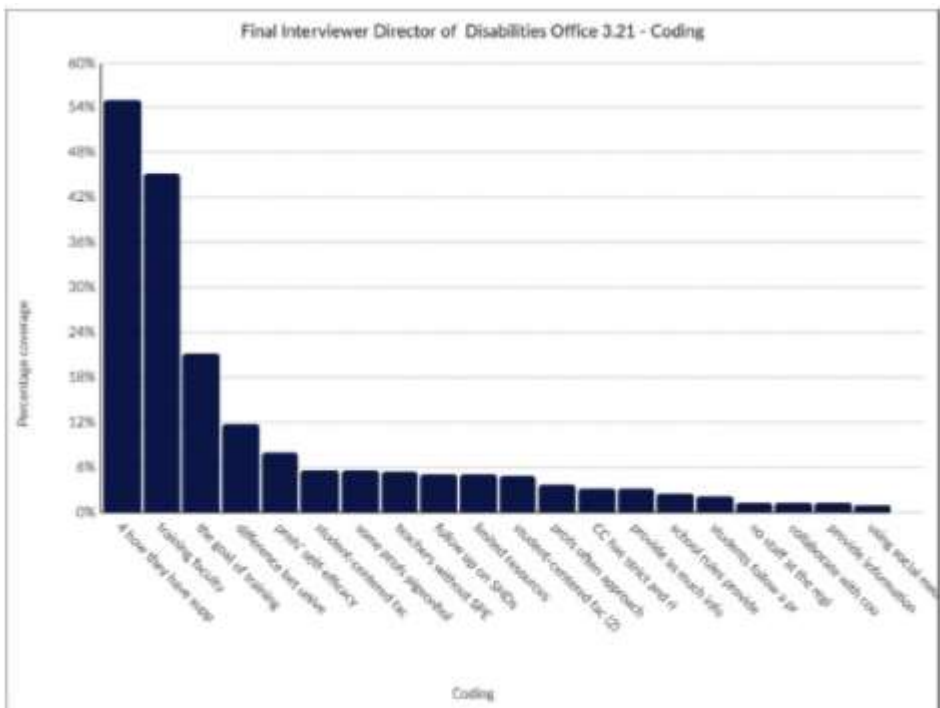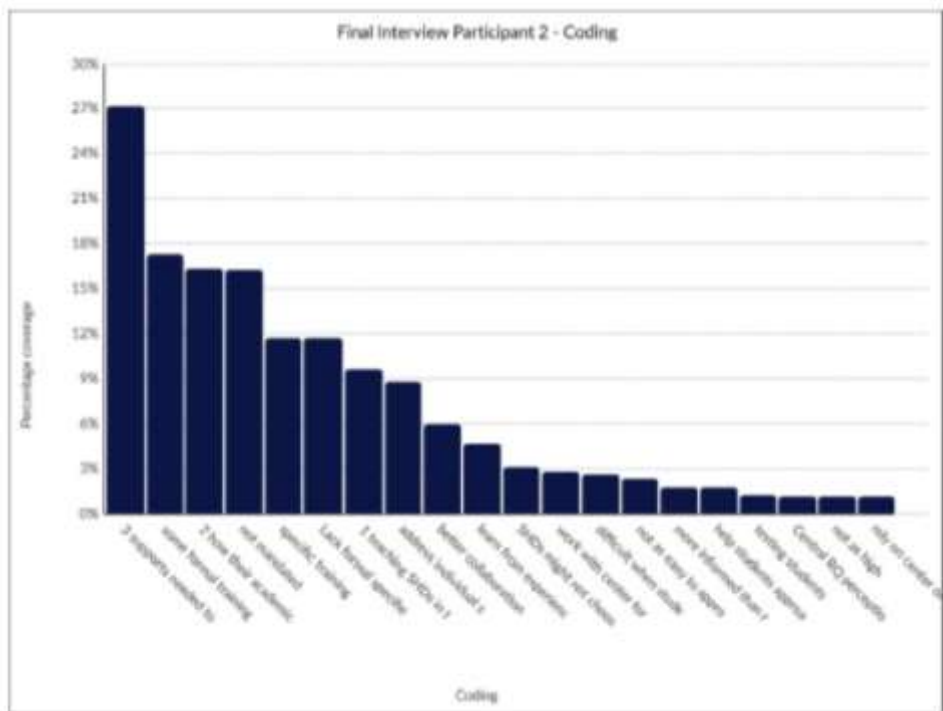
Appendix C: Participation Survey Coding Graphics

Participant 3 Survey.pdf - Coding

Participant 4 Survey.pdf - Coding
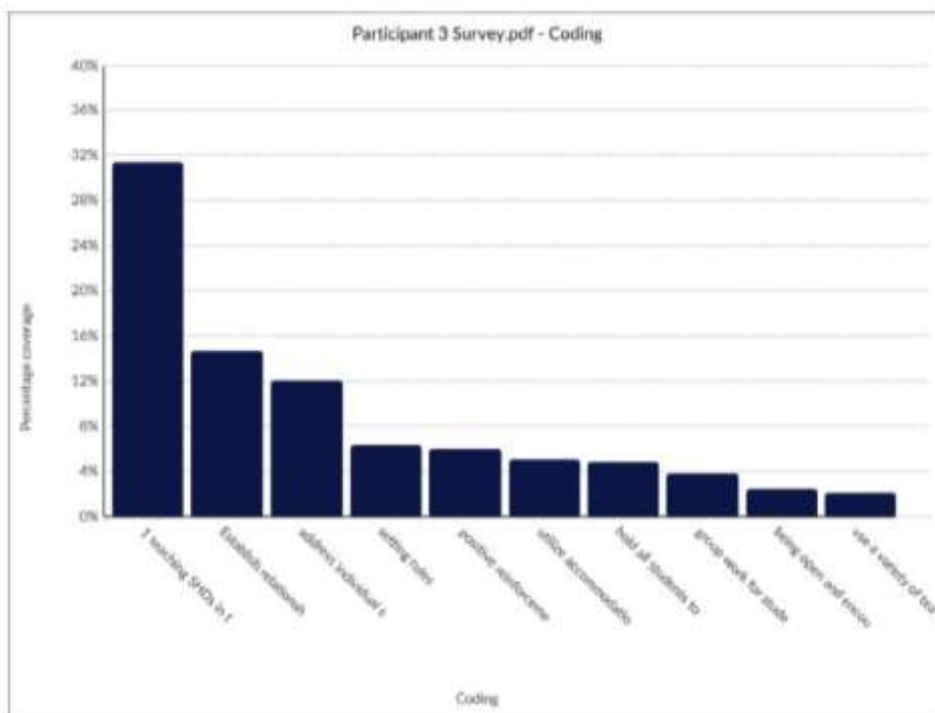
Appendix D: Word Length, Count, and Similarity

Word	Length	Count	Weighted Percentage (%)	Similar Words
students	8	435	6.58	student, students, students'
disabilities	12	228	3.45	disabilities, disability
hidden	6	129	1.95	hidden
faculty	7	108	1.63	faculty
needs	5	102	1.54	need, needed, needs
college	7	97	1.47	college, colleges
teaching	8	79	1.20	teach, teaching
community	9	71	1.07	communicating, communication, community
accommodations	14	68	1.03	accommodate, accommodated, accommodating, accommodation, accommodations
works	5	68	1.03	work, worked, working, works
trainings	9	66	1.00	trained, training, trainings
professors	10	61	0.92	professor, professors
think	5	59	0.89	think, thinking, thinks
office	6	52	0.79	office, offices
time	4	50	0.76	time, times
learning	8	48	0.73	learn, learning
class	5	44	0.67	class, classes
development	11	44	0.67	developed, developing, development
professional	12	41	0.62	professional, professionals
comes	5	40	0.61	come, comes, coming
meet	4	40	0.61	meet, meeting, meetings, meets
help	4	35	0.53	help, helped, helpful, helps
support	7	32	0.48	support, supported, supportive, supports
center	6	32	0.48	center, centered, centers
year	4	31	0.47	year, yearly, years
staff	5	30	0.45	staff, staffs
setting	7	29	0.44	setting, settings
test	4	27	0.41	test, tested, testing, tests
different	9	26	0.39	differ, difference, different
understand	10	26	0.39	understand, understanding, understands
well	4	26	0.39	well, wellness