



Becoming Successful with Disabled Students in the Accommodation's Assemblage: Using Storytelling as Method

WHAT IS THE RESEARCH ABOUT?

WIL is an integral part of educational programs like nursing, social work, law and education. When students have disabilities, they may need accommodations during WIL. WIL accommodations are complex. Sadly, hearing from disabled students is not common during this process. The researchers use storytelling to focus on each student's unique pathway to success in WIL. They use assemblage theory to understand the accommodation process. Using this theory, they shift from an individual view of accommodations. Instead, they understand WIL accommodation as a large social arrangement with many places to make changes.

WHAT YOU NEED TO KNOW:

As more disabled students enter college and university, the need for accommodations in the classroom and work-integrated learning (WIL) will increase. Storytelling can be a powerful tool to understand how to make the WIL accommodation process easier. Using storytelling, the researchers found that knowing when to access and who are part of the accommodation process is essential. There is also a need for resources for students and instructors when WIL is not going well.

WHAT DID THE RESEARCHERS DO?

The researchers used a four-phase storytelling process. The aim was to empower disabled students and instructors to make informed decisions about what they would share. Phase one, interviews help disabled students choose themes to explore in their visual stories. In phase two, shared disabled students' stories with instructors. Instructors responded by making their own visual stories. There were a total of 22 visual stories. In phase 3, disabled students engage with all videos, then attend a workshop. In the workshop, they talked about their thoughts. Finally, in phase 4, the data from the workshop were reviewed for overall themes. Here exploring the large social arrangement was vital to finding new decision points and places to make changes.

WHAT DID THE RESEARCHERS FIND?

The researchers found different goals for WIL held by students and instructors. Disabled students WIL goals are to learn in relation to mentors and fellow students. This view makes social processes critical during WIL. Hence, there is a need for disabled students to have more control over how, when, and if they disclosure during WIL.

Storytelling noted three decision points relating to the above concerns. These decision points are a) When to ask for accommodation: before, during, or not at all? b) Whom to talk to about accommodations? c) How to deal with WIL when it is not going well.

WHAT ARE THE RESEARCHERS PROPOSING?

Storytelling helps us change accommodations from individual issues to a large social arrangement and power relationship. This shift lets us find new decision points and places for change. For example, researchers found that the accommodation process mainly falls on disabled students. Viewing accommodation as a social arrangement, we can find ways for instructors or others to take more responsibility.

HOW CAN YOU USE THIS RESEARCH?

Policy Makers: This research can help you think about whom to hold responsible for the time and labour of the policies you make. You aim to distribute equally the responsibilities or not to burden disabled students.

Practitioners: You can work better with students when you understand how the accommodation process creates barriers for students when they fear disclosing.

ABOUT THE RESEARCHERS

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KEYWORDS

Storytelling, Disability, Accessibility, Clinical nursing, Social theory, Accommodation, Poststructuralism, Nursing education

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