

One student noted that he often felt uncertain he was asking too much of the school when he requested things that were not “normally” available. Another was quite frustrated by the difficulties she had in finding sources of information on available resources and services. Another said he felt as if Stanford was “indifferent” to his situation - he was left completely on his own to seek out what he needed, to find it or not.

These feelings were strongest during the student’s initial year here. Equally prepared and oriented in other respects, the students expressed frustration with the lack of information available about resources and services. Suddenly their limitations had to be of greater than background concern before they could deal with them in this particular environment. Personal initiative and energy were required to learn where and from whom needed resources and services were available. The students did not want to be “cared for.” They seemed mostly to have wanted the security of knowing where they could go if they did need something specific to their disabilities.

The students we spoke to felt that one source of this problem was a simple lack of awareness among administrators. The two means most commonly suggested for dealing with this were communication and publicity. A majority of the students suggest that:

- 1) more student-administration contact and interaction are needed;
- 2) both students and the administration need to be more active in creating workable accommodations;
- 3) greater visibility and accessibility of resources, services and information are important to awareness and action; and
- 4) services need to be better organized.

One student suggested a centrally located Resource Center which could be open both to disabled and non-disabled students. This could serve both as a source of information, publicity, and services, and as a means of generating more awareness and communication with both the general population and the administration.

All of the students who were disabled before they came here indicated a desire for better disability-specific information before arrival. This could

This document was provided by Nick Zirpolo. He thinks he may have written it into Stanford’s Transition Plan to Accessibility in 1982.