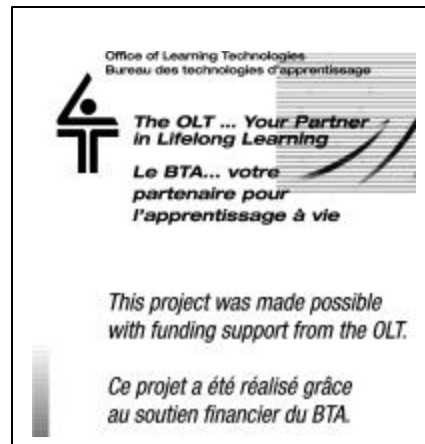


## **Adaptech Project - Dawson College - Montreal**

# **Learning Technologies: Students With Disabilities In Postsecondary Education**

### **Appendix**

Final Report to the Office of Learning Technologies  
Spring, 1999



### *Investigators*

#### **Catherine Fichten, Ph.D.**

Adaptech Project and Department of Psychology, Dawson College  
Department of Psychiatry, SMBD Jewish General Hospital  
Department of Psychiatry, McGill University, CSLP Concordia University

#### **Maria Barile, M.S.W.**

Adaptech Project, Dawson College

#### **Jennison V. Asuncion, B.A. (With Distinction)**

Adaptech Project, Dawson College  
Educational Technology, Concordia University

# **Learning Technologies: Students With Disabilities In Postsecondary Education**

**Appendices to the Final Report to the Office of Learning Technologies**

**Catherine S. Fichten, Ph.D.  
Maria Barile, M.S.W.  
Jennison V. Asuncion, B.A. (With Distinction)**

**Adaptech Project  
Dawson College  
Montreal, Canada**

ISBN 2-9803316-5-1

**Appendices**

<b>APPENDIX 1</b> .....	<b>5</b>
Accomplishments: Team CV	
<b>APPENDIX 2</b> .....	<b>14</b>
Advisory Board Members	
<b>APPENDIX 3</b> .....	<b>17</b>
Phase I: Focus Group Agendas Students, Personnel Responsible For Providing Services To Students With Disabilities, Professors, "Ragtag" English & French	
<b>APPENDIX 4</b> .....	<b>26</b>
Phase II: Interview Questions Students English & French	
<b>APPENDIX 5</b> .....	<b>37</b>
Phase II: Consent Form	
<b>APPENDIX 6</b> .....	<b>39</b>
Phase II: Interview Questions Personnel Responsible For Providing Services To Students With Disabilities English & French	
<b>APPENDIX 7</b> .....	<b>52</b>
Phase II: Students' Responses Concerning How Their Disabilities/Impairments Affect Their Lives At School	
<b>APPENDIX 8</b> .....	<b>56</b>
Phase III: Student Questionnaire Packages Cover Letter, Consent Form, Questionnaire English & French	
<b>APPENDIX 9</b> .....	<b>78</b>
Phase III: Pretest Interview Protocol	
<b>APPENDIX 10</b> .....	<b>80</b>
Phase III: Letter To Service Providers Soliciting Help With Questionnaire Distribution	
<b>APPENDIX 11</b> .....	<b>82</b>
Phase III: Listing Of Students' Responses Concerning The Brand Names Of Different Computer Technologies That Could Be Useful	
<b>APPENDIX 12</b> .....	<b>88</b>
Phase III: Students' Responses About Organizations Which Fund Computer Technologies	
<b>APPENDIX 13</b> .....	<b>91</b>
PHASE III: Students' Overall Comments About Computer, Information And Adaptive Technologies	

**Appendices**

**Appendix 1**

**Accomplishments: Team CV**

## ACCOMPLISHMENTS OF ADAPTECH RESEARCH TEAM

### 1996-present

The Adaptech Project consists of a team of academics, students and consumers conducting research on the use of computer, information and adaptive technologies by Canadian college and university students with disabilities.

### CORE RESEARCH TEAM

Catherine S. Fichten, Ph.D. (Dawson College, Jewish General Hospital, McGill University): Project Director  
Maria Barile, M.S.W. (Dawson College): Project Co-Director  
Jennison Asuncion, B.A. (with distinction) (M.A. Candidate, Concordia University, VP: National Educational Association of Disabled Students "NEADS"): Research Associate

Iris Alapin, B.Sc. (M.A. Candidate, Concordia University): Research Assistant  
Myrtis Fossey, D.E.C. (B.A. Student, McGill University): Research Assistant  
Christian Généreux, D.E.C. (B.A. Student, Université du Québec à Montréal): Research Assistant  
Jean-Pierre Guimont, M.Ed. (Information Specialist and Head - Audio/Visual Production, Dawson College): Resource Person  
Darlene Judd, D.E.C. (Montreal Association for the Blind, Dawson College): Research Assistant  
Jason Lavers, B.A.: (Montreal Association for the Blind, Dawson College) Research Assistant  
Evelyn Reid, D.E.C. (B.A. Student, Concordia University): Research Assistant  
Chantal Robillard, B.A. (M.A. Candidate, Université du Québec à Montréal, Dawson College): Research Assistant  
Fay Schipper, M.Ed. (Volunteers Coordinator, Mackay Center): Resource Person

### PRESENCE ON THE INTERNET

Web Site: <http://omega.dawsoncollege.qc.ca/adaptech>

Moderated Listserv: ADAPTECH. Subscribe by sending mail to: Jennison Asuncion at [adaptech@concordia.ca](mailto:adaptech@concordia.ca)

### REFEREED JOURNAL ARTICLES, PROCEEDINGS, AND BOOK CHAPTERS

Amsel, R. & Fichten, C.S. (1998). Recommendations for self-statement inventories: Use of valence, endpoints, frequency and relative frequency. **Cognitive Therapy and Research**, 22, (3), 255-277.

Asuncion, J. (1997, April). **Consideration of the inquiry into post-secondary education in Canada.** Witness at the hearings of the Subcommittee on Post-Secondary Education of the Standing Senate Committee on Social Affairs, Science and Technology, Ottawa. Proceedings available May 26, 1999 on the World Wide Web: <[www.parl.gc.ca/english/senate/com-e/educ-e/14ev-e.htm](http://www.parl.gc.ca/english/senate/com-e/educ-e/14ev-e.htm)>

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Barile M. (1996). Education and employment for the next millennium. **Women's Education des Femmes**, 12 (2), 42-45.

Fichten, C.S. (1998). Role and impact of research in the colleges. **Proceedings / Actes du colloque de l'Association pour la recherche au collégial (ARC)**, 9, 11-14.

Fichten, C.S. (1998). [Original article and title are in Japanese]. **Support for students in universities.** In Koyazu, T., Komatsu, R., and Tomiyasu, Y. (Eds.). **Lectures on humans and caring: Together with people with disabilities - The front line in education, employment, and medical treatment** (pp. 183-252). Tokyo: Keio University Press.

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- Fichten, C.S., Amsel, R., Robillard, K., Sabourin, S., & Wright, J. (1997). Personality, attentional focus, and novelty effects: Attitudes toward peers with disabilities. **Rehabilitation Psychology, 42**(3), 209-230.
- Fichten, C.S., Barile, M., Asuncion, J., Judd, D., Alapin, I., Reid, E., Lavers, J., Généreux, C., Guimont, J.P., & Schipper, F. (1999). A comparison of postsecondary students with disabilities and service providers: Views about computer and information technologies. **Proceedings of the CSUN Conference**, No. 0254, pages 1-5. Retrieved Jan 5, 1999 from the World Wide Web: [http://www.dinf.org/csun\\_99/session0254.html#top](http://www.dinf.org/csun_99/session0254.html#top)
- Fichten, C.S., Barile, M., Chambers, B. & Abrami, P. (1998). Computer and information technologies for postsecondary students with disabilities. **Proceedings / Actes du colloque de l'Association pour la recherche au collégial (ARC), 9**, 157-166.
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- Fichten, C.S., Goodrick, G., Amsel, R., & Libman, E. (1996). [Original article and title are in Japanese]. (Teaching college students with disabilities: A guide for professors). In Y. Tomiyasu, R. Komatsu, and T. Koyazu (Eds.), **Support for university students with disabilities: A new feature of universities** (pp. 233-323). Tokyo: Keio University Press.
- Fichten, C.S., Lennox, H., Robillard, K., Wright, J., Sabourin, S., & Amsel, R. (1996). Attentional focus and attitudes toward peers with disabilities: Self focusing and a comparison of modeling and self-disclosure. **Journal of Applied Rehabilitation Counseling, 27**(4), 30-39.

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- Barile, M. (1999). Enabling the environment. In J. Meister and S. Masuda Eds.). **Dawning : How to start and maintain a group**. DAWN Disabled Women's Network Canada, Vancouver, B.C.
- Barile, M. (1998). Good news, bad new, no news, or just a fairy tale? / Bonnes nouvelles, mauvaises nouvelles - ou peut-être - un conte de fée? **Disabled Women in Action des Femmes Handicapées, 4**(4), 5-7.
- Barile, M. (1998). Ferne Marshall: Barrier Buster / Ferne Marshall : « La défonceuse » des barrières. **Disabled Women in Action des Femmes Handicapées, 4** (4), 8-11.
- Barile, M., Fichten, C.S., Asuncion, J.V., & Alapin, I. (in press). A new high tech enterprise: The ADAPTECH Project / Une nouvelle initiative en technologie: Le Projet ADAPTECH. **l'Hermès - Bulletin de liaison de l'Association québécoise des étudiants handicapés au postsecondaire (AQEHPS)**.
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- Fichten, C.S. (1998). Students with physical disabilities. **EvNet (Network for the Evaluation of Education and Training Technologies) Newsletter, 1**, Spring, p. 5. Available at <http://socserv2.mcmaster.ca/srnet/evnet.htm>

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- Fichten, C.S., Asuncion, J., & Barile, M. (1999). Preliminary research findings and news from the Adaptech Project. **Cadsppeak (Newsletter of the Canadian Association of Disability Service Providers in Post Secondary Education)**, 1(2), 4-5. / Résultats préliminaires de recherche et nouvelles du projet Adaptech. **ACCSEHParler (Bulletin de l'Association Canadienne des Conseillers en Services aux Étudiants Handicapés au Postsecondaire)**, 1(2), 4-5.
- Fichten, C.S., Asuncion, J.V., Barile, M., Judd, D., Alapin, I., Lavers, J., Généreux, C., Reid, E., Guimont, J.P. (1998). What computer and information technologies do postsecondary students with disabilities use? **The Able Informer [On-line]**, 4(8). Available at e-mail: [RosemaryMusachio@COMPUSERVE.COM](mailto:RosemaryMusachio@COMPUSERVE.COM)
- Fichten, C.S., Barile, M., Asuncion, J.V., Lavers, J., Alapin, I., Schipper, F., Généreux, C. & Judd, D. (1998). Mainstream and "free" computer information and adaptive technologies: News from the Dawson College Adaptech Research Project. **Alert: The Official Newsletter of the Association on Higher Education and Disability (AHEAD)**, 22(2), 11-13. French translation: Les technologies d'apprentissage informatiques et adaptées "gratuites" et non-spécialisées: Nouvelles du projet de recherche Adaptech du Collège Dawson was included with the April 1998 issue of **O'Canada - Newsletter of the Canadian Special Interest Group of the Association on Higher Education and Disability (AHEAD)**.
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- Généreux, C. (1997). Chronique d'un patient désappointé. **l'Heureux qui communique - Bulletin de liaison du Centre québécois de communication non-orale**, 14.
- Généreux C. (1997). Que faire avec internet. **l'Unité - Journal de l'AGEESHALCUQAM**, 26(4), 8.
- Généreux C. (1997). Les coûts additionnels: Quand l'addition grimpe! **l'Hermès - Bulletin de liaison de l'Association québécoise des étudiants handicapés au postsecondaire (AQEHPS)**, 3(1), 4-5.

## REFEREED CONFERENCE PRESENTATIONS

- Asuncion, J.V. (1998). **Enabling technologies and students with disabilities in post-secondary education** (Research in progress). Presentation at the Concordia University Education Students Symposium '98: Beyond the classroom - Education for a new millennium. Concordia University, Montreal, QC.
- Asuncion, J.V., Lavers, J., Barile, M., Maggiore, V., Guimont, J.P., Schipper, F., & Fichten, C.S., (1998). **Selected computer, information and adaptive technologies for students with disabilities: A demonstration**. Presentation at the EvNet Conference, Montréal, Québec. Abstract available at <http://socserv2.mcmaster.ca/srnet/confabstracts/selected.htm>
- Asuncion, J. Fichten, C.S., Barile, M., Alapin, I., & Lavers, J. (1998, April). **Computer, information and adaptive technologies in postsecondary education**. "Round-Robin" presentation at the 3rd International ACM (Association for Computing Machinery) SIGCAPH (Computers and the Physically Handicapped) Conference on Assistive Technologies: ASSETS '98, Los Angeles.
- Asuncion, J. & Vida, S. (1999, May). **Promoting accessible post-secondary education for students with disabilities**. Presentation at the 1st World Congress of Colleges and Polytechnics, Quebec, Quebec.



## REFEREED CONFERENCE PRESENTATIONS (continued)

- Barile, M. & Fichten, C.S. (1997). Computer and information technologies for postsecondary students with disabilities: Research in progress. Presentation at the annual convention of the Association pour la recherche au collégial, Montréal, Québec. Abstracted in **9e colloque de l'ARC: Programme**, 9. Available at World Wide Web URL: <http://www.cyberus.ca/~arc/programme.html>
- Fichten, C.S., (1997). **Postsecondary students with disabilities: Opportunities and abilities.** Presentation at the Second Japan Conference of the Association on Higher Education and Disability (AHEAD), Tokyo, Japan.
- Fichten, C.S. (1997). **Disabilities.** Presentation at the Second EvNet Workshop, Hamilton, Ontario.
- Fichten, C.S. (1996). Nondisabled individuals' reactions toward people with disabilities. In D. Dunn & T. Elliott (Co-Chairs), *Advancing psychosocial theory in disability: The rehabilitation and social-personality psychology interface*. Symposium at the American Psychological Association annual convention, Toronto. Abstracted in **Rehabilitation Psychology**, 1996, **41**, (2), 166.
- Fichten, C.S., Barile, M., Asuncion, J., Judd, D., Lavers, J., Havel, A., Wolforth, J., Alapin, I., Reid, E. (1999, June). **Disability service providers' views and concerns about computer and information technologies.** Presentation at the annual convention of CADSPPE (Canadian Association of Disability Service Providers in Post-secondary Education), Victoria, BC.
- Fichten, C.S., Barile, M., Asuncion, J., Judd, D., Alapin, I., Reid, E., Lavers, J., Généreux, C., Guimont, J.P., & Schipper, F. (1999, March). **A comparison of postsecondary students with disabilities and service providers: Views about computer and information technologies.** Presentation at the annual conference of CSUN (California State University, Northridge): *Technology and persons with disabilities - Where assistive technology meets the information age*. Los Angeles.
- Fichten, C.S., Barile, M., Asuncion, J.V., Judd, D., Lavers, J., Havel, A., Wolforth, J., Alapin, I., Maggiore, V., & Bailes, S. (1998, July). Computer and information technologies: Student and service provider perspectives. Presentation at the annual conference of the Association on Higher Education and Disability (AHEAD), Las Vegas, Nevada. Summarized in **Conference Program AHEAD '98**, p. 32. Abstracted in **Conference Abstracts AHEAD '98**, p. 29 (Abst. No. T13). Published on audiotape: (#T13): **Visual Aids Electronics**, 202 Perry Parkway, #5, Gaithersburg, MD 20877.
- Fichten, C.S., Barile, M., Asuncion, J.V., Lavers, J., Alapin, I., Maggiore, V., Guimont, J.P., Schipper, F., Chambers, B., & Abrami, P. (1998). **Computer, information and adaptive technologies: Implications for students with disabilities in postsecondary education.** Presentation at the EvNet Conference, Montréal, Québec. Abstract available at <http://socserv2.mcmaster.ca/srnet/confabstracts/disabilities.htm>
- Fichten, C.S., Généreux, C., Asuncion, J.V., Lavers, J., Guimont, J.P., Barile, M., & Alapin, I. (1998, June). **L'utilisation de technologies d'apprentissage informatiques et adaptées, gratuites et non spécialisées pour enseigner aux étudiants handicapés / Using mainstream and "free" computer, information and adaptive technologies to teach students with disabilities.** Presentation at the annual conference of the Association pour les applications pédagogiques de l'ordinateur au postsecondaire (APOP), Ste-Foy, Québec.
- Fichten, C.S., Généreux, C., Lavers, J., Fossey, M., & Asuncion, J. (1999, April). **Atelier informatique avec Adaptech / Computer workshop with Adaptech.** Invited presentation at the Assemblée générale annuelle de l'Association Québécoise des étudiants(es) handicapés(es) au post secondaire (AQEHPS).

## TALKS AND PRESENTATIONS

- Asuncion, J. (1997, June). **Blind and print disabled library users speak out about what works for them.** Invited panel member at the Preconference Session of the Canadian Library Association Convention - Making Connections, Ottawa.
- Asuncion, J.V. & Fichten, C.S. (1999, April). **Adaptech Project: Part I.** Interview on EASI Roundtable Webcast. Posted April 29 on the EASI web site <<http://www.rit.edu/~easi>>. Available April 29, 1999 on the World Wide Web: <<http://tit-easi.com/realmedia/adaptech1.html>>.
- Asuncion, J.V. & Fichten, C.S. (1999, May). **Adaptech Project: Part II.** Interview on EASI Roundtable Webcast. Posted May 6 on the EASI web site <<http://www.rit.edu/~easi>>. Available May 6, 1999 on the World Wide Web: <<http://tit-easi.com/realmedia/adaptech2.html>>.

## TALKS AND PRESENTATIONS (continued)

- Asuncion, J.V. (1998, Nov.). Invited panel member. **Educational Association of Disabled Students (NEADS) and Association québécoise des étudiants handicapés au postsecondaire (AQEHPS) Provincial Town Hall Meeting.** Montréal, Québec.
- Asuncion, J.V. (1998, February). **Enabling technologies and students with disabilities in postsecondary education.** Presentation at the Concordia University Dept. of Education Student Symposium, Montreal, QC.
- Asuncion, J.V., & Rosler, D. (1998, February). **The Teacher Forum: A web-based resource for teachers.** Demonstration at the Concordia University Dept. of Education Student Symposium, Montreal, QC.
- Barile, M. (1999, Jan.). **Issues of persons with disabilities, with an emphasis on women with disabilities.** Guest lecture for the Social Service Program, Dawson College, Montréal.
- Barile, M. (1997-1999). **Sexual assault and women with disabilities.** Bi-yearly guest lectures at the Sexual Assault Center, McGill University, Montréal.
- Barile, M. (1997). **Feminism and disability: A standpoint perspective.** Presentation at the Women's Studies Programme, McGill University, Montréal, QC.
- Barile, M., Judd, D. Millin, R. & Schipper, F. (1998). **Perspective of the client and the health care provider.** Panel members, Health Care and Professionalism III, Physical and Occupational Therapy Programs, McGill University, Montreal, QC.
- Fichten, C.S. & Généreux, C. (1999, May). **Accommodating the needs of postsecondary students with disabilities: Teaching and research guidelines.** Presentation at the Fourth EvNet Conference, Sackville, New Brunswick.
- Fichten, C.S., Généreux, C., Barile, M., & Asuncion, J. (1999, May). **Findings about computing needs of postsecondary students with disabilities.** Presentation at the Fourth EvNet Conference, Sackville, New Brunswick.
- Fichten, C.S., Lavers, J., Barile, M., Asuncion, J., Généreux, C., & Robillard, C. (1999, May). Les technologies informatiques et d'apprentissage conventionnelles et adaptées. Home page of **La Vitrine APO (Applications Pédagogiques de l'Ordinateur)** Available May 12, 1999 on the World Wide Web: <<http://vitrine.ntic.org/vitrine/veille/textes/adaptes.html>>.
- Fichten, C.S. (1998). **Perspective of the client and the health care provider.** Panel chair and organizer, Health Care and Professionalism III, Physical and Occupational Therapy Programs, McGill University, Montreal, QC.
- Fichten, C.S. (1997, May). **Témoignage sur la recherche au collégial et ses impacts.** Invited keynote presentation at the annual convention of the Association pour la recherche au collégial, Montréal, Québec.
- Fichten, C.S., Barile, M., Asuncion, J.V., Judd, D., Alapin, I. & Lavers, J. (1998, May). Computers and students with disabilities in postsecondary education: Research in progress. Presentation at the Research Fair of the Centre for the Study of Learning and Performance, Concordia University, Montreal, Quebec. Abstracted in **Research Fair - Centre for the Study of Learning and Performance**, p.9. Aug., 1998. Montréal: Concorida University.
- Fichten, C.S., Généreux, C., Barile, M. & Lavers, J. (1999, June). **Using computers effectively when teaching students with disabilities.** Presentation at the annual meeting of the Anglophone Service Providers for Students with Disabilities, Dawson College, Montréal, Québec.
- Généreux C., (1998, December). **Les étudiants ayant des incapacités: Un regard statistique.** Presidential address at the Colloque annuel de l'Association québécoise des étudiants handicapés au postsecondaire (AQEHPS), Montreal, Quebec.
- Généreux C., (1998, November). Workshop panel member: **Accessing funding to support post-secondary study.** National Educational Association of Disabled Students (NEADS) Biannual Conference. Ottawa, Canada.
- Maggiore, V., Lavers, J. & Fichten, C.S. (1997). **Teaching and learning via the Internet: The virtual college classroom.** Presentation at the Dawson College Open House, Montréal, Québec.
- Schipper, F. (1999, Feb.). **Professionals and their clients with disabilities: Making a difference / A personal account: My life with CP.** Presentation at the 13th conference of OPSEP, McGill University, Montreal, QC.
- Schipper, F. (1999, Jan.). **Volunteering at Mackay Center.** Presentation at Trafalgar School, Montréal, QC.

## REPORTS AND ABSTRACTS

- Fichten, C.S., Alapin, I., Asuncion, J., Barile, M., Judd, D., & Lavers, J. (1998). Learning technologies and students with disabilities in postsecondary education. In Gill, J. (Ed.). Current research into assistive technology for visually disabled persons. London, England: **Scientific Research Unit of the Royal National Institute for the Blind**. Retrieved December 1998 from the World Wide Web: <http://www.dinf.org/tiresias/Currentresearch/cr1.htm>
- Fichten, C.S., Amsel, R., Robillard, K., Tagalakis, V., Wright, J., Sabourin, S. & Libman, E. (1997). Integration of people with physical and sensory impairments / Intégration sociale des personnes handicapées physiquement et sensoriellement. **The Sir Mortimer B. Davis Jewish General Hospital - Lady Davis Institute for Medical Research: Scientific report 1994-1995** (pp. 172-175) / **Hôpital Générale Juif - Sir Mortimer B. Davis - Institut Lady Davis de Recherches Médicales: Rapport scientifique 1996-97** (pp. 183-186). Montréal.

## THESES

- Lanoué, N.A. (under the supervision of C.S. Fichten) (1999). **Learning technologies and students with disabilities in post secondary education: Role of age, sex, and prior experience**. Undergraduate thesis, Concordia University.
- Leblanc, A. (under the supervision of C.S. Fichten and D. Massé). (in progress). **The socio-economic development of college students with physical disabilities - a case study**. M.Ed. thesis, Faculty of Education, Université de Sherbrooke.

## HONOURS

- Asuncion, J. (1999). **Council of Canadians with Disabilities (CCD)**: Award for outstanding contribution to the work of the National Educational Association of Disabled Students (NEADS).
- Asuncion, J.V. (1998, Nov.). Co-host: Opening plenary. **National Educational Association of Disabled Students (NEADS) Biannual Conference**. Ottawa, Canada.
- Asuncion, J.V. (1998, Nov.). Co-moderator of session: Developing a national approach to the provision of accessible post-secondary education. **Educational Association of Disabled Students (NEADS) Biannual Conference**. Ottawa, Canada.
- Asuncion, J.V. (1998). Member: Organizing Committee. **National Educational Association of Disabled Students (NEADS) Biannual Conference**. Ottawa, Canada.
- Asuncion, J.V. (1998). Member of the 1998 **Concordia University Department of Education Student Symposium Organizing Committee**. Concordia University, Montreal.
- Asuncion, J.V. (1996-1998). Vice-President Internal & "Open Representative" on the Board of Directors: **National Educational Association of Disabled Students (NEADS)**. (1998-1999: Acting Vice President, Internal). Ottawa.
- Asuncion, J.V. (1997). Canadian delegate to the 1997 Summer Adult International Leadership and Disability Rights Exchange Program, **Mobility International USA**. Eugene, OR.
- Barile, M. (1999-2001). Consultant: **Canadian Centre on Disability Studies**. Project title: Assessments tool and handbook on best practices: When people with disabilities apply technologies to paid work.
- Barile, M. (1994-present). Member of the Editorial Board of **Action**, the bilingual newsletter of the Disabled Women in Action des Femmes Handicapées,
- Fichten, C.S. (1999- present). Appointed to the **Board of Directors of the Association Québécoise des étudiants(es) handicapés(es) au post secondaire (AQEHPS)**
- Fichten, C.S. (1998-1999). Member of the 1999 **American Psychological Association, Division 22 Conference Program Committee**.
- Fichten, C.S. (1998-1999). Member of the 1999 **Association for Advancement of Behavior Therapy (AABT) Conference Program Committee**.

## HONOURS (continued)

- Fichten, C.S. (1993-1999). Member of the Editorial Board of the **Journal of Postsecondary Education and Disability**.
- Fichten, C.S. (1996-1998). Guest reviewer for the following scholarly journals: **Canadian Journal of Rehabilitation, Journal of Behavioral Medicine, Journal of Clinical Child Psychology, Journal of Consulting and Clinical Psychology, Journal of Psychosomatic Research, Journal of Postsecondary Education and Disability, Journal of Social and Clinical Psychology, Psychology and Aging**.
- Fichten, C.S. (1996-1998). Reviewer of grants as an external expert: **Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR), Fonds de la recherche en santé du Québec (FRSQ)**
- Fichten, C.S. (1998). Named Associate Editor of the **Canadian Journal of Rehabilitation**.
- Fichten, C.S. (1997). **Prix de l'A.R.C. pour Contribution au Développement de Carrières Scientifiques**. Prize jointly awarded by A.R.C., Faculté des Sciences de l'Éducation de l'Université de Montréal, and the CEQ for extraordinary contribution to the scientific careers of students and young researchers.
- Fichten, C.S. (1997). Member of Awards Jury: **Association on Higher Education and Disability (AHEAD) Meeting the Challenge Award** (innovative application of adaptive/assistive technology).
- Fichten, C.S. (1997). **Second Japan Conference of the Association on Higher Education and Disability (AHEAD)**, Tokyo, Japan. Invited as the keynote speaker.
- Fichten, C.S. (1997). **Témoignage sur la recherche au collégial et ses impacts**. Invited keynote presentation at the annual convention of the Association pour la recherche au collégial, Montréal, Québec.
- Fichten, C.S. (1996-1997). Member of the 1997 **Association pour la recherche au collégial (ARC) Conference Program Committee**.
- Généreux, C. (1998-1999). Président de l'**Association québécoise des étudiants handicapés au postsecondaire (AQEHPS)**. Montréal, Québec.
- Généreux, C. (1998-1999). Vice-président du conseil d'administration de l'**Association des étudiants handicapés de l'UQAM (ADEHUQAM)**.
- Généreux, C. (1997-1999). Membre du conseil d'administration: **Nous nous intégrons en commun (le NIC)**.
- Généreux, C. (1995-1999). Membre des comités scolaire et aides techniques à la **Confédération des organismes de personnes handicapées du Québec (COPHAN)**.
- Généreux, C. (1996-1998). Vice-président de l'**Association québécoise des étudiants handicapés au postsecondaire (AQEHPS)**, Montréal, Québec.
- Généreux, C. (1995-1996). Trésorier de l'**Association québécoise des étudiants handicapés au postsecondaire (AQEHPS)**, Montréal, Québec.
- Guimont, J-P. (1998). Appointed Contributing Editor: **Web Support Line: A publication to inform the Dawson Community about the potential of the Internet and the World Wide Web**.  
<http://www.dawsoncollege.qc.ca/text/WebSupport/index.html>
- Judd, D. (1999). Participant in a commercial for the **Montreal Association for the Blind**, Montreal, QC.
- Robillard, C. (1996 - present). **Collaborator on the answering committee of the sexology web site "Elysa"**. Université du Québec à Montréal.
- Robillard, C. (1998). Assistant with the swimming competition for participants with disabilities: **Défi sportif 1998**. Montréal, Québec.
- Robillard, C. (1998). Delegate: **Comité des affaires sociales, et culturelles de Singapour: Une simulation des Nations Unies (McMUN 1998)**, Université du Québec à Montréal.
- Schipper, F. (1996-present). Vice Chair of the adapted sailing association: **Association québécoise de voile adaptée (AQVA)**. Montréal, Québec.
- Schipper, F. (1997). Certified as an "**Administrator of Volunteer Resources - CAVR**" by the Canadian Administration of Volunteer Resources.

## AWARDS AND GRANTS

<b>Medical Research Council of Canada</b> Daytime functioning and sleep disorders in older adults (awarded to Libman, E., Schondorf, R., & Fichten, C.S.)	1999-02
<b>Social Sciences and Humanities Research Council (SSHRC)</b> Strategic Research Networks Network for the Evaluation of Education & Training Technologies (EvNet). [awarded to C. Cuneo (Network Leader) and Abrami, P. C., Conrath, D.W., Campbell, B., C.S. Fichten, LaFranco, S., Harnish, D., Holt, P., Procter, M., Schmid, R., Webster, J., & Wright, R.]	1996-01
<b>Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA)</b> Access to college for all / l'Accessibilité au cégep pour tous (awarded to C.S. Fichten)	1998-00
<b>Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR)</b> Soutien aux équipes de recherche (awarded to S. Sabourin, J. Wright, Y. Lussier, C.S. Fichten & C. Bélanger)	1997-00
<b>Social Sciences and Humanities Research Council (SSHRC)</b> Challenges and Opportunities of a Knowledge-based Economy People with disabilities in the knowledge-based economy (awarded to C.S. Fichten, P. Abrami, R. Amsel, M. Barile, & J. Wolforth)	1999
<b>Human Resources Development Canada</b> Challenge '99 Grant (awarded to C.S. Fichten)	1999
<b>Le Comité d'adaptation de la main-d'œuvre pour personnes handicapées (CAMO)</b> Work integration (awarded to C. S. Fichten and M. Barile)	1998-99
<b>Office of Learning Technologies</b> Learning Technologies and Students with Disabilities in Postsecondary Education (awarded to C.S. Fichten and M. Barile)	1997-99
<b>Office des personnes handicapées du Québec</b> Volet CIT - Intégration au Travail (awarded to C.S. Fichten)	1996-99
<b>Human Resources Development Canada</b> Challenge '98 Grant (awarded to C.S. Fichten)	1998
<b>Conseil Québécois de la recherche sociale (CQRS)</b> Women with disabilities (awarded to M. Barile & C.S. Fichten)	1997-98
<b>Direction générale de l'enseignement collégial (DGEC)</b> Programme d'aide pour les applications pédagogiques des NTIC Uniformity and diversity in the classroom: The role of the new technologies on information and communication (awarded to S. d'Apollonia, R. Bourgeois, H. Elizov, C.S. Fichten, B. Geslain, J. Guerriero, J.P. Guimont, J. McGill, Z. Szigetvari, & H. Wehden)	1997-98
<b>Dawson College</b> Adaptation to Technological and Programme Changes Educational computing and network for the evaluation of educational technology (awarded to C. S. Fichten)	1997-00
<b>Direction générale de l'enseignement collégial (DGEC)</b> Programme de soutien aux chercheurs de collèges (PSCC) (awarded to C.S. Fichten)	1995-97

**Appendix 2**

**Advisory Board Members**

oltnam.xls	3-May-99	e-mail	comments
<b>ADVISORY BOARD</b>			
Dr. Phil Abrami	Concordia University, LB-581, 1455 de Maisonneuve W., Montreal, QC, H3G 1M8	pabrami@alcor.concordia.ca	Director, Centre for the Study of Learning and Performance, Concordia U.
Ms. Rhonda Amsel	McGill University, Dept. of Psychology, 1205 Dr. Penfield, Montreal, QC, H3A 1B1	inp4@musicb.mcgill.ca	Associate Dean, Student Services, and Consulting Statistician, McGill U.
Mr. Jennison Asuncion	7400 Sherbrooke St. W., #304, Montreal, QC, H4B 1R8	j_asunc@alcor.concordia.ca	Acting VP- NEADS (National Educational Ass'n of Disabled Students), Concordia U student
Dr. Sally Bailes	SMBD-Jewish General Hospital, 4333 Cote. St. Catherine Rd., Montreal, QC, H3T 1E4	sbbailes@autoroute.net	Consultant to the Montreal Ass'n for the Blind
Ms. Maria Barile	7785 Louis-Hebert, Montreal, QC, H2E 2Y1	mdb2@musica.mcgill.ca	Dawson - research team
Ms. Trena Barnes	170 Kraft Ave. #3 Kitchener ON N2A 2J4	N/A	Former VP - AQEHPS, Dawson College student - graduated '98
Mr. Leo Bissonnette	Concordia University, 1455 de Maisonneuve W., Montreal QC H3G 1M8	bissonnn@vax2.concordia.ca	Coordinator - Services for Students with Disabilities
Ms. Diana Brent	1414 Hunterbrook Rd. NW, Calgary, Alberta, T2K 4V5	dbrent@canuck.com	Council of Canadians with Disabilities (CCD)
M. Serge Brassard	AQEHPS, H.E.C., Université de Montréal, 5255 Ave. Decelles #4041, Montreal, QC H3T 1V6	aqehps@cedep.net	Director - (AQEHPS ) l'Association québécoise des étudiants handicapés au postsecondaire
M. Mario Boulet	4580 St. Zotique #20, Montreal, QC H1T 1M4	N/A	Director - (AQEHPS ) l'Ass'n québécoise des étudiants handicapés au postsecondaire - student: Cegep de Rosemont
Dr. Alain Breuleux	Faculty of Education, 3700 McTavish St. Montreal, Qc., H3A 1Y2	ed13@musica.mcgill.ca	Director - Office of Learning and Information Technologies, McGill U.
Ms. Michelle Clabrough	Dawson College 3040 Sherbrooke St. W., Montreal, QC, H3Z 1A4	mclabrough@dawsoncollege.qc.ca	Dean of Students, Dawson College
Mr. David Condie	503-695 Coxwell Avenue, Toronto, Ontario, M4C 5R6	d.condie@utoronto.ca	Student - U of T
Ms. Lee Covington	2780 Rowatt #2 Ottawa, ON K2B 6P1	grossner@nortel.ca	Psychologist and Oral Interpreter
Dr. Catherine Fichten	Dawson College, 3040 Sherbrooke St. W., Montreal, QC, H3Z 1A4	md71@musica.mcgill.ca	Dawson - research team
M. Daniel Fiset	Service d'Aide à l'Intégration Des Élèves, Cegep Vieux Montréal, 255 Ontario E., Montreal, H2X 1X6	N/A	Director of (SAIDE ) Service d'aide à l'intégration des élèves - Cegep du Vieux Montréal
Mr. David Fourney	109-126 Edinburgh Place, Saskatoon, Saskatchewan, S7H 5J7	dfourney@the.link.ca	NEADS (National Educational Ass'n of Disabled Students) Board Member - U. of Sask. Student
Mr. Dave Gaucher	90 Prince Arthur St. W. #36, Montreal, QC, H2X 1S6	mary.piccolo@cgi.ca	Revenue Canada
Mr. Christian Généreux	4540 rue Rivard #1, Montreal, Qc., H2J 2N3	genereux@cedep.net	President - AQEHPS; UQAM student
Dr. Lindsay Gething	University of Sydney, Sydney, NSW006, Australia	lgething@uranus.nursing.su.edu.au	Disability researcher, U. of Sydney
M. Luc Guertin	303, René-Lévesque Blvd. # 226-B, Mtl. PQ H2X	lucguertin@yahoo.com	Director - (AQEHPS ) l'Ass'n québécoise des
Mr. Jean-Pierre Guimont	Dawson College, 3040 Sherbrooke St. W., Montreal, QC, H3Z 1A4	jpguimont@dawsoncollege.qc.ca	Head, Audio/Visual Production, Dawson College

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<b>ADVISORY BOARD (continued)</b>			
Dr. Alice Havel	Dawson College, 3040 Sherbrooke St. W., Montreal, QC, H3Z 1A4	ahavel@dawsoncollege.qc.ca	Coordinator - Services for Dis. Students, Dawson College
Ms. Darlene Judd	Montreal Ass'n for the Blind, 7000 Sherbrooke St. W., Montreal, QC, H4B 1R3	MDVT@MUSICA.MCGILL.CA	Montreal Association for the Blind
M. Jean-Charles Juhel	Cégep de Sainte-Foy, 2410, Chemin Sainte-Foy, Sainte-Foy (Québec), G1V 1T3	jcjuhel@cegep-ste-foy.qc.ca	Director of Le Services aux étudiants handicapés Cégep de Sainte-Foy
Ms. Deborah Kennard	8885 Esplanade # 203, Montreal, QC, H2N 1V3	dkennard@total.net	Student - McGill U.
Mr. Andre Leblanc	Champlain College, 900 Riverside Drive, St. Lambert, QC, J4P 3P2	N/A	Director of student services, Champlain College
Mr. Jason Lavers	73 Stafford Rd., Baie D'Urfe, QC, H9X 2Y9	mclv@musica.mcgill.ca	Instructor - Montreal Ass'n for the Blind, President Dream Scape Computers
Mme Lucie Lemieux-Brassard	2218 rue Nicolet, Montréal, QC H1W 3L2	mouffe@dsuper.net	Vice President - AQEHPS
Dr. Eva Libman	SMBD-Jewish General Hospital, 4333 Cote. St. Catherine Rd., Montreal, QC, H3T 1E4	mc65@musica.mcgill.ca	Director, Sleep & Aging Project, JGH and Concc U.
Ms. Heidi Macdonald	411 Queen's St.#2, Charlottetown, P.E.I., C1A 4E5		student - University of Prince Edward Island
Ms. Karen McCall	563 Wolsey Cres., Oakville, ON, L6L 4W3	martha@globalserve	Access Technology Specialist, ATRC, OISE, Uo
Ms. Cheryl McNab	1701 6th St N., Cornerbrook, NFLD., V1C 3M7	N/A	Student - College of the Rockies
Mr. Chris Mercer	College of the North Atlantic, Bay St. George	cbmercer@northatlantic.nf.ca	Guidance Counselor, College of the North Atlant
Mr. Bruce Mesman	4355 Mathissi Place, Burnaby, BC, V5G 4S8	bruceme@ola.bc.ca	Open Learning Agency Service Provider + NEAI Board Member - BC
Ms. Roseann Millin	4488 Ste. Catherine St. W. #801. Montreal, QC, H3Z 1R7	N/A	Counsellor, Dawson College
Ms. Janet Mee	University of British Columbia, 1874 East Mall, Vancouver, BC, V6T 2Z2	mee@unixg.ubc.ca	Member of H.E.A.R.D. Network
Mr. Bryan Oulton	Neil Squire Foundation, Suite 220-2250 Boundary Road, Burnaby, BC, V5M 4G5	bryan@neilsquire.ca	BC Regional Mgr., Neil Squire Foundation
Dr. Christina Perigoe	3510 Connaught, Montreal, QC H4B 1X3	perigoe@vax2.concordia.ca	Communication disorders and technologies exper
Mr. Charles Petit	VisuAide Inc., 841 Boul. Jean Paul Vincent, Longueuil, QC, J4G 1R3	petic@visuaid.com	Director of R & D, Visuaide, VP CanADIAS
Ms. Fay Schipper	Mackay Center, 3500 Decarie. Montreal, QC, H4A 3J5	fay@total.net	Counsellor & Volunteers Coordinator, Mackay C
Mme Joanne N. Senécal	Service d'Aide à l'Intégration Des Élèves, Cegep Vieux Montréal, 255 Ontario E., Montreal, H2X 1X6	N/A	Consultant to (SAIDE ) Service d'aide à l'intégra des élèves - Cegep du Vieux Montréal
Dr. Linda Shohet	Dawson College. 3040 Sherbrooke St. W. Montreal, QC, H3Z 1A4	lshohet@dawsoncollege.qc.ca	Director, Center for Literacy
Ms. Angela Stevens	310 Fetter Ave., Hamilton, New Jersey, USA, 08610	motahari@hicom.net	Visual Impairment and technology expert
Ms. Vicki Tagalakis	5505 Snowdon #59, Montreal, QC, H3X 1Y7	vtagsoc@mch.mcgill.ca	CLSC NDG/Montreal West
Ms Ruth Walsh	Memorial University of Newfoundland, St. John's, NFL, A1C 5S7	rwalsh@morgan.ucs.mun.ca	Member of H.E.A.R.D. Network
Mr. Stephen I. Weiss	2709 Lovett Road, Coldbrook, NS, B4R 1A5	nehpets@siw.org	Student - Acadia University, NS
Ms. Joan Wolforth	McGill University, 845 Sherbrooke St. W., Montreal, QC, H3A 2T5	Joanw@stuserv.lan.mcgill.ca	Director - Services for Students with Disabilities, President CADSSPE

**22 of these Advisory Board members have a disability**



**Appendix 3**

**Phase I: Focus Group Agendas**

**Students, Personnel Responsible For  
Providing Services To Students With  
Disabilities, Professors, “Ragtag”**

**English & French**

## **Agenda: Focus Group #1**

### **Learning Technologies and Students with Disabilities in Post-Secondary Education**

**Dawson College  
3040 Sherbrooke St., West  
Westmount, Quebec, H3Z 1A4**

**November 21<sup>st</sup>, 1997  
Room # 5E21, 3:00 - 5:00 pm**

- 1. Welcome**
- 2. Introductions**
- 3. Purpose of Meeting**
- 4. Round Table on Computer, Information and Adaptive Technologies.**

**Q.1. What advantages and disadvantages do you see that computer, information and adaptive technologies have for students with disabilities?**

**Q.2. a) What personal experiences have you had, if any, in the use of these technologies?**

**b) What factors do you feel prevent or help access to these technologies?**

- 5. Varia**
- 6. Adjournment**

## **Agenda: Groupe de Focus #1**

### **Les Technologies d'Apprentissage et les Étudiants Handicapés de Niveau Post-Secondaire**

**Collège Dawson  
3040, rue Sherbrooke Ouest  
Westmount, Québec, H3Z 1A4**

**Vendredi, le 21 novembre, 1997  
Salle # 5E21, 15h00 – 17h00**

- 1. Mots de Bienvenue**
- 2. Présentations**
- 3. Objectifs de la Rencontre**
- 4. Table Ronde Concernant les Technologies d'Apprentissage, Informatiques et Adaptatives.**

**Q.1. Quels sont, selon vous, les avantages et les désavantages des technologies d'apprentissage et des technologies informatiques et adaptatives pour les étudiants ayant des handicaps?**

**Q.2. a) Quelles expériences personnelles avez-vous, si expérience il y a, avec l'usage de ces technologies?  
b) Quels facteurs, selon vous, aident ou à l'inverse nuisent à l'utilisation de ces technologies?**

- 5. Varia**
- 6. Levée de Réunion**

## **Agenda of the Focus Group #2**

### **Learning Technologies and Students with Disabilities in Post-Secondary Education**

**Dawson College  
3040 Sherbrooke St., West  
Westmount, Quebec, H3Z 1A4**

**November 25, 1997  
Room # 7C5, 3:00 - 5:00 pm**

- 1. Welcome**
- 2. Introductions**
- 3. Purpose of Meeting**
- 4. Round Table on Computer, Information and Adaptive Technologies.**
  - Q.1. What are funding sources for adaptive, computer and information technologies?**
  - Q.2. a) If the college or university owns adaptive computer technologies, how do service providers learn how to use it, and who provides the technological supports and training?  
b) How do students learn how to use adaptive computer technologies?**
  - Q.3. Comment on the role of other departments such as audio-visual and the library, in providing adaptive computer services?**
  - Q.4. How are decisions made in your institution about what adaptive computer technologies students use?**
  - Q.5. Technology is always changing. How do you obtain the most current information on those changes?**
- 5. Varia**
- 6. Adjournment**

## **Agenda du Groupe de Focus #2**

### **Les Technologies d'Apprentissage et les Étudiants Handicapés de Niveau Post-Secondaire**

**Collège Dawson  
3040, rue Sherbrooke Ouest  
Westmount, Québec, H3Z 1A4**

**Mardi, le 25 novembre, 1997  
Salle # 7C5, 15h00 – 17h00**

- 1. Mots de Bienvenue**
- 2. Présentations**
- 3. Objectifs de la Rencontre**
- 4. Table Ronde Concernant les Technologies d'Apprentissage Informatiques et Adaptatives**
  - Q.1. D'où proviennent les fonds pour les technologies d'apprentissage adaptatives?**
  - Q.2. a) Si l'université ou le Cégep a des technologies informatiques adaptatives, comment est-ce que les répondants locaux apprennent à les utiliser, et qui en assure le soutien technique et l'entraînement?  
b) Comment est-ce que les étudiants apprennent à utiliser les technologies informatiques adaptatives?**
  - Q.3. Commentez sur le rôle d'autres départements tels que l'audio-visuel et la bibliothèque, dans la fourniture de services informatiques adaptatifs?**
  - Q.4. Comment est-ce que les décisions sont prises dans votre institution concernant le type de technologies informatiques adaptatives utilisé par les étudiants?**
  - Q.5. La technologie est constamment en train de changer. Comment obtenez-vous les dernières informations relatifs à ces changements?**
- 5. Varia**
- 6. Levée de Réunion**

## **Agenda of the Focus Group #3**

### **Learning Technologies and Students with Disabilities in Post-Secondary Education**

**Dawson College  
3040 Sherbrooke St., West  
Westmount, Quebec, H3Z 1A4**

**November 28, 1997  
Room # 5E21, 3:00 - 5:00 pm**

- 1. Welcome**
- 2. Introductions**
- 3. Purpose of Meeting**
- 4. Round Table on Computer, Information and Adaptive Technologies.**
  - Q.1. What are new developments in computer, information and adaptive technologies in your area that are/ should be/ or could be useful to people with different disabilities?**
  - Q.2. What new developments in computer, information and adaptive technologies do you see as likely to pose difficulties for people with disabilities?**
  - Q.3. What other resources could our research team call upon for relevant information?**
  - Q.4. What prompted your interest in our research?**
- 5. Varia**
- 6. Adjournment**

## **Agenda du Groupe de Focus #3**

### **Les Technologies d'Apprentissage et les Étudiants Handicapés de Niveau Post-Secondaire**

**Collège Dawson  
3040, rue Sherbrooke Ouest  
Westmount, Québec, H3Z 1A4**

**Mardi, le 28 novembre, 1997  
Salle # 5E21, 15h00 – 17h00**

- 1. Mots de Bienvenue**
- 2. Présentations**
- 3. Objectifs de la Rencontre**
- 4. Table Ronde Concernant les Technologies d'Apprentissage Informatiques et Adaptatives**

**Q.1. Quels sont, dans vos domaines respectifs de spécialisation, des développements nouveaux dans les technologies d'apprentissage, et les technologies informatiques et adaptatives qui sont/ devraient être/ ou pourraient être utiles pour des personnes ayant divers types de handicaps?**

**Q.2. À l'inverse, quels nouveaux développements dans les technologies d'apprentissage, et les technologies informatiques et adaptatives sont susceptibles de poser des difficultés aux personnes handicapés?**

**Q.3. De quelle(s) autre(s) ressource(s) notre équipe de recherche pourrait –elle obtenir des informations pertinentes?**

**Q.4. Qu'est-ce qui a suscité votre intérêt dans ce projet de recherche?**

- 5. Varia**
- 6. Levée de Réunion**

## **Agenda of the Focus Group #4**

### **Learning Technologies and Students with Disabilities in Post-Secondary Education**

**Dawson College  
3040 Sherbrooke St., West  
Westmount, Quebec, H3Z 1A4**

**January 16, 1998  
Room # 7C5, 3:00 - 5:00 p.m.**

- 1. Welcome**
- 2. Introductions**
- 3. Purpose of Meeting**
- 4. Round Table on Computer, Information and Adaptive Technologies.**

**Q.1. a) What personal experiences have you had, if any, in the use of computer, information and adaptive technologies with students with disabilities in your courses?**

**b) What factors do you feel prevent or help access to these technologies?**

**Q.2. What advantages and disadvantages do you see that computer, information and adaptive technologies have for students with disabilities?**

**Q.3. a) What are new developments in computer, information and adaptive technologies in your discipline that are/ should be/ or could be useful to students with different disabilities?**

**b) What potential benefits or limitations do you foresee with these computer, information, and adaptive technologies for students with disabilities?**

**Q.4 What computer, information and adaptive technology services could the institution offer you to make teaching students with disabilities more effective?**

- 5. Varia**
- 6. Adjournment**



## **Agenda du Groupe de Focus #4**

### **Les Technologies d'Apprentissage et les Étudiants Handicapés de Niveau Post-Secondaire**

**Collège Dawson  
3040, rue Sherbrooke Ouest  
Westmount, Québec, H3Z 1A4  
Le 16 janvier, 1998  
Salle # 7C5, 15h00 – 17h00**

- 1. Mots de Bienvenue**
- 2. Présentations**
- 3. Objectifs de la Rencontre**
- 4. Table Ronde Concernant les Technologies d'Apprentissage Informatiques et Adaptatives**

**Q.1. a) Quelles expériences personnelles avez-vous eu, si expérience il y a, dans l'utilisation des technologies d'apprentissage informatiques et adaptatives, avec des étudiants handicapés, dans le cadre de votre cours?**

**b) Selon vous, quels facteurs aident ou préviennent l'accès à ces technologies?**

**Q.2. Quels sont, selon vous, les avantages et les désavantages des technologies d'apprentissage informatiques et adaptatives pour les étudiants ayant des handicaps?**

**Q.3. a) Quels sont des développements nouveaux dans le domaine des technologies d'apprentissage informatiques et adaptatives qui sont/ devraient être/ ou pourraient être utiles pour les étudiants handicapés?**

**b) Quels bénéfices ou limites potentielles envisagez-vous avec ces technologies d'apprentissage informatiques et adaptatives pour les étudiants handicapés?**

**Q.4. Quels types de services techniques est-ce que votre institution pourrait offrir pour vous aider à enseigner aux étudiants handicapés de manière plus efficace?**

- 5. Varia**
- 6. Levée de Réunion**

**Appendix 4**

**Phase II: Interview Questions  
Students  
English & French**

ph2stuqe.doc Dec 7, 1998

## STUDENT INTERVIEW QUESTIONS

Catherine S. Fichten, Jennison Asuncion, Darlene Judd, Iris Alapin, Maria Barile  
Adaptech Project  
Dawson College  
Montréal, Québec, Canada  
1998

My name is \_\_\_\_\_ . I am part of a team of researchers from Dawson College in Montreal. We are conducting a Canada wide investigation on computer, information and adaptive technologies and college and university students with disabilities. The goals of our study are to assess the use of these technologies by students with various disabilities as well as to determine what their main needs and concerns are. We plan to use the results to make recommendations to decision makers.

All the information you provide will remain confidential and your privacy will be completely protected.

Do you have time right now to answer some questions? It will take about 30 minutes. Before I go any further I should ask, is it OK for you to answer these questions on the telephone or would you prefer to do the interview another way? Would you mind if I audiotape our conversation?

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**0. RESEARCH CODES**

- a. Participant number
- b. Today's date

**1. CONTACT INFORMATION**

- a. Respondent's name
- b. Telephone number and address
- c. E-mail address

**2. DEMOGRAPHICS**

- a. Gender
- b. Age

**3. EDUCATIONAL INSTITUTION**

- a. What is the name of your postsecondary educational institution?
- b. Where is it located? (city, province)
- c. What kind of educational institution is it?

**4. QUALIFICATIONS**

- a. What type of qualifications are you pursuing?
- b. Are you a full time or part time student?
- c. Are you considered a day or night student?

**5. FIELD OF STUDY**

What is your field of study?

**6. IMPACT OF IMPAIRMENT/DISABILITY**

Does your disability affect your activities or performance at school / as a student?

## 7. NATURE OF IMPAIRMENT/DISABILITY

We are interested in the use of computer technologies by students with disabilities and need to better understand the nature of your impairment. This is so that we can attempt to link the impairments students have with the computer technologies they use.

- a. What is your impairment or disability?
- b. How long have you had your impairment/disability? Please specify: most of my life, recent, or somewhere in between.
- c. For the purposes of this study I need to classify your disability. Here are the categories:
  1. Are you blind or visually impaired/partially sighted?
  2. Are you Deaf or hard of hearing?
  3. Do you have a speech impairment?
  4. Do you have a learning disability?
  5. Do you use a wheelchair or have difficulty walking ?
  6. Do you have a medical condition that causes an impairment?
  7. Do you have difficulty using your arms or hands?
- d. What assistive aids other than computer technologies do you use?

## 8. COMPUTER TECHNOLOGY IN GENERAL

- a. Overall, how often do you use computer technologies on a scale of 0 to 10, with 0 being "I never or hardly ever use computer technologies" to 10 being "I use computer technologies very often"
- b. Rate your overall level of expertise in using computer technologies on a scale of 0 to 10, with 0 being "I am very bad with computer technologies" to 10 being "I am very good with computer technologies"
- c. Overall how comfortable are you with computer technologies on a scale from 0 to 10, with 0 being "I am very uncomfortable with computer technologies" to 10 being "I am very comfortable with computer technologies"

## 9. DIFFICULTY USING

Do you have physical difficulty (if not using, "Would you have difficulty"):

- a. using a computer keyboard?
- b. using a monitor?
- c. using a mouse?
- d. using a printer?
- e. handling diskettes?

**10. CURRENTLY USING**

- a1. What computer technologies are you currently using? Who makes it / what kind?
- a2. Can you tell me why you don't use computer technologies?
- b. Where do you primarily use these computer technologies?
- c. What do you use each of these computer technologies for?

**11. ADVANTAGES & DISADVANTAGES**

- a. (for users only) What are the advantages and disadvantages of using computer technologies, for you?
- b. (for nonusers only) What do you think the advantages and disadvantages of using computer technologies might be for you?

**12. HOW OBTAINED**

(for users only)

- a. Who paid for your computer technologies?
- b. Who owns your computer technologies
- c. Are there any problems associated with who owns or who paid for your computer technologies and if so, do you have any solutions to these problems?

**13. LEARN TO USE**

(for users only)

- a. How did you learn to use your computer technologies?
- b. Did this method of learning work well for you and if not, what method might have worked better?

**14 HELP**

- a. What do you do when you need assistance with your computer technologies? (at home, at school, in the library)?
- b. Does this method of assistance work well for you and if not, what could be done to make getting help easier for you?

**15. NEW COMPUTER TECHNOLOGIES**

How do you find out about new computer technologies that could be helpful to you?

**16. WISH LIST**

- a. What is your computer technology "wish list" - what would you like to see improved, changed, modified, developed, and so on?
- b. What prevents you from obtaining your computer technology "wish list" and what could be done to get you some of these items?

**17. OTHER ISSUES**

- a. What is the biggest waste of time you have experienced or are currently experiencing with regard to the use of your computer technologies?
- b. What other computer technology issues are important to you that I have not asked you about?

---

We have completed the interview. Thank you for your help.

## QUESTIONNAIRE POUR LES ÉTUDIANT(E)S

Catherine S. Fichten, Jennison Asuncion, Darlene Judd, Iris Alapin, Maria Barile  
Projet Adaptech  
Collège Dawson  
Montréal, Québec, Canada  
1998

Je m'appelle \_\_\_\_\_. Je fais partie d'une équipe de chercheur(e)s du Collège Dawson à Montréal menée par Dr. Catherine Fichten avec la collaboration de NEADS (l'Association nationale des étudiant(e)s handicapé(e)s au niveau post-secondaire) Nous faisons une enquête à travers le Canada sur les technologies d'apprentissage informatiques adaptées et les étudiant(e)s ayant des incapacités de niveaux collégial et universitaire. Les buts de cette étude sont d'évaluer l'utilisation de ces technologies par les étudiant(e)s ayant divers types d'incapacités et de déterminer ce que sont leurs besoins et leurs préoccupations. Nous avons l'intention d'utiliser ces résultats pour faire des recommandations auprès des autorités.

Soyez assurés que toute l'information que vous fournirez demeurera confidentielle et que votre vie privée sera entièrement protégée.

Auriez-vous un moment pour répondre à quelques questions? Ça prendra à peu près 30 minutes. Est-ce que ça vous convient de répondre à mes questions au téléphone ou préféreriez-vous que l'on fasse l'entrevue d'une autre manière? Est-ce que ça vous dérange si j'enregistre notre entretien?

---



**0. CODES DE RECHERCHE**

- a. Numéro du (de la) répondant(e)
- b. Date d'aujourd'hui

**1. INFORMATION SUR LE CONTACT**

- a. Nom du (de la) répondant(e)
- b. Adresse et numéro de téléphone
- c. Adresse électronique

**2. DONNÉES DÉMOGRAPHIQUES**

- a. Genre
- b. Âge

**3. ÉTABLISSEMENT ÉDUCATIONNEL**

- a. Quel est le nom de l'établissement post-secondaire que vous fréquentez?
- b. Où est-elle située? (Ville, Province)
- c. Quel type d'établissement fréquentez-vous?

**4. QUALIFICATIONS**

- a. Quel type de diplôme recherchez-vous?
- b. Êtes-vous étudiant(e) à temps plein ou à temps partiel?
- c. Êtes-vous considéré(e) un(e) étudiant(e) de jour ou de soir?

**5. DOMAINE D'ÉTUDE**

Quel est votre domaine d'étude?

**6. IMPACT DES LIMITATIONS FONCTIONNELLES ET DES INCAPACITÉS**

Est-ce que vos incapacités vous limitent dans l'accomplissement de vos activités ou dans votre performance à l'école?

## 7. NATURE DES LIMITATIONS FONCTIONNELLES ET DES INCAPACITÉS

Nous nous intéressons à l'utilisation des technologies informatiques par les étudiant(e)s handicapé(e)s et nous avons besoin de mieux connaître la nature de vos incapacités afin de faire des liens entre les types d'incapacités qu'ont les étudiant(e)s et les technologies informatiques qu'ils utilisent.

- a. Quelles est la nature de vos incapacités?
- b. Depuis combien de temps avez-vous votre handicap/incapacité? Veuillez spécifier: la majorité de ma vie, récemment, ou entre les deux.
- c. Pour les fins de cette étude, j'ai besoin de classer votre handicap. Voici les différentes catégories:
  1. Avez-vous une déficience visuelle ?
  2. Êtes-vous sourd(e) ou avez-vous une autre déficience auditive?
  3. Avez-vous une limitation à la communication orale ?
  4. Avez-vous des troubles d'apprentissage?
  5. Utilisez-vous un fauteuil roulant ou avez-vous des limitations à la marche?
  6. Est-ce que vos incapacités résultaient d'un problème actuel de santé ou d'une maladie récente?
  7. Avez-vous des difficultés avec l'usage de vos bras ou de vos bras?
- d. Mises à part les technologies d'apprentissage, quelles aides techniques utilisez-vous?

## 8. TECHNOLOGIES INFORMATIQUES EN GÉNÉRALE

- a. En général, à quelle fréquence utilisez-vous des technologies informatiques, sur une échelle allant de 0 à 10, avec 0 correspondant à "Je n'utilise jamais ou presque jamais de technologies informatiques" et 10 "j'utilise très souvent des technologies informatiques"?
- b. Évaluez votre niveau général d'expertise dans l'utilisation des technologies informatiques sur une échelle allant de 0 "Je suis très mauvais(e) dans le domaines des technologies informatiques" à 10 "Je suis très fort(e) dans le domaine des technologies informatiques".
- c. Quel est votre niveau général d'aise avec les technologies informatiques sur une échelle allant de 0 à 10, avec 0 correspondant à " Je suis très mal à l'aise avec les technologies informatiques" et 10 "Je suis très à l'aise avec les technologies informatiques"?

## 9. DIFFICULTÉS À L'USAGE

Avez-vous des difficultés physiques avec ("Si vous utilisiez des technologies informatiques, est-ce que vous auriez des difficultés physiques avec) :

- a. l'utilisation d'un clavier d'ordinateur?
- b. l'utilisation d'un écran?
- c. l'utilisation d'une souris?
- d. l'utilisation d'une imprimante?
- e. la manipulation de disquettes?

## 10. UTILISATEURS / UTILISATRICES ACTUEL(ES)

- a1. Quelles technologies informatiques utilisez-vous présentement?
- a2. Est-ce que vous pouvez me dire pour quelle(s) raison(s) vous n'utilisez pas de technologies informatiques?
- b. Où utilisez-vous principalement ces technologies informatiques?
- c. À quoi vous sert chacune des technologies suivantes?

## 11. AVANTAGES & DÉSAVANTAGES

- a. (Utilisateurs/utilisatrices) Quelles sont, pour vous, les avantages et les désavantages d'utiliser des technologies informatiques?
- b. (Non-utilisateurs / non-utilisatrices) Quels pourraient-êtré, pour vous, les avantages et les désavantages d'utiliser des technologies informatiques?

## 12. COMMENT OBTENU

(Utilisateurs/utilisatrices)

- a. Qui a payé vos technologies informatiques?
- b. À qui appartiennent vos technologies informatiques?
- c. Y a-t-il des problèmes associés avec la personne/l'organisme à qui appartiennent ou qui a payé les technologies informatiques. Si oui, avez-vous des solutions face à ces problèmes?

## 13. APPRENTISSAGE DES TECHNOLOGIES

(Utilisateurs/utilisatrices)

- a. Comment avez-vous appris à utiliser vos technologies informatiques?
- b. Est-ce que cette méthode d'apprentissage a bien marché pour vous et sinon, quelle méthode aurait été meilleure?

## 14. AIDE

- a. Que faites-vous quand vous avez besoin d'aide avec vos technologies informatiques? (à la maison, à l'école, à la bibliothèque)
- b. Est-ce que ce type d'assistance fonctionne bien pour vous, et sinon, qu'est-ce qui pourrait être fait pour obtenir de l'aide plus facilement?

## 15. NOUVELLES TECHNOLOGIES INFORMATIQUES

Comment apprenez-vous que de nouvelles technologies informatiques pourraient vous être utiles?

## 16. LISTE DE SOUHAITS

- a. Avez-vous une liste de souhaits en ce qui concerne les technologies informatiques – qu'est-ce que vous aimeriez voir amélioré, changé, modifié, développé (...)?
- b. Qu'est-ce qui vous empêche d'obtenir les technologies informatiques que vous désirez et qu'est-ce qui pourrait être fait pour que vous obteniez certaines de ces technologies?

## 17. AUTRES SUJETS

- a. Quelle a été la plus grande perte de temps que vous ayez vécus ou que vous vivez en ce moment relativement à l'usage de vos technologies informatiques?
- b. Y a-t-il d'autres sujets qui sont pertinents pour vous par rapport aux technologies informatiques et que je n'ai pas soulevés? Si oui, lesquels?

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Nous avons complété l'entrevue. Merci de votre aide.

**Appendix 5**

**Phase II: Consent Form**



3040 Sherbrooke St. West  
Montreal, QC, Canada  
H3Z 1A4

(514) 931-8731  
Spring, 1998

### Informed Consent

1. The purpose of this Canada-wide grant funded investigation is to evaluate the use and the utility of computer technologies in the postsecondary education of students with disabilities.
2. I understand that I am asked to participate in a telephone interview to be scheduled at a time convenient to me. This interview will be concerned with computer, information and adaptive technologies in the postsecondary context. I understand that all information I provide will be kept strictly confidential and will not be used for any purposes other than this study.
3. I will be asked to allow the telephone interview to be tape recorded. The tapes will only be used to ensure that the most accurate information is transcribed by the interviewer. The tapes will be erased once the study is completed. I may request that my interview not be audiotaped. If I agree to be tape recorded, I may at any time request that the taping stop if I so desire.
4. I understand that I am free to ask any questions concerning the methodology of this study at any time. If for any reason I experience any discomfort or concern during my participation in this project, I understand I am free to discuss this with the project's directors, Dr. Catherine Fichten (514-931-8731 ext. 1546; e-mail: md71@musica.mcgill.ca) and Ms. Maria Barile (514-931-8731 ext. 1533; e-mail: mdb2@musica.mcgill.ca). I acknowledge that I am free to participate or not, and that I have the option of terminating my participation in this study at any time.
5. I understand that if results of this study are published, any information I provide will remain strictly confidential, and that my privacy will be completely protected. I understand that any statements I make will never be linked to either myself or to my institution.
6. I understand that by responding to the interview questions I agree to have the data I provide included in the study on the use and the utility of computer technologies in the post-secondary education of students with disabilities.

**Appendix 6**

**Phase II: Interview Questions**

**College And University Personnel  
Responsible For Providing Services To  
Students With Disabilities**

**English & French**

ph2serqe.doc December 7, 1998

**SERVICE PROVIDER INTERVIEW QUESTIONS**

Catherine S. Fichten, Jennison Asuncion, Darlene Judd, Maria Barile, Iris Alapin  
Adaptech Project  
Dawson College  
Montréal, Québec, Canada  
1998

My name is \_\_\_\_\_. I am part of a team of researchers from Dawson College in Montreal. We are conducting a Canada wide grant funded investigation on computer, information and adaptive technologies and their use by college and university students with disabilities. We are collaborating with the National Educational Association Of Disabled Students (NEADS) in this research. The goals of our study are to assess the use of these technologies by students with various disabilities as well as to determine what their main needs and concerns are.

We plan to use the results to make recommendations to decision makers. We are interested both in the perspectives of the students themselves, and the professionals who deliver specialized services at post-secondary institutions. This of course is why we are contacting you.

Who would be the best person to speak to - someone who oversees services for students with disabilities for the whole institution, not just one campus or disability group? We are attempting to get a global perspective of your institution.

All the information you provide will remain confidential, and your privacy will be completely protected. Any statements you make will never be linked to either yourself or your institution.

**ONCE A PERSON IS CHOSEN**

I would like to schedule a time with you to ask you a series of questions. It will take about 40 minutes.

**AT TIME OF INTERVIEW ASK**

Before I go any further I should ask, is it OK for you to answer these questions on the telephone or would you prefer to do the interview another way?

Would you mind if I audiotape our conversation?

---



**0. RESEARCH CODES**

- a. Participant number
- b. Today's date

**1. CONTACT INFORMATION**

- a. Respondent's name
- b. Telephone number and address
- c. E-mail address
- d. What is your job title in terms of providing services to students with disabilities at your institution?

**2. DEMOGRAPHICS**

Gender

**3. EDUCATIONAL INSTITUTION**

- a. What is the name of your post-secondary educational institution?
- b. What kind of educational institution is it?

**4. STATISTICS ON STUDENTS WITH DISABILITIES**

I would like to know how many students with disabilities attended your educational institution - all types of disabilities - within the last academic year.

## 5. COMPUTERS & SPECIFIC DISABILITIES

For the purposes of this study, we would like to know whether you have had students with the following disabilities at your institution.

- a. students who are totally blind
- b. Does your institution have any specialized computer technologies for them? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"
- c. students who are visually impaired/partially sighted
- d. Does your institution have any specialized computer technologies for them? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"
- e. students who are Deaf
- f. Does your institution have any specialized computer technologies for them? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"
- g. students who are hard of hearing
- h. Does your institution have any specialized computer technologies for them? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"
- i. students who have learning disabilities
- j. Does your institution have any specialized computer technologies for them? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"
- k. students who use a wheelchair or who have trouble walking
- l. Does your institution have any specialized computer technologies for them? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"
- m. students who have difficulty using their hands
- n. Does your institution make available any specialized computer technologies for these students? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"
- o. students with other disabilities
- p. Does your institution make available any specialized computer technologies for these students? Create a listing of the computer technologies. If necessary: "Who makes it / what kind?"

**6. INTERNET ACCESS**

- a. Does your institution provide Internet access for students?
- b. Are there adaptive computers with Internet access?

**7. CENTRALIZATION**

Is your specialized computer technology for students with disabilities centralized in one location or is it spread out among buildings and campuses?

**8. HOW OBTAINED**

- a. Who pays for the specialized computer technologies for students with disabilities at your institution?
- b. Are there any problems associated with how funding is obtained for specialized computer technologies for students with disabilities at your institution and if so, do you have any solutions to these problems?

**9. PURCHASING SPECIALIZED COMPUTER TECHNOLOGIES - DECISION MAKING PROCESS**

How are decisions made in your institution about what specialized computer technologies will be purchased for students with disabilities?

**10. HOURS OF ACCESS**

In general, can students with disabilities access the specialized computer technologies at your institution:

- a. during business hours
- b. during lunch
- c. in the evenings when institution is open
- d. on weekends when institution is open

**11. LOANING TECHNOLOGIES**

- a. Does your institution loan computers to students with disabilities?
- b. Tell me how your program works.

**12. ADVANTAGES & DISADVANTAGES**

What are the advantages and disadvantages of using computer technologies for students with disabilities?

**13. NON-USERS**

- a. Are there students with disabilities at your institution who could benefit from using computer technologies, but are not using them?
- b. What do you think are some of the reasons students do not use computer technologies - what reasons have students given for not using the technology?

**14. STAFF - LEARN TO USE**

- a. How do staff who oversee the specialized computer technology for students with disabilities learn to use this equipment?
- b. Does this method of learning work well for your staff and if not, what method might work better?

**15. STUDENTS - LEARN TO USE**

- a. How do students with disabilities learn to use computer technologies at your institution?
- b. Does this method of learning work well for students with disabilities and if not, what method might work better?

**16. NEW COMPUTER TECHNOLOGIES**

How do you find out about new computer technologies that could be useful to students with disabilities?

**17. WISH LIST**

- a. What is your computer technology "wish list" for students with disabilities (in your DSS office / specialized lab, in the library, elsewhere in the institution) - what would you like to see improved, changed, modified, developed, and so on?
- b. What prevents you from obtaining your computer technology "wish list" and what could be done to get you some of these items?

**18. OTHER ISSUES**

- a. In terms of computer accessibility for students with disabilities, what do you feel are the most successful and least successful aspects of your institution?
- b. What other computer technology issues are important to you that I have not asked you about?

---

We have completed the interview. Thank you for your help.

ph2serqf.doc 7 décembre, 1998

**QUESTIONS D'ENTREVUE POUR LES RÉPONDANT(E)S LOCAUX(LES)**

Catherine S. Fichten, Jennison Asunción, Darlene Judd, Maria Barile, Iris Alapin  
Projet Adaptech  
Collège Dawson  
Montréal, Québec, Canada  
1998

Je m'appelle \_\_\_\_\_. Je fais partie d'une équipe de chercheur(e)s du Collège Dawson à Montréal. Nous menons une enquête subventionnée à travers le Canada sur les technologies d'apprentissage informatiques adaptées et leur utilisation par les étudiant(e)s ayant des incapacités de niveaux collégial et universitaire. Cette étude se fait avec la collaboration de NEADS (l'Association nationale des étudiant(e)s handicapé(e)s de niveau post-secondaire). Les buts de cette étude sont d'évaluer l'utilisation de ces technologies par les étudiant(e)s ayant divers types d'incapacités et de déterminer ce que sont leurs besoins et leurs préoccupations.

Nous avons l'intention d'utiliser ces résultats pour faire des recommandations auprès des autorités. Nous nous intéressons aux perspectives respectives des étudiant(e)s eux-mêmes et celles des professionnel(le)s qui fournissent les services spécialisés dans les institutions post-secondaires. Ceci évidemment est la raison pour laquelle je vous contacte.

Quelle serait la meilleure personne à qui parler-de préférence la personne responsable des services offerts aux étudiant(e)s handicapé(e)s pour l'institution entière, et non pour un seul campus ou un seul sous-groupe de personnes handicapées? Nous tentons d'obtenir un portrait global de votre institution.

Soyez assurés que toute l'information que vous fournirez demeurera confidentielle et que votre vie privée sera entièrement protégée. Notez également qu'aucune affirmation que vous pourrez faire ne sera associée à vous personnellement ou encore à votre établissement.

**UNE FOIS LA PERSONNE CHOISIE**

J'aimerais fixer un rendez-vous avec vous pour vous posez une série de questions. L'entrevue durera à peu près 40 minutes.

**AU MOMENT DE L'ENTREVUE, DEMANDEZ**

Avant de commencer je devrais vous demander si ça vous convient de répondre à mes questions au téléphone ou préféreriez-vous que l'on fasse l'entrevue d'une autre manière?

Est-ce que ça vous dérange si j'enregistre notre entretien?

---

**0. CODES DE RECHERCHE**

- a. Numéro du (de la) répondant(e)
- b. Date d'aujourd'hui

**1. INFORMATION SUR LE CONTACT**

- a. Nom du (de la) répondant(e)
- b. Numéro de téléphone et adresse
- c. Adresse électronique
- d. Quel est le titre de votre position en terme des services que vous rendez aux personnes ayant des incapacités au sein de votre établissement?

**2. DONNÉES DÉMOGRAPHIQUES**

Genre

**3. ÉTABLISSEMENT ÉDUCATIONNEL**

- a. Quel est le nom de votre établissement post-secondaire?
- b. Quel type d'établissement est-ce que c'est?

**4. STATISTIQUES SUR LES ÉTUDIANT(E)S AYANT DES INCAPACITÉS**

J'aimerais savoir combien d'étudiant(e)s ayant des incapacités étaient inscrits à votre institution éducationnelle lors de la dernière année académique – tout les types de handicaps confondus.

## 5. INCAPACITÉS SPÉCIFIQUES ET TECHNOLOGIES

Pour les fins de cette étude, nous aimerions savoir si des étudiant(e)s ayant les incapacités suivantes sont inscrits à votre institution.

- a. des étudiant(e)s totalement non-voyant(e)s
- b. Est-ce que votre institution possède des technologies informatiques spécialisées/adaptées pour eux (elles)? Produites par qui / de quel genre?
- c. des étudiant(e)s qui ont une déficience visuelle / semi-voyant(e)
- d. Est-ce que votre institution possède des technologies informatiques spécialisées/adaptées pour eux (elles)? Produites par qui / de quel genre?
- e. des étudiant(e)s qui sont sourd(e)s
- f. Est-ce que votre institution possède des technologies informatiques spécialisées/adaptées pour eux (elles)? Produites par qui / de quel genre?
- g. des étudiant(e)s ayant une déficience auditive
- h. Est-ce que votre institution possède des technologies informatiques spécialisées/adaptées pour eux (elles)? Produites par qui / de quel genre?
- i. des étudiant(e)s ayant des troubles d'apprentissage
- j. Est-ce que votre institution possède des technologies informatiques spécialisées/adaptées pour eux (elles)? Produites par qui / de quel genre?
- k. des étudiant(e)s utilisant un fauteuil roulant ou des étudiant(e)s ayant des limitations à la marche?
- l. Est-ce que votre institution possède des technologies informatiques spécialisées/adaptées pour eux (elles)? Produites par qui / de quel genre?
- m. des étudiant(e)s ayant des difficultés avec l'usage de leurs mains
- n. Est-ce que votre institution possède certaines technologies informatiques spécialisées pour eux (elles)? Produites par qui / de quel genre?
- o. des étudiant(e)s ayant d'autres types de handicaps/d'incapacités?
- p. Est-ce que votre institution possède des technologies informatiques spécialisées/adaptées pour eux (elles)? Produites par qui / de quel genre?



## **6. ACCÈS À L'INTERNET**

- a. Est-ce que votre établissement post-secondaire fournit un accès à l'Internet?
- b. Y a-t-il des ordinateurs adaptés permettant l'accès à l'Internet?

## **7. CENTRALISATION**

Est-ce que les technologies informatiques adaptées pour les étudiant(e)s ayant des incapacités sont centralisées dans un lieu ou est-ce qu'elles sont dispersées parmi les divers immeubles ou campus de votre institution éducationnelle?

## **8. COMMENT OBTENUE**

- a. Qui paye les technologies informatiques spécialisées pour les étudiants ayant des incapacités dans votre établissement?
- b. Y a-t-il des problèmes associés à la méthode avec laquelle votre institution a obtenue les technologies informatiques spécialisées, et si tel est le cas, avez-vous des solutions à proposer face à ces problèmes?

## **9. ACHAT DES TECHNOLOGIES D'APPRENTISSAGE - LE PROCESSUS DE PRISE DE DÉCISION**

Comment est-ce que les décisions sont prises dans votre établissement quant au choix des technologies informatiques spécialisées qui seront achetées pour les étudiant(e)s handicapé(e)s?

## **10. HEURES D'ACCESSIBILITÉ**

En général, est-ce que les étudiant(e)s ayant des incapacités peuvent avoir accès aux technologies informatiques spécialisées dans votre établissement :

- a. pendant les heures régulières d'ouvertures?
- b. pendant les heures du dîner?
- c. en soirée lorsque l'établissement est ouvert?
- d. pendant les fins de semaine lorsque l'établissement est ouvert?

## **11. PRÊT DES TECHNOLOGIES**

- a. Est-ce que votre établissement prête des ordinateurs aux étudiant(e)s ayant des incapacités?
- b. Décrivez-moi comment votre programme fonctionne.

## **12. AVANTAGES ET DÉSAVANTAGES**

Quels sont, selon vous, les avantages et les désavantages des technologies informatiques pour les étudiant(e)s ayant des incapacités?

## **13. NON-UTILISATEURS / NON-UTILISATRICES**

- a. Y a-t-il des étudiant(e)s ayant des incapacités dans votre institution qui pourraient bénéficier des technologies d'apprentissage mais qui ne les utilisent pas?
- b. Quelles sont selon vous certaines des raisons pour lesquelles certains étudiant(e)s qui pourraient bénéficier des technologies d'apprentissages ne les utilisent pas – quelles raisons est-ce que les étudiant(e)s ont donné pour justifier leur non-utilisation de ces technologies?

## **14. PERSONNES RESSOURCES - APPRENTISSAGE DES TECHNOLOGIES**

- a. Comment est-ce que les personnes en charge des technologies informatiques spécialisées pour les étudiant(e)s ayant des incapacités apprennent à utiliser cet équipement?
- b. Est-ce que cette méthode d'apprentissage fonctionne bien pour vos employé(e)s et sinon, quelle méthode pourrait mieux fonctionner?

## **15. ÉTUDIANT(E)S - APPRENTISSAGE DES TECHNOLOGIES**

- a. Comment est-ce que les étudiants ayant des incapacités apprennent à utiliser les technologies informatiques adaptées dans votre établissement?
- b. D'après-vous, est-ce que cette méthode d'apprentissage fonctionne bien pour les étudiant(e)s handicapé(e)s et sinon, quelle méthode pourrait mieux marcher?

## **16. NOUVELLES TECHNOLOGIES INFORMATIQUES**

Comment apprenez-vous que de nouvelles technologies informatiques pourraient être utiles pour les étudiant(e)s ayant des incapacités?

## **17. LISTE DE SOUHAITS**

- a. Quelle est votre liste de souhaits en ce qui relève des technologies informatiques pour les étudiant(e)s ayant des incapacités (dans votre bureau d'aide aux étudiant(e)s handicapé(e)s/laboratoire spécialisé, à la bibliothèque, ailleurs dans votre institution) – qu'est-ce que vous aimeriez voir amélioré, changé, modifié, développé (...)?
- b. Qu'est-ce qui vous empêche d'obtenir les items sur votre liste de souhaits et qu'est-ce qui pourrait être fait pour que vous les obteniez?

**18. AUTRES SUJETS**

- a. En terme d'accessibilité des technologies informatiques pour les étudiant(e)s ayant des incapacités, quels sont les aspects les mieux réussis et les moins réussis dans votre institution?
- b. Y a-t-il d'autres sujets qui sont pertinents pour vous par rapport aux technologies informatiques que je n'ai pas soulevés, si oui lesquels?

---

Nous avons complété l'entrevue. Merci pour votre collaboration.

**Appendix 7**

**Phase II: Students' Responses  
Concerning How Their  
Disabilities/Impairments Affect Their  
Lives At School**

## **How Students' Disabilities Affect Their Lives At School: Phase II Responses**

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### **Material Based Assistance**

- *I can't read overheads; get notes from other students or talk to profs; can't read from blackboard so I get notes from other students or the prof; extra time for exams*
- *If I don't have the right equipment then it will affect how I perform*
- *I can't keep up with assigned readings; I need extensions on papers and exams; catalogues in library are too small to read*

### **Identification Of Problems**

- *Everything takes longer (studying); I have less energy; extra time for exams*
- *Hard to recognise speech when one talks with accents; large groups are difficult; seminar classes are not accessible due to lack of technology; background noise in computer labs is distracting - it's difficult to have a conversation; I have to be careful in library because I speak loudly; profs/tutorial or lab advisor are difficult to understand due to their language accent*

### **Academic Difficulties And Time**

- *Difficulty retaining information because of LD; hard to decipher what notes are important to take so I would "write a book"; difficulty understanding questions on exams; extra time for exams; feel pressure when writing exams because instructors didn't always know about LD (learning disability) and I didn't always get extra time; I lose marks on spelling in class tests - this makes me more anxious*
- *Takes me longer to take my books out of my bag; I get my notes from other people because I can't write; I orally tell scribe what to write when I am doing an exam; because I have to arrange transportation to and from school I cannot attend any activities on short notice*
- *Difficulty with spelling, math, reading lists of words; difficulty keeping up with taking notes off blackboard - they write faster than I write because my spelling is poor and it takes me longer to write; sometimes I jump around sentences when I copy off the board*
- *Trouble reading and writing; misread things including chemicals in lab when doing experiments - this could result in someone getting hurt*
- *Lots of material to learn and memorising for tests is difficult - I don't retain a lot of what I read*
- *I am ADD (since two months); I have carpal tunnel syndrome; I can't retain what I am reading; can't apply what I am learning; I can't write long-term; I finger type; can't write fast enough to get important info and can't remember it to write later; can't sit for long periods of time without proper back support due to back injury; back and wrists flare up at the same time*
- *Do not have time to join clubs because it takes all my time to do school work; worked twice as hard at thinking; poor note taking - I don't always understand my notes- hard to keep up with what the teacher is saying*
- *Some days I can't read; 7 years ago I was completely illiterate; poor math skills; reading at grade 3 level; comprehension is way above grade 3 when I read (100%); I read at a context level - if I don't know the context before reading I get 60-70% of the information; carpal tunnel syndrome (use braces); I am outspoken and that turns people off; I can't judge distance so I generally get in people's faces (spatial problems); try too hard to make friends (self conscious because of my disability); family life and social life suffer because I am constantly studying*
- *I have difficulty copying off the overheads and blackboard; difficulty reading textbooks*

- *Have a learning disability and find it hard to work and go to school at the same time; difficult to participate in extra-curricular activities; need extra time to complete assignments; I need understanding from professors and classmates*
- *Takes me twice as long to do my work; hard to take part in study groups because I can't follow conversations because I have to lip read*

### **Non-Academics**

- *I can't do gym because of functional disability in hands; have note takers; write essay tests on computer*
- *Can't participate in a lot of sports; getting around is hard because I am at a big campus with lots of little places to go*
- *I can't take part in certain forums at school because the material is in print form*

### **People Assistance**

- *Friends walk me from class to class; friends walk me back to my apartment; do exams orally; do exams in Braille; someone comes to the library with me to help me do research and look up info on databases*
- *Je suis aveugle et dans mes laboratoires d'anatomie ou en biomechanique c'est beaucoup plus difficile pour moi puisque c'est très visuel; par exemple, en anatomie, comme je ne vois pas les muscles comme tout le monde, il faut que j'aïlle les palper et que quelqu'un m'aide; a la bibliothèque aussi j'ai de la difficulté parce que je ne peux pas faire de recherches seul (ex., sur Medline) alors j'ai toujours besoin d'un accompagnateur; enfin, dans les études tout me prend plus longtemps à faire que les autres étudiants - si je mets le temps supplémentaire mes notes sont bonnes mais ça fait plus de travail qu'un autre étudiant pour le même résultat*
- *Pas de documentation faites pour moi à la bibliothèque; besoin d'assistance-guide*
- *Ça me limite pour l'écriture la lecture; j'ai besoin d'un professeur particulier pour m'aider avec mes travaux*
- *Wait for people to take me where I need to get around the school; notetakers; tutors; large print; books on tape; I don't take part in anything at school other than classes; many students are writing exams at the same time and I can't concentrate with others in the room because my hearing is acute*

### **Environmental Issues**

- *Materials read on tape was an issue; difficulty accessing the internet; math equations were difficult for computer (for the speech package to properly read them); I was given an office because of speech on computer because it would disturb other students; I have to wait for material to be put on tape; oral exams; behind other students all the time; have to study much longer hours; have to be very organized - I felt like an administrator; performed equally with others but worked twice as hard; difficulty concentrating; tired at times; tape some lectures; teachers did not always say what was written on the blackboard; some teachers who primarily spoke other languages were difficult to understand; always a distinction no matter how hard you tried and succeeded; always having to prove myself*

- *More time on tests; use computers during exams with an instructor present; use spell check; use grammar check; type assignments on computers; have a proofer - someone who checks my work; note taker; tutor which I pay for*
  - *Books too high on shelves in library; elevator too narrow - I get stuck; rent hotel rooms because there are no housing arrangements for students who live far and don't need to be at school all the time; difficulty writing - can't take notes in class by hand; home library because I can't get help on the spur of the moment or travel so far all the time to go to school library; use lap top to take notes; difficulty hearing instructor or questions from students; can't put hearing aid in due to problem with fingers; miss info in large groups*
  - *Some doors are hard to open; one elevator in school and it's a long way to get to it*
  - *Visual impairment makes it difficult to get materials for researching essays; being deaf makes it difficult to hear what the lecturer is saying; if a classroom or any area of school is not accessible for a wheelchair then what am I to do? most student clubs are inaccessible due to long steep stairs*
  - *Try to find out if books for school are on tape ahead of time; I have gone to the publisher and once received a copy of the book on disk; did math problems on Braille then had it transcribed into print for teacher or read it to them orally or did work on tape; for math hired students who would read solution sets onto tape for me; chemistry lab partner did experiments and explained what was going on; could not do microscope work in biology lab; go with someone to consult references*
-

**Appendix 8**

**Phase III: Student Questionnaire  
Packages**

**Cover Letter, Consent Form,  
Questionnaire**

**English & French**





3040 Sherbrooke St. West  
Montreal, QC, Canada  
H3Z 1A4

Winter, 1999

Dear Current or Former Student

We know that computers and the internet are changing teaching and learning in postsecondary education. To help us better understand some of the changes and the ways in which these affect students with disabilities, we would appreciate if you would take the time to complete and return this survey.

**Whether you use a computer or not, we are interested in your views and experiences.** The goal of our research is not only to describe what is currently happening but also to help in decision making that ensures that new policies, software and hardware reflect the needs and concerns of college and university students with disabilities.

The survey is also your opportunity to make your feelings known to the people who make decisions about equipment for students with disabilities, including service providers at your college or university. As you will read on the enclosed "Informed Consent" document, your responses will remain anonymous. If you are interested, we can also send you a report about the findings. This will give you an idea about what others are doing and thinking and may help you advocate for better funding.

This research is being carried out in partnership with the National Educational Association of Disabled Students (NEADS). In addition, the Quebec Association of Disabled Students in Post-Secondary Education (AQEHPS) is also associated with our research team. In addition, large numbers of service providers across Canada are helping us distribute questionnaires to students.

This survey is available in regular and large print, audio tape, Braille and disk (IBM and Mac). If you prefer an alternate format or if you are missing the self-addressed stamped envelope, please phone our Help Desk collect at (514) 488-2376 Monday through Thursday from 6 P.M. to midnight and Sundays from 3 P.M. to midnight Eastern time. You can also e-mail us at: [adaptech@concordia.ca](mailto:adaptech@concordia.ca).

**Please return the questionnaire 2 weeks after you receive it.**

Thank you.

Catherine S. Fichten, Ph.D.  
514-931-8731 #1546 (tel)  
514-340-7507 (fax)  
[md71@musica.mcgill.ca](mailto:md71@musica.mcgill.ca)

Maria Barile, M.S.W.  
514-931-8731 #1533 (tel)  
514-340-7507 (fax)  
[mdb2@musica.mcgill.ca](mailto:mdb2@musica.mcgill.ca)

Jennison Asuncion, B.A.  
514-931-8731 #1533 (tel)  
514-340-7507 (fax)  
[j\\_asunc@alcor.concordia.ca](mailto:j_asunc@alcor.concordia.ca)

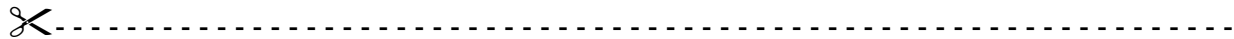


3040 Sherbrooke St. West  
Montreal, QC, Canada  
H3Z 1A4

Winter, 1999

**Informed Consent: Adaptech Project**

- 1. The purpose of this Canada-wide grant funded investigation is to evaluate the use and the utility of computer technologies in the postsecondary education of students with disabilities.
- 2. I understand that I am asked to participate in this study by completing a brief questionnaire in a format suitable for me. I understand that if I prefer an alternate format or if I am missing the self-addressed stamped envelope, I can phone the Help Desk collect at (514) 488-2376 Monday through Thursday from 6 P.M. to midnight and Sundays from 3 P.M. to midnight Eastern time or I can e-mail the researchers at [adaptech@concordia.ca](mailto:adaptech@concordia.ca) .
- 3. This questionnaire is concerned with computer, information and adaptive technologies in the postsecondary context. I understand that my name will not appear on any questionnaires, that my participation is completely anonymous, and that all information I provide will be kept strictly confidential and will not be used for any purposes other than this study.
- 4. I understand that I am free to ask any questions concerning the methodology of this study at any time. If for any reason I experience any discomfort or concern during my participation in this project, I understand I am free to discuss this with the project's directors, Dr. Catherine Fichten (514-931-8731 ext. 1546; e-mail: [md71@musica.mcgill.ca](mailto:md71@musica.mcgill.ca)) and Ms. Maria Barile (514-931-8731 ext. 1533; e-mail: [mdb2@musica.mcgill.ca](mailto:mdb2@musica.mcgill.ca)). I understand that I am free to participate or not, and that I have the option of terminating my participation in this study at any time.
- 5. I understand that if results of this study are published, any information I provide will remain strictly confidential, and that my privacy will be completely protected. I understand that any statements I make will never be linked to either myself or to my institution.
- 6. I understand that by responding to the questionnaire I agree to have the data I provide included in the study on the use and the utility of computer technologies in the post-secondary education of students with disabilities.



**Send Copy of Findings**

If you want a copy of the findings (6 months to 1 year from now) please send us the following information. If you want to know more about the National Educational Association of Disabled Students (NEADS), indicate this also. *Please separate this form from the survey.*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-Mail: \_\_\_\_\_

Preferred format and language: \_\_\_\_\_

Information about the National Educational Association of Disabled Students: \_\_\_\_\_

## ADAPTECH PROJECT COMPUTER AND INFORMATION TECHNOLOGIES SURVEY OF POSTSECONDARY STUDENTS WITH DISABILITIES

Dawson College, Montreal, Quebec Canada H3Z 1A4  
1999

**Help Desk.** *If you have any problems or questions, feel free to call our Help Desk collect at (514) 488-2376 Monday through Thursday from 6 P.M. to midnight and Sundays from 3 P.M. to midnight Eastern time. You can also e-mail your questions to [adaptech@concordia.ca](mailto:adaptech@concordia.ca).*

1. Are you female or male? Check one.     female     male
2. How old are you? \_\_\_\_\_
3. Which language do you speak more often? Check one.     English     French
4. What province/territory are you considered a resident of? (e.g., for voting, income tax - if you are an international student, specify country) \_\_\_\_\_
5. What is the name of your educational institution and where is it located?  
Name of institution: \_\_\_\_\_  
City: \_\_\_\_\_ Province/Territory: \_\_\_\_\_
6. What is your field of study? \_\_\_\_\_
7. Which of the following are you currently pursuing? **Choose only one.**  
 a. college certificate/diploma  
 b. university degree  
 c. I have not been a student since 19\_\_\_\_ (specify year)  
 d. other (e.g., just taking courses) - specify situation: \_\_\_\_\_
8. We would like to know what disabilities / impairments you have and how long you have had them. Please place a number beside **all that apply** from the list below using a 3-point scale as follows:  
**1 = all or most of my life (before age 10)**  
**2 = part of my life**  
**3 = recent (past 3 years)**  
For example, if you have been totally blind all of your life, you would write 1 in the space before item a.  
 a. totally blind  
 b. visually impaired / partially sighted  
 c. Deaf  
 d. hearing impaired / hard of hearing  
 e. speech or communication impaired  
 f. learning disabled  
 g. wheelchair user  
 h. mobility impaired (e.g., walk with difficulty, use a cane)  
 i. difficulty using hands/arms  
 j. health or medically related impairment (e.g., diabetes)  
 k. psychological or psychiatric disability  
 l. other (specify impairment / disability) \_\_\_\_\_

9. Please check yes or no for **all** items.

**At home I use:**

- a. a desktop computer \_\_\_\_ yes \_\_\_\_ no
- b. a laptop computer \_\_\_\_ yes \_\_\_\_ no
- c. adaptive computer hardware (e.g., Braille display) \_\_\_\_ yes \_\_\_\_ no
- d. adaptive software (e.g., software that enlarges what is on the screen) \_\_\_\_ yes \_\_\_\_ no
- e. the internet \_\_\_\_ yes \_\_\_\_ no
- f. other computer technology \_\_\_\_ yes \_\_\_\_ no (specify technology) \_\_\_\_\_

10. Please check **all** items that apply.

**I don't have the following technologies at home, but wish I did:**

- a. a desktop computer \_\_\_\_
- b. a laptop computer \_\_\_\_
- c. adaptive computer hardware (e.g., Braille display) \_\_\_\_
- d. adaptive software (e.g., software that enlarges what is on the screen) \_\_\_\_
- e. the internet \_\_\_\_
- f. other computer technology \_\_\_\_ (specify technology) \_\_\_\_\_

11. Please check yes or no for **all** items.

**At my educational institution I have used:**

- a. desktop computer \_\_\_\_ yes \_\_\_\_ no
- b. a laptop computer \_\_\_\_ yes \_\_\_\_ no
- c. adaptive computer hardware (e.g., Braille display) \_\_\_\_ yes \_\_\_\_ no
- d. adaptive software (e.g., software that enlarges what is on the screen) \_\_\_\_ yes \_\_\_\_ no
- e. the internet \_\_\_\_ yes \_\_\_\_ no
- f. other computer technology \_\_\_\_ yes \_\_\_\_ no (specify technology) \_\_\_\_\_

12. Please check **all** items that apply.

**I have had no access to the following technologies at my educational institution, but wish I did:**

- a. a desktop computer \_\_\_\_
- b. a laptop computer \_\_\_\_
- c. adaptive computer hardware (e.g., Braille display) \_\_\_\_
- d. adaptive software (e.g., software that enlarges what is on the screen) \_\_\_\_
- e. the internet \_\_\_\_
- f. other computer technology \_\_\_\_ (specify technology) \_\_\_\_\_

13. **Rate your level of agreement with the statements listed below.** Refer to your current situation. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree.

- 1 = strongly disagree**
- 2 = somewhat disagree**
- 3 = slightly disagree**
- 4 = slightly agree**
- 5 = somewhat agree**
- 6 = strongly agree**

- \_\_\_\_\_ a. In general, I rarely use computer technologies.
- \_\_\_\_\_ b. In general, I consider my level of expertise with computer technologies to be very good.
- \_\_\_\_\_ c. Computer technologies that meet my needs are unavailable to me.
- \_\_\_\_\_ d. Getting my work done more easily is important to me.
- \_\_\_\_\_ e. I am a person who dislikes computers.
- \_\_\_\_\_ f. There are opportunities for me to learn how to use computer technologies.
- \_\_\_\_\_ g. Computer technologies are inadequate in meeting my needs effectively (e.g., too inaccurate or slow).
- \_\_\_\_\_ h. I do not plan to become more knowledgeable about computers.
- \_\_\_\_\_ i. What friends think about computers is unimportant to me.
- \_\_\_\_\_ j. When I have problems with my computer technologies, I can get help easily.
  
- \_\_\_\_\_ k. Computers crash often.
- \_\_\_\_\_ l. Computer technologies I need cost too much.
- \_\_\_\_\_ m. I think working efficiently on computers is unimportant.
- \_\_\_\_\_ n. Using computer technologies effectively is likely to help me get my work done more easily.
- \_\_\_\_\_ o. Friends don't think using computers is helpful.
- \_\_\_\_\_ p. In general, there are good computer facilities for me to use.
- \_\_\_\_\_ q. I can comfortably use computer technologies if I need to.
- \_\_\_\_\_ r. There are people available to show me how to use computer technologies.
- \_\_\_\_\_ s. My friends think I should use computer technologies.
- \_\_\_\_\_ t. In general, my financial situation allows me to meet my needs.
- \_\_\_\_\_ u. Overall, I am very dissatisfied with my experiences with computers.

14. Rate your level of agreement with the statements listed below. Use the six-point scale above, with 1 equalling strongly disagree, and 6 equalling strongly agree. Please do not leave any items blank. If an item is not applicable to you, write 9 in the space provided.

Please indicate the product names if you know them.

***The following adaptive computer technologies are/could be useful in getting my work done:***

- \_\_\_\_\_ a. a screen reader (software that reads what's on the screen) - product name: \_\_\_\_\_
- \_\_\_\_\_ b. software that enlarges what is on the screen - product name: \_\_\_\_\_
- \_\_\_\_\_ c. a scanner - product name: \_\_\_\_\_
- \_\_\_\_\_ d. Braille translation software - product name: \_\_\_\_\_
- \_\_\_\_\_ e. a portable note taking device (not referring to a laptop) - product name: \_\_\_\_\_
- \_\_\_\_\_ f. a large screen monitor - product name: \_\_\_\_\_
- \_\_\_\_\_ g. a Braille printer - product name: \_\_\_\_\_
- \_\_\_\_\_ h. a spell checker / grammar checker - product name: \_\_\_\_\_
- \_\_\_\_\_ i. other specialized software for learning disabilities (e.g., word prediction) - product name: \_\_\_\_\_
- \_\_\_\_\_ j. keyboard adaptations (e.g., "sticky keys") - product name: \_\_\_\_\_
- \_\_\_\_\_ k. mouse adaptations (e.g., head mouse, track ball) - product name: \_\_\_\_\_
- \_\_\_\_\_ l. dictation software (voice recognition software that types what you say) - product name: \_\_\_\_\_
- \_\_\_\_\_ m. voice control software (you give voice commands like "file," "open," - e.g., VoicePad) - product : \_\_\_\_\_
- \_\_\_\_\_ n. having material available in electronic format (e.g., books, hand-outs)
- \_\_\_\_\_ o. other (specify adaptive hardware / software and product name) \_\_\_\_\_

15. Which of the following suggestions would you like to make to adaptive computer hardware and software companies? **Check 5 of the 12** suggestions listed below that are most important to you.

- a. provide student discounts \_\_\_\_\_
- b. provide trial periods \_\_\_\_\_
- c. make product more user friendly \_\_\_\_\_
- d. provide better technical support \_\_\_\_\_
- e. ensure that advertising reaches students with disabilities \_\_\_\_\_
- f. make adaptive hardware and software less expensive to purchase \_\_\_\_\_
- g. make manuals/tutorials available in alternative formats \_\_\_\_\_
- h. make manuals/tutorials easier to understand \_\_\_\_\_
- i. when designing a piece of hardware or software, include accessibility features for a variety of users with disabilities \_\_\_\_\_
- j. provide grants to educational institutions to purchase equipment \_\_\_\_\_
- k. provide training \_\_\_\_\_
- l. other (specify suggestion) \_\_\_\_\_

16. **Do you use a computer?** \_\_\_\_ yes \_\_\_\_ no

If you answered "YES," skip the rest of this question and go to number 17.

If you answered "NO," rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. Please do not leave any items blank. If an item is not applicable to you, write 9 in the space provided.

- 1 = strongly disagree**
- 2 = somewhat disagree**
- 3 = slightly disagree**
- 4 = slightly agree**
- 5 = somewhat agree**
- 6 = strongly agree**

***I do not use a computer because:***

- \_\_\_\_\_ a. it is unavailable to me
- \_\_\_\_\_ b. it costs too much
- \_\_\_\_\_ c. I am not interested in using it
- \_\_\_\_\_ d. it is too difficult to learn
- \_\_\_\_\_ e. it is too expensive to maintain
- \_\_\_\_\_ f. I don't know how to use it
- \_\_\_\_\_ g. the technology makes me anxious
- \_\_\_\_\_ h. I am uncertain about where to buy it
- \_\_\_\_\_ i. adaptive technology I need to access a computer works poorly for me
- \_\_\_\_\_ j. It is impossible for me to get it through a government program or an educational institution lending program
- \_\_\_\_\_ k. available computers don't have appropriate adaptive hardware/software on them
- \_\_\_\_\_ l. other (specify reason) \_\_\_\_\_

IF YOU <b>DO NOT USE</b> A COMPUTER, GO TO THE LAST QUESTION, NUMBER 29. IF YOU <b>DO USE</b> ONE, CONTINUE WITH THE NEXT QUESTION.
--

17. Please check yes or no for **all** items.

**What type of computer do you use?**

- a. IBM compatible  yes  no
- b. Macintosh  yes  no
- c. other type of computer  yes  no (if you answered yes, specify type) \_\_\_\_\_

18. Please check yes or no for **all** items.

**I have used a computer:**

- a. at home  yes  no
- b. during class lectures (e.g., writing lecture notes, in-class assignments)  yes  no
- c. in the library (e.g., doing assignments on a computer located in the library)  yes  no
- d. in a Disabled Student Services Office / specialized lab  yes  no
- e. in a computer lab  yes  no
- f. at work  yes  no
- g. elsewhere  yes  no (specify location) \_\_\_\_\_

19. **Approximately** how much time during a typical school week have you spent:

- a. using **a computer** - **not** including time spent on the internet (number of hours per week) \_\_\_\_\_
- b. using **the internet** (number of hours per week) \_\_\_\_\_

20. **Do you use the internet?**  yes  no

If you answered "YES," skip the rest of this question and go to number 21.

If you answered "NO," rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. If an item is not applicable to you, write 9 in the space provided.

- 1 = strongly disagree**
- 2 = somewhat disagree**
- 3 = slightly disagree**
- 4 = slightly agree**
- 5 = somewhat agree**
- 6 = strongly agree**

**I do not use the internet because:**

- \_\_\_\_\_ a. it costs too much
- \_\_\_\_\_ b. I have no access to a computer that is equipped to go on-line
- \_\_\_\_\_ c. the available browser / e-mail program (e.g., Netscape, Eudora) does not work well for me
- \_\_\_\_\_ d. it is unavailable in my area
- \_\_\_\_\_ e. I am not interested in using it
- \_\_\_\_\_ f. some features of web sites are inaccessible to me
- \_\_\_\_\_ g. it is not available at school
- \_\_\_\_\_ h. it ties up the phone line
- \_\_\_\_\_ i. other (specify reason) \_\_\_\_\_

IF YOU <b>DO NOT USE</b> THE INTERNET, SKIP THE NEXT QUESTION, AND GO TO NUMBER 22. IF YOU <b>DO USE</b> THE INTERNET, CONTINUE WITH THE NEXT QUESTION.
--

21. Rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. If an item is not applicable to you, write 9 in the space provided.

- 1 = strongly disagree
- 2 = somewhat disagree
- 3 = slightly disagree
- 4 = slightly agree
- 5 = somewhat agree
- 6 = strongly agree

***I use the internet for:***

- \_\_\_\_\_ a. doing research
- \_\_\_\_\_ b. e-mailing friends/family
- \_\_\_\_\_ c. entertainment
- \_\_\_\_\_ d. accessing library materials
- \_\_\_\_\_ e. looking for a job
- \_\_\_\_\_ f. taking courses on-line
- \_\_\_\_\_ g. e-mailing my professors
- \_\_\_\_\_ h. participating in listservs/news groups
- \_\_\_\_\_ i. participating in chat rooms
- \_\_\_\_\_ j. banking/shopping
- \_\_\_\_\_ k. getting software / updates / demos
- \_\_\_\_\_ l. other (specify activity) \_\_\_\_\_

22. Did you take advantage of a government program to obtain a computer or adaptive computer technologies? \_\_\_ yes \_\_\_ no

If you answered " YES," skip the rest of this question and go to number 23.

If you answered "NO," rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. Please do not leave any items blank. If an item is not applicable to you, write 9 in the space provided.

***I did not take advantage of a government program to obtain a computer or adaptive computer technologies (e.g., Braille display, software that enlarges the screen) because:***

- \_\_\_\_\_ a. there were too many restrictions
- \_\_\_\_\_ b. my own /my family's income was too high for me to qualify
- \_\_\_\_\_ c. my disability was excluded by existing programs
- \_\_\_\_\_ d. the waiting period was too long
- \_\_\_\_\_ e. I did not want to take the required evaluation
- \_\_\_\_\_ f. I was unaware that there were any programs out there for me
- \_\_\_\_\_ g. I / my family preferred to buy the equipment I needed
- \_\_\_\_\_ h. the process for applying was too complicated
- \_\_\_\_\_ i. the equipment I need was unavailable through existing programs
- \_\_\_\_\_ j. other (specify reason) \_\_\_\_\_

IF YOU **DID NOT TAKE ADVANTAGE** OF A GOVERNMENT PROGRAM, SKIP THE NEXT QUESTION, AND GO TO NUMBER 24.

IF YOU **DID TAKE ADVANTAGE** OF A GOVERNMENT PROGRAM, CONTINUE WITH THE NEXT QUESTION.



23. Rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. Please do not leave any items blank. If an item is not applicable to you, write 9 in the space provided.

***My experience with a government program has been that:***

- \_\_\_\_\_ a. there were many restrictive rules and regulations
- \_\_\_\_\_ b. I had no say in what hardware/software I received
- \_\_\_\_\_ c. the equipment I received met my needs
- \_\_\_\_\_ d. I received excellent training on the technology
- \_\_\_\_\_ e. the waiting period was very long
- \_\_\_\_\_ f. the program's documentation was unavailable in a format I could read myself (e.g., no large print or tape)
- \_\_\_\_\_ g. the program was flexible in meeting my needs
- \_\_\_\_\_ h. contacting the necessary people to discuss my needs was easy
- \_\_\_\_\_ i. the process for applying was complicated
- \_\_\_\_\_ j. the equipment I received was up-to-date
- \_\_\_\_\_ k. the evaluation process was unpleasant
- \_\_\_\_\_ l. other (specify experience) \_\_\_\_\_

24. **Do you have a computer that you use at home?** \_\_\_ yes \_\_\_ no

If you answered " NO," skip the rest of this question and go to number 25.

If you answered "YES", answer the rest of the question.

***How did you get your computer and/or your adaptive computer technologies as a student?***

Check **all** that apply.

- a. through the Federal Government \_\_\_\_\_ (specify name of program) \_\_\_\_\_
- b. through the Provincial Government \_\_\_\_\_ (specify name of program) \_\_\_\_\_
- c. through a foundation/organization \_\_\_\_\_ (e.g., Kiwanis Club, Neil Squire Foundation - specify name of foundation / organization) \_\_\_\_\_
- d. by borrowing it from my family/friends \_\_\_\_\_
- e. from my family who bought it for me \_\_\_\_\_
- f. by buying it myself \_\_\_\_\_
- g. through my educational institution's lending program \_\_\_\_\_
- h. other \_\_\_\_\_ (specify how you obtained it) \_\_\_\_\_

25. Rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. Please do not leave any items blank. If an item is not applicable to you, write 9 in the space provided.

***Computer technologies cause problems for me because:***

- \_\_\_\_\_ a. they are difficult to learn
- \_\_\_\_\_ b. they cost too much to buy
- \_\_\_\_\_ c. using them causes me physical discomfort
- \_\_\_\_\_ d. they are frustrating / difficult to use
- \_\_\_\_\_ e. they crash
- \_\_\_\_\_ f. they need to be repaired often
- \_\_\_\_\_ g. there are hardware and software compatibility problems (e.g., document saved on one computer does not work on another)
- \_\_\_\_\_ h. they are inadequate in meeting my needs
- \_\_\_\_\_ i. they have to be upgraded continuously
- \_\_\_\_\_ j. they make me dependent on them
- \_\_\_\_\_ k. computer labs where my courses are held lack suitable adaptations for me (e.g., no dictation software)
- \_\_\_\_\_ l. manufacturers fail to support their products
- \_\_\_\_\_ m. there are few opportunities for training on adaptive technologies
- \_\_\_\_\_ n. other (specify problem) \_\_\_\_\_

26. Rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. Please do not leave any items blank. If an item is not applicable to you, write 9 in the space provided.

***I have had problems using computers at my educational institution because:***

- \_\_\_\_\_ a. using computer technology in class is disruptive (e.g., too noisy)
- \_\_\_\_\_ b. my schedule and the hours of access to computers have been incompatible
- \_\_\_\_\_ c. the computer programs I use at home are unavailable at my educational institution
- \_\_\_\_\_ d. there has been insufficient technical support available to me
- \_\_\_\_\_ e. using computer technologies in class makes me stand out
- \_\_\_\_\_ f. computer labs/adaptive center have always been full
- \_\_\_\_\_ g. there has been a lack of suitable adaptive technology for my disability
- \_\_\_\_\_ h. I have received insufficient training on existing adaptive technology
- \_\_\_\_\_ i. other (specify problem) \_\_\_\_\_

27. Do you **need** any special adaptations to use a computer? \_\_\_\_ yes \_\_\_\_ no

If you answered "NO," skip the next question and go to the last one, number 29.

If you answered "YES," go to the next question, number 28.

28. Do you **use** adaptive computer hardware or software? \_\_\_\_ yes \_\_\_\_ no

If you answered "YES," skip the rest of this question and go to the last one, number 29.

If you answered "NO," rate your level of agreement with each of the statements below. Use a 6-point scale with 1 equalling strongly disagree, and 6 equalling strongly agree. Please do not leave any items blank. If an item is not applicable to you, write 9 in the space provided.

***I do not use adaptive hardware/software (e.g., Braille display, software that enlarges what's on the screen) because:***

- \_\_\_\_\_ a. it is unavailable to me
- \_\_\_\_\_ b. it costs too much
- \_\_\_\_\_ c. I am not interested in using it
- \_\_\_\_\_ d. it is too difficult to learn
- \_\_\_\_\_ e. it is too expensive to maintain
- \_\_\_\_\_ f. I don't know how to use it
- \_\_\_\_\_ g. the technology makes me anxious
- \_\_\_\_\_ h. I am uncertain about where to buy it
- \_\_\_\_\_ i. adaptive technology I need to use a computer works poorly for me
- \_\_\_\_\_ j. it is impossible for me to get it through a government program or an educational institution lending program
- \_\_\_\_\_ k. available computers don't have appropriate adaptive hardware/software on them
- \_\_\_\_\_ l. other (specify reason) \_\_\_\_\_

29. Please let us know if there are other computer technology issues that are important to you that we have not asked about. Also, put any comments about this questionnaire here.

**MANY THANKS FOR HELPING US WITH THIS STUDY!**



3040, rue Sherbrooke Ouest  
Montréal (Québec) Canada  
H3Z 1A4

Hiver, 1999

Cher étudiant actuel ou ancien

Nous savons que les ordinateurs et l'Internet changent l'enseignement et l'apprentissage au niveau de postsecondaire. Afin de nous aider à mieux comprendre certains des changements et comment ces derniers affectent les étudiants ayant des incapacités, nous apprécierions que vous preniez le temps de compléter et retourner ce questionnaire.

**Que vous utilisiez ou non un ordinateur, nous nous intéressons à vos opinions et expériences.**

Le but de notre recherche est non seulement de décrire l'état actuel des choses, mais aussi de contribuer à la prise de décisions en nous assurant que les politiques nouvelles, les logiciels et les équipements matériels (*hardware*) reflètent les besoins et les préoccupations des étudiants handicapés de niveaux collégial et universitaire.

Cette enquête est aussi une opportunité d'exprimer vos sentiments aux personnes qui prennent les décisions par rapport aux équipements disponibles pour les étudiants ayant des incapacités, y compris les répondants locaux de votre collège ou université. Comme vous le lirez dans le document intitulé «Formulaire de consentement éclairé» ci-joint, toutes vos réponses demeureront anonymes. Si vous le désirez, nous pouvons également vous faire parvenir un rapport avec les résultats de l'enquête. Ceci vous donnera un aperçu de l'équipements que les autres utilisent et pourrait vous aider à obtenir plus de fonds.

Cette recherche est menée en collaboration avec l'Association nationale des étudiant(e)s handicapés de niveau postsecondaire (NEADS). De plus, l'Association québécoise des étudiants handicapés au postsecondaire (AQEHPS) est également associée à notre équipe de recherche. Aussi, un nombre important de répondants locaux à travers le Canada nous aident à distribuer ces questionnaires aux étudiants.

Ce questionnaire est disponible en format régulier, en gros caractères, sur cassette audio, en braille et sur disquette (IBM ou Mac). Si vous préférez un format substitut ou s'il manque l'enveloppe pré-adressée et timbrée, vous pouvez contacter le service d'aide. Composez le (514) 931-8731 poste 1533 (durant les heures d'affaires), si vous êtes de la région de Montréal. Si vous êtes de l'extérieur de Montréal, vous pouvez nous rejoindre, à frais virés, au (514) 488-2376, du lundi au jeudi de 18h00 à minuit, et les dimanches de 15h00 à minuit (heure de l'est).

**S'il vous plaît retournez le questionnaire 2 semaines après l'avoir reçu.**

Merci mille fois.

Catherine S. Fichten, Ph.D.  
514-931-8731 #1546 (tel)  
514-931-3567 (fax)  
[md71@musica.mcgill.ca](mailto:md71@musica.mcgill.ca)

Maria Barile, M.S.W.  
514-931-8731 #1533 (tel)  
514-931-3567 (fax)  
[mdb2@musica.mcgill.ca](mailto:mdb2@musica.mcgill.ca)

Jennison Asuncion, B.A.  
514-931-8731 #1533 (tel)  
514-931-3567 (fax)  
[j\\_asunc@alcor.concordia.ca](mailto:j_asunc@alcor.concordia.ca)

3040, rue Sherbrooke Ouest  
 Montréal (Québec) Canada  
 H3Z 1A4

Hiver, 1999

### Formulaire de consentement éclairé : projet Adaptech

1. Le but de cette étude subventionnée, pan-canadienne est d'évaluer l'utilisation et l'utilité des technologies informatiques dans l'enseignement postsecondaire des étudiants ayant des incapacités.
2. Je comprends que l'on me demande de participer à cette étude en complétant un court questionnaire dans un format qui me convient le mieux. Je comprends que si je préfère un format substitut ou s'il me manque l'enveloppe pré-adressée et timbrée, je peut contacter le service d'aide. Composez le (514) 931-8731, ext. 1533 (durant les heures d'affaires) si vous êtes de la région de Montréal. Si vous êtes de l'extérieur de Montréal, vous pouvez nous rejoindre, à frais virés, au (514) 488-2376, du lundi au jeudi de 18h00 à minuit, et les dimanches de 15h00 à minuit (heure de l'est).
3. Ce questionnaire s'intéresse à l'utilisation des ordinateurs, des technologies de l'information et de la communication et des technologies adaptées dans le milieu postsecondaire. Je comprends que mon nom apparaîtra sur aucun des questionnaires et que toutes les informations que je fournirai demeureront strictement confidentielles et ne serviront qu'aux seules fins de la présente recherche.
4. Je comprends que je suis libre de poser n'importe quelle question concernant la méthodologie de cette recherche et, que si pour quelque raison que ce soit je suis inconfortable ou j'ai des interrogations, je peux en faire part aux directeurs du projet : Dr Catherine Fichten ((514) 931-8731 poste 1546, courrier électronique : [md71@musica.mcgill.ca](mailto:md71@musica.mcgill.ca)) ou Mme Maria Barile ((514) 931-8731 poste 1533, courrier électronique : [mdb2@musica.mcgill.ca](mailto:mdb2@musica.mcgill.ca)). Je reconnais être libre de participer ou de ne pas participer à cette étude et que je peux mettre fin à ma participation à tout moment.
5. Je comprends que si les résultats de cette étude sont publiés, l'information que j'y aurai fourni demeurera strictement confidentielle et que ma vie privée sera entièrement protégée. De même, je comprends qu'aucun des commentaires que je ferai ne seront liés à moi-même ou à mon établissement d'enseignement.
6. Je comprends qu'en répondant à ce questionnaire, je consens à ce que les données fournies soient incluses dans l'étude sur l'utilisation et l'utilité des technologies informatiques dans l'enseignement postsecondaire des étudiants ayant des incapacités.



#### Envoyez une copie des résultats

Si vous souhaitez recevoir une copie des résultats (d'ici 6 mois à 1 an), s'il vous plaît envoyé nous les informations suivantes. Si vous désirez en savoir davantage sur l'Association nationale des étudiants handicapés du niveau postsecondaire (NEADS), indiquez le aussi. S'il vous plaît, séparé ce formulaire du reste du questionnaire.

Nom: \_\_\_\_\_

Adresse: \_\_\_\_\_

Courrier électronique : \_\_\_\_\_

Format et langue préférés : \_\_\_\_\_

Information sur l'Association nationale des étudiants handicapés du niveau postsecondaire : \_\_\_\_\_

## LES ÉTUDIANTS HANDICAPÉS DE NIVEAU POSTSECONDAIRE ET LES TECHNOLOGIES D'APPRENTISSAGE INFORMATIQUES - UNE ENQUÊTE DU PROJET ADAPTECH

Collège Dawson, Montréal (Québec) H3Z 1A4  
1999

**Service d'aide.** Si vous avez un(e) quelconque problème ou question, n'hésitez pas à contacter notre service d'aide. Si vous appelez de la région de Montréal, appelez au (514) 931-8731 poste 1533, durant les heures d'affaires. Si vous téléphonez de l'extérieur de Montréal, vous pouvez nous rejoindre, à frais virés, au (514) 488-2376 du lundi au jeudi de 18h00 à minuit, et les dimanches de 15h00 à minuit (heure de l'est). Vous pouvez aussi correspondre par courrier électronique à : [adapttech@concordia.ca](mailto:adapttech@concordia.ca)

(Le générique masculin est utilisé uniquement dans le but d'alléger la lecture de ce questionnaire.)

1. Êtes-vous une femme ou un homme ? Cochez l'un des deux. \_\_\_ femme \_\_\_ homme
2. Quel âge avez-vous ? \_\_\_\_\_
3. Quelle langue utilisez-vous le plus souvent ? Cochez l'une des deux. \_\_\_ anglais \_\_\_ français
4. De quelle province / territoire êtes-vous considéré un résident ? (ex., pour voter, pour les fins d'impôts - spécifiez de quel pays vous venez si vous êtes un étudiant international) \_\_\_\_\_
5. Quel est le nom de votre établissement d'enseignement et où est-il situé ?  
Nom de l'établissement: \_\_\_\_\_  
Ville: \_\_\_\_\_ Province / Territoire: \_\_\_\_\_
6. Quel est votre domaine d'étude ? \_\_\_\_\_
7. Parmi les options suivantes, laquelle poursuivez-vous à présent? **Choisissez-en une seule.**  
\_\_\_ a. certificat / diplôme collégial  
\_\_\_ b. diplôme universitaire \_\_\_\_\_  
\_\_\_ c. je n'ai pas été un étudiant depuis 19\_\_\_ (spécifiez l'année)  
\_\_\_ d. autre (ex., je prends simplement des cours) – spécifiez la situation \_\_\_\_\_
8. Nous voudrions savoir quels(les) handicaps / incapacités vous avez et depuis combien de temps vous les avez. S'il vous plaît, indiquez **tout** ce qui s'applique à vous dans la liste ci-dessous en utilisant l'échelle à 3-points suivante:  
**1 = toute ou la majorité de ma vie (avant l'âge de 10 ans)**  
**2 = une partie de ma vie**  
**3 = récemment (au cours des 3 dernières années)**  
Par exemple, si vous avez eu une déficience visuelle complète toute votre vie, vous indiqueriez 1 devant l'espace de l'item a.  
\_\_\_ a. déficience visuelle complète (cécité)  
\_\_\_ b. malvoyant / fonctionnellement voyant  
\_\_\_ c. déficience auditive complète (surdité)  
\_\_\_ d. déficience auditive avec audition restreinte (malentendant)  
\_\_\_ e. limitation à la communication orale  
\_\_\_ f. trouble d'apprentissage  
\_\_\_ g. utilisateur d'un fauteuil roulant  
\_\_\_ h. déficience motrice (ex., difficulté à marcher, utilise une canne)  
\_\_\_ i. limitation de l'utilisation des mains / des bras  
\_\_\_ j. déficience organique ou problème de santé (ex., le diabète)  
\_\_\_ k. problème psychologique ou psychiatrique  
\_\_\_ l. autre (spécifiez l'incapacité / la déficience) \_\_\_\_\_

9. S'il vous plaît, cochez oui ou non à **chacun** des items suivants.

**À la maison j'utilise:**

- a. un ordinateur de table \_\_\_oui \_\_\_non
- b. un ordinateur portable \_\_\_oui \_\_\_non
- c. des équipements matériels (*hardware*) adaptés (ex., afficheur braille) \_\_\_oui \_\_\_non
- d. des logiciels adaptés (ex., logiciel d'agrandissement d'écran) \_\_\_oui \_\_\_non
- e. l'Internet \_\_\_oui \_\_\_non
- f. autres technologies informatiques \_\_\_oui \_\_\_non (spécifiez les technologies) \_\_\_\_\_

10. S'il vous plaît, cochez **chacun** des items s'appliquant à vous.

**Je n'ai pas les technologies suivantes à la maison, mais j'aimerais avoir:**

- a. un ordinateur de table \_\_\_\_\_
- b. un ordinateur portable \_\_\_\_\_
- c. des équipements matériels (*hardware*) adaptés (ex., afficheur braille) \_\_\_\_\_
- d. des logiciels adaptés (ex., logiciel d'agrandissement d'écran) \_\_\_\_\_
- e. l'Internet \_\_\_\_\_
- f. autres technologies informatiques \_\_\_\_\_ (spécifiez les technologies) \_\_\_\_\_

11. S'il vous plaît, cochez oui ou non à **chacun** des items suivants.

**Dans mon établissement d'enseignement j'ai utilisé:**

- a. un ordinateur de table \_\_\_oui \_\_\_non
- b. un ordinateur portable \_\_\_oui \_\_\_non
- c. des équipements matériels (*hardware*) adaptés (ex., afficheur braille) \_\_\_oui \_\_\_non
- d. des logiciels adaptés (ex., logiciel d'agrandissement d'écran) \_\_\_oui \_\_\_non
- e. l'Internet \_\_\_oui \_\_\_non
- f. autres technologies informatiques: \_\_\_oui \_\_\_non (spécifiez les technologies) \_\_\_\_\_

12. S'il vous plaît, cochez **chacun** des items s'appliquant à vous.

**Je n'ai eu pas accès aux technologies suivantes dans mon établissement d'enseignement, mais j'aimerais avoir :**

- a. un ordinateur de table \_\_\_\_\_
- b. un ordinateur portable \_\_\_\_\_
- c. des équipements matériels (*hardware*) adaptés (ex., afficheur braille) \_\_\_\_\_
- d. des logiciels adaptés (ex., logiciel d'agrandissement d'écran) \_\_\_\_\_
- e. l'Internet \_\_\_\_\_
- f. autres technologies informatiques \_\_\_\_\_ (spécifiez les technologies) \_\_\_\_\_

13. Indiquez dans quelle mesure vous êtes d'accord avec les affirmations suivantes. Référez-vous à votre situation actuelle. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord.

- 1 = fortement en désaccord
- 2 = assez en désaccord
- 3 = un peu en désaccord
- 4 = un peu d'accord
- 5 = assez d'accord
- 6 = fortement d'accord

- \_\_\_\_\_ a. En général, j'utilise rarement des technologies informatiques.
- \_\_\_\_\_ b. En général, je considère que mon niveau d'expertise au sujet des technologies informatiques est très élevé.
- \_\_\_\_\_ c. Les technologies informatiques qui subviennent à mes besoins ne sont pas disponibles.
- \_\_\_\_\_ d. Compléter mon travail plus facilement est important pour moi.
- \_\_\_\_\_ e. Je suis une personne qui n'aime pas les ordinateurs.
- \_\_\_\_\_ f. Il y a des occasions pour moi d'apprendre à utiliser les technologies informatiques.
- \_\_\_\_\_ g. Les technologies informatiques sont inadéquates pour répondre à mes besoins (ex., elles font trop d'erreurs, elles sont trop lentes).
- \_\_\_\_\_ h. Je n'ai pas l'intention d'approfondir mes connaissances en matière d'informatique.
- \_\_\_\_\_ i. Je suis indifférent face à ce que mes amis pensent de l'informatique.
- \_\_\_\_\_ j. Quand j'ai des problèmes avec les technologies informatiques, je peux obtenir de l'aide facilement.
  
- \_\_\_\_\_ k. Les ordinateurs bloquent (*crash*) souvent.
- \_\_\_\_\_ l. Les technologies informatiques dont j'ai besoin coûtent trop cher.
- \_\_\_\_\_ m. Je pense qu'il n'est pas important de travailler de manière efficace sur les ordinateurs.
- \_\_\_\_\_ n. Utiliser les technologies informatiques efficacement est susceptible de m'aider à faire mon travail plus facilement.
- \_\_\_\_\_ o. Mes amis ne pensent pas que l'utilisation des ordinateurs est utile.
- \_\_\_\_\_ p. En général, il y a de bonnes installations d'ordinateurs à ma disposition.
- \_\_\_\_\_ q. Je peux confortablement utiliser les technologies informatiques si j'en ai besoin.
- \_\_\_\_\_ r. Il y a des personnes disponibles pour me montrer comment utiliser les technologies informatiques.
- \_\_\_\_\_ s. Mes amis estiment que je devrais utiliser les technologies informatiques.
- \_\_\_\_\_ t. En général, ma situation financière me permet de subvenir à mes besoins .
- \_\_\_\_\_ u. De manière globale, je suis très insatisfait de mes expériences avec les ordinateurs.

14. Évaluez dans quelle mesure vous êtes d'accord avec les affirmations suivantes. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. S'il vous plaît, laissez aucun espace libre. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

1 = fortement en désaccord

2 = assez en désaccord

3 = un peu en désaccord

4 = un peu d'accord

5 = assez d'accord

6 = fortement d'accord

S'il vous plaît, indiquez la marque du produit, si vous la connaissez.

**Les technologies informatiques adaptées suivantes sont / pourraient être utiles pour m'aider à compléter mon travail:**

- \_\_\_\_\_ a. un logiciel de revue d'écran (un logiciel qui lit ce qui apparaît à l'écran) - marque du produit \_\_\_\_\_
- \_\_\_\_\_ b. un logiciel qui agrandit ce qui apparaît à l'écran - marque du produit \_\_\_\_\_
- \_\_\_\_\_ c. un scanneur (*scanner*) - marque du produit \_\_\_\_\_
- \_\_\_\_\_ d. un logiciel de conversion braille - marque du produit \_\_\_\_\_
- \_\_\_\_\_ e. un système de prise de notes portatif (ne fait pas appel à un ordinateur portatif) - marque du produit \_\_\_\_\_
- \_\_\_\_\_ f. un grand écran - marque du produit \_\_\_\_\_
- \_\_\_\_\_ g. une imprimante braille - marque du produit \_\_\_\_\_
- \_\_\_\_\_ h. un vérificateur d'orthographe / vérificateur de grammaire - marque du produit \_\_\_\_\_
- \_\_\_\_\_ i. autres logiciels spécialisés pour les étudiants ayant des troubles d'apprentissage - marque du produit \_\_\_\_\_
- \_\_\_\_\_ j. des claviers d'ordinateurs adaptés (ex., touches rémanentes (*sticky keys*)) - marque du produit \_\_\_\_\_
- \_\_\_\_\_ k. des adaptations pour la souris (ex., une souris contrôlée par la tête, bille traçante (*trackball*)) - marque du produit \_\_\_\_\_
- \_\_\_\_\_ l. un logiciel de dictée (logiciel qui dactylographie ce que l'on dit) - marque du produit \_\_\_\_\_
- \_\_\_\_\_ m. un logiciel contrôlé par la voix (utilisation de la voix pour donner les commandes telles que « fichier » « ouvrir » « sauvegarder » - ex. VoicePad) - marque du produit \_\_\_\_\_
- \_\_\_\_\_ n. avoir le matériel disponible en format électronique (ex., livres, recueil de notes)
- \_\_\_\_\_ o. autre (spécifiez quels logiciels / équipements matériels adaptés et marque du produit) \_\_\_\_\_

15. Lesquelles des suggestions suivantes aimeriez-vous adresser aux compagnies de logiciels et d'équipements matériels (*hardware*) adaptés? **Cochez 5 des 12 suggestions** qui sont les plus importantes pour vous.

- a. fournir des rabais étudiants \_\_\_\_\_
- b. offrir des périodes d'essai \_\_\_\_\_
- c. rendre les produits plus faciles à utiliser \_\_\_\_\_
- d. fournir un meilleur soutien technique \_\_\_\_\_
- e. s'assurer que la publicité rejoigne les étudiants ayant des incapacités \_\_\_\_\_
- f. rendre les logiciels et équipements matériels adaptés moins dispendieux à acheter \_\_\_\_\_
- g. rendre les manuels et « tutoriels » disponibles en médias substitués \_\_\_\_\_
- h. rendre les manuels et « tutoriels » plus faciles à comprendre \_\_\_\_\_
- i. lors du développement d'équipements matériels ou de logiciels, inclure, dans le dessein, des options accessibles pour une variété d'utilisateurs ayant des incapacités \_\_\_\_\_
- j. offrir des subventions aux établissements d'enseignement pour l'achat d'équipements \_\_\_\_\_
- k. offrir une formation \_\_\_\_\_
- l. autre (spécifiez la suggestion) \_\_\_\_\_



16. Est-ce que vous utilisez un ordinateur? \_\_\_\_oui \_\_\_\_non

Si vous avez répondu « OUI » sautez le reste de la question et allez directement à la question 17.

Si vous avez répondu « NON » évaluez dans quelle mesure vous êtes d'accord avec les affirmations suivantes. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. S'il vous plaît, laissez aucun espace libre. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

- 1 = fortement en désaccord
- 2 = assez en désaccord
- 3 = un peu en désaccord
- 4 = un peu d'accord
- 5 = assez d'accord
- 6 = fortement d'accord

**Je n'utilise pas un ordinateur parce que:**

- \_\_\_\_ a. cela ne m'est pas disponible
- \_\_\_\_ b. cela coûte trop cher
- \_\_\_\_ c. je ne suis pas intéressé à l'utiliser
- \_\_\_\_ d. il est trop difficile d'apprendre son fonctionnement
- \_\_\_\_ e. cela coûte trop cher à entretenir
- \_\_\_\_ f. je ne sais pas comment l'utiliser
- \_\_\_\_ g. la technologie informatique me rend anxieux
- \_\_\_\_ h. je ne suis pas sûr où je pourrais m'en procurer un
- \_\_\_\_ i. la technologie adaptée dont j'ai besoin fonctionne mal pour moi
- \_\_\_\_ j. il m'est impossible d'en obtenir un à travers un programme gouvernemental ou par un programme de prêt de mon établissement d'enseignement
- \_\_\_\_ k. les ordinateurs disponibles n'ont pas de logiciels / d'équipements matériels convenablement adaptés
- \_\_\_\_ l. autre (spécifiez la raison) \_\_\_\_\_

SI VOUS **N'UTILISEZ PAS** UN ORDINATEUR, VEUILLEZ ALLER À LA DERNIÈRE QUESTION 29.  
SI VOUS EN **UTILISEZ UN**, VEUILLEZ POURSUIVRE AVEC LA QUESTION SUIVANTE.

17. S'il vous plaît, cochez oui ou non à chacun des items suivants.

**Quel type d'ordinateur utilisez-vous?**

- a. IBM compatible \_\_\_\_oui \_\_\_\_non
- b. Macintosh \_\_\_\_oui \_\_\_\_non
- c. autre type d'ordinateur \_\_\_\_oui \_\_\_\_non (si vous avez répondu oui, précisez le type) \_\_\_\_\_

18. S'il vous plaît, cochez oui ou non à **chacun** des items suivants.

**J'ai déjà utilisé un ordinateur:**

- a. à la maison \_\_\_\_oui \_\_\_\_non
- b. en classe (ex., pour prendre des notes de cours, pour faire des travaux en classe) \_\_\_\_oui \_\_\_\_non
- c. à la bibliothèque (ex., pour écrire un travail sur un ordinateur situé dans la bibliothèque) \_\_\_\_oui \_\_\_\_non
- d. dans un bureau d'aide aux étudiants ayant des incapacités / laboratoire spécialisé \_\_\_\_oui \_\_\_\_non
- e. dans un laboratoire informatique \_\_\_\_oui \_\_\_\_non
- f. au travail \_\_\_\_oui \_\_\_\_non
- g. ailleurs \_\_\_\_oui \_\_\_\_non (spécifiez l'endroit) \_\_\_\_\_

19. **Approximativement**, combien de temps, durant une semaine typique d'école, avez-vous passé à:

- a. utiliser un **ordinateur - excluant** le temps passé sur l'Internet (nombre d'heures par semaine) \_\_\_\_\_
- b. utiliser **l'Internet** (nombre d'heures par semaine) \_\_\_\_\_

20. **Utilisez-vous l'Internet?** \_\_\_\_ oui \_\_\_\_ non

Si vous avez répondu « OUI » sautez le reste de cette question et allez directement à la question 21.

Si vous avez répondu « NON » évaluez dans quelle mesure vous êtes d'accord avec les affirmations suivantes. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

- 1 = fortement en désaccord
- 2 = assez en désaccord
- 3 = un peu en désaccord
- 4 = un peu d'accord
- 5 = assez d'accord
- 6 = fortement d'accord

**Je n'utilise pas l'Internet parce que:**

- \_\_\_\_\_ a. cela coûte trop cher
- \_\_\_\_\_ b. je n'ai pas accès à un ordinateur équipé pour me brancher à l'Internet
- \_\_\_\_\_ c. les fureteurs (*Browser*) / programmes de courrier électronique disponibles (ex., Netscape, Eudora) fonctionnent mal pour moi
- \_\_\_\_\_ d. l'Internet n'est pas disponible dans ma région
- \_\_\_\_\_ e. je ne suis pas intéressé à l'utiliser
- \_\_\_\_\_ f. certains aspects des sites Web me sont inaccessibles
- \_\_\_\_\_ g. l'Internet n'est pas disponible à l'école
- \_\_\_\_\_ h. l'Internet occupe la ligne téléphonique
- \_\_\_\_\_ i. autre (spécifiez la raison) \_\_\_\_\_

**SI VOUS N'UTILISEZ PAS L'INTERNET, SAUTEZ LA QUESTION SUIVANTE ET ALLEZ DIRECTEMENT À LA QUESTION 22.**

**SI VOUS UTILISEZ L'INTERNET, CONTINUEZ AVEC LA QUESTION SUIVANTE.**

21. Évaluez dans quelle mesure vous êtes d'accord avec les affirmations suivantes. Employez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

- 1= fortement en désaccord
- 2= assez en désaccord
- 3= un peu en désaccord
- 4= un peu d'accord
- 5= assez d'accord
- 6= fortement d'accord

**J'utilise l'Internet pour:**

- \_\_\_\_\_ a. faire de la recherche
- \_\_\_\_\_ b. communiquer par courrier électronique avec mes amis / ma famille
- \_\_\_\_\_ c. divertissement
- \_\_\_\_\_ d. accéder à du matériel de la bibliothèque
- \_\_\_\_\_ e. rechercher un emploi
- \_\_\_\_\_ f. suivre des cours sur l'Internet
- \_\_\_\_\_ g. communiquer par courrier électronique avec mes professeurs
- \_\_\_\_\_ h. participer à des groupes de discussions / groupes de nouvelles (*newsgroups*)
- \_\_\_\_\_ i. faire du *chatting* (*chat rooms*)
- \_\_\_\_\_ j. faire des transactions bancaires / achats
- \_\_\_\_\_ k. obtenir des logiciels / des mises à jours / des démonstrations
- \_\_\_\_\_ l. autre (spécifiez l'activité) \_\_\_\_\_

22. **Avez-vous bénéficié d'un programme gouvernemental pour obtenir un ordinateur ou des technologies informatiques adaptées?** \_\_\_\_\_ oui \_\_\_\_\_ non

Si vous avez répondu « OUI » sautez le reste de cette question et allez directement à la question 23.

Si vous avez répondu « NON » évaluez dans quelle mesure vous êtes d'accord avec chacune des affirmations suivantes. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. S'il vous plaît, laissez aucun espace libre. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

***Je n'ai pas bénéficié d'un programme gouvernemental pour obtenir un ordinateur ou des technologies adaptées (ex., un afficheur braille, un logiciel qui agrandit l'écran) parce que:***

- \_\_\_\_\_ a. il y avait trop de restrictions
- \_\_\_\_\_ b. mon revenu / le revenu de ma famille était trop élevé pour en bénéficier
- \_\_\_\_\_ c. mon handicap / mon incapacité est exclus(e) par les programmes existants
- \_\_\_\_\_ d. la période d'attente était trop longue
- \_\_\_\_\_ e. je n'ai pas voulu compléter l'évaluation requise
- \_\_\_\_\_ f. je ne savais pas que de tels programmes existaient pour moi
- \_\_\_\_\_ g. je préférais / ma famille préférerait acheter l'équipement dont j'avais besoin
- \_\_\_\_\_ h. le processus d'application était trop compliqué
- \_\_\_\_\_ i. l'équipement dont j'avais besoin n'était pas disponible à travers les programmes qui existent
- \_\_\_\_\_ j. autre (spécifiez la raison) \_\_\_\_\_

SI VOUS **N'AVEZ PAS BÉNÉFICIÉ D'UN PROGRAMME** GOUVERNEMENTAL, SAUTEZ LA PROCHAINE QUESTION ET ALLER À LA QUESTION 24.

SI VOUS **AVEZ BÉNÉFICIÉ D'UN PROGRAMME** GOUVERNEMENTAL, CONTINUEZ AVEC LA QUESTION SUIVANTE.

23. Évaluez dans quelle mesure vous êtes d'accord avec les affirmations suivantes. Utilisez une échelle à 6 - points où 1 est égal à fortement en désaccord et 6 est égal à fortement en accord. S'il vous plaît, laissez aucun espace libre. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

***Mon expérience avec le programme gouvernemental a été que :***

- \_\_\_\_\_ a. il y avait plusieurs restrictions et règlements
- \_\_\_\_\_ b. je n'ai pas pu m'exprimer sur le choix des équipements matériels / logiciels que j'ai reçus
- \_\_\_\_\_ c. l'équipement reçu comble mes besoins
- \_\_\_\_\_ d. j'ai reçu une excellente formation sur les technologies
- \_\_\_\_\_ e. la période d'attente était très longue
- \_\_\_\_\_ f. la documentation sur le programme n'était pas disponible dans un média que je puisse lire moi-même (ex., pas de gros caractères ou de cassette audio)
- \_\_\_\_\_ g. le programme a répondu à mes besoins avec flexibilité
- \_\_\_\_\_ h. rejoindre les personnes nécessaires pour discuter de mes besoins a été facile
- \_\_\_\_\_ i. le processus d'application a été compliqué
- \_\_\_\_\_ j. l'équipement reçu était à jour
- \_\_\_\_\_ k. le processus d'évaluation a été désagréable
- \_\_\_\_\_ l. autre (spécifiez l'expérience) \_\_\_\_\_

24. **Avez-vous un ordinateur que vous utilisez à la maison?** \_\_\_\_ oui \_\_\_\_ non.

Si vous avez répondu « NON » sautez le reste de la question et allez directement à la question 25.

Si vous avez répondu « OUI » répondez à la suite de cette question.

**En tant qu'étudiant, comment avez-vous obtenu votre ordinateur et / ou vos technologies informatiques adaptées?** Cochez **tous** les items qui s'appliquent à vous.

- a. à travers le gouvernement fédéral \_\_\_\_ (spécifiez le nom du programme) \_\_\_\_\_
- b. à travers le gouvernement provincial \_\_\_\_ (spécifiez le nom du programme) \_\_\_\_\_
- c. à travers une fondation / organisme \_\_\_\_ (ex., Club Kiwanis, Fondation Neil Squire - spécifiez le nom de la fondation / de l'organisation) \_\_\_\_\_
- d. en empruntant ceux-ci de ma famille / d'amis
- e. de ma famille qui l'a acheté pour moi
- f. en l'achetant moi-même
- g. à travers le programme de prêts de mon établissement éducationnel
- h. autre \_\_\_\_ (spécifiez comment vous les avez obtenu) \_\_\_\_\_

25. Évaluez dans quelle mesure vous êtes d'accord avec chacune des affirmations suivantes. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. S'il vous plaît, laissez aucun espace libre. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

**Les technologies informatiques causent des problèmes pour moi parce que:**

- \_\_\_\_ a. il est difficile d'apprendre leur fonctionnement
- \_\_\_\_ b. elles coûtent trop cher à acheter
- \_\_\_\_ c. leur utilisation me cause des malaises physiques
- \_\_\_\_ d. elles sont frustrantes / difficiles à utiliser
- \_\_\_\_ e. elles bloquent (*crash*)
- \_\_\_\_ f. elles ont souvent besoin d'être réparées
- \_\_\_\_ g. il y a des problèmes de compatibilité au niveau des logiciels et des équipements matériels (ex., un document sauvegardé sur un ordinateur ne fonctionne pas sur un autre)
- \_\_\_\_ h. elles sont inadéquates face à mes besoins
- \_\_\_\_ i. il est nécessaire de les remettre à jour continuellement
- \_\_\_\_ j. elles me rendent dépendant d'elles
- \_\_\_\_ k. les laboratoires informatiques où mes cours sont tenus manquent d'adaptations adéquates pour moi (ex., pas de logiciel de dictée)
- \_\_\_\_ l. les manufacturiers manquent de soutien de leurs produits
- \_\_\_\_ m. il manque d'occasions de formation sur les technologies adaptées
- \_\_\_\_ n. autre (spécifiez le problème) \_\_\_\_\_

26. Évaluez dans quelle mesure vous êtes d'accord avec chacune des affirmations suivantes. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. S'il vous plaît, laissez aucun espace libre. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

***J'ai eu des difficultés à utiliser les ordinateurs dans mon établissement d'enseignement parce que:***

- a. l'utilisation de technologies informatiques en classe dérange (ex., trop bruyant)
- b. mon horaire et les heures d'accessibilité aux ordinateurs étaient incompatibles
- c. les programmes que j'utilise à la maison ne sont pas disponibles dans mon établissement d'enseignement
- d. le soutien technique, qui m'était disponible, a été insuffisant pour moi
- e. utiliser les technologies informatiques en classe me met en évidence
- f. les laboratoires informatiques / centres adaptés étaient toujours pleins
- g. il y a un manque de technologies adaptées pour mon handicap / incapacité
- h. j'ai reçu une formation insuffisante sur les technologies adaptées actuelles
- i. autre (spécifiez le problème) \_\_\_\_\_

27. **Est-ce que vous avez besoin d'adaptations particulières pour utiliser un ordinateur?**  oui  non

Si vous avez répondu « NON » sautez la question suivante et allez directement à la dernière question, numéro 29.

Si vous avez répondu « OUI » allez à la question suivante, numéro 28.

28. **Est-ce que vous utilisez des logiciels et / ou des équipements matériels adaptés?**  oui  non

Si vous avez répondu « OUI » sautez la question suivante et allez directement à la dernière, numéro 29.

Si vous avez répondu « NON » évaluez dans quelle mesure vous êtes d'accord avec chacune des affirmations suivantes. Utilisez une échelle à 6-points où 1 est égal à fortement en désaccord et 6 est égal à fortement d'accord. S'il vous plaît, laissez aucun espace libre. Si un item ne s'applique pas à vous, répondez par 9 dans l'espace réservé.

***Je n'utilise pas de logiciel ni d'équipement matériel adapté (ex., afficheur braille, logiciel qui agrandit ce qui apparaît sur l'écran) parce que:***

- a. cela ne m'est pas disponible
- b. cela coûte trop cher
- c. je ne suis pas intéressé à l'utiliser
- d. il est trop difficile d'apprendre son fonctionnement
- e. cela coûte trop cher à entretenir
- f. je ne sais pas comment l'utiliser
- g. la technologie informatique me rend anxieux
- h. je ne suis pas sûr où je pourrais m'en procurer un
- i. la technologie adaptée dont j'ai besoin fonctionne mal pour moi
- j. il m'est impossible d'en obtenir un à travers un programme gouvernemental ou par un programme de prêt de mon établissement d'enseignement
- k. les ordinateurs disponibles n'ont pas de logiciels / d'équipements matériels convenablement adaptés
- l. autre (spécifiez la raison) \_\_\_\_\_

29. S'il vous plaît, laissez-nous savoir s'il y a d'autres sujets sur les technologies informatiques qui sont pertinents pour vous que nous n'avons pas soulevés. De même, veuillez inclure, à la page suivante, tous commentaires sur ce questionnaire.

**MERCI MILLE FOIS POUR VOTRE CONTRIBUTION À CETTE ÉTUDE!**

**Appendix 9**

**Phase III: Pretest Interview Protocol**

### Phase 3 Pre Test Interview Protocol

1. How long did it take you to complete your survey?
2. What format of the questionnaire did you answer, and how well did it work for you?
3. What method did you use to respond to the questionnaire, and how well did it work for you?
4. In general, what did you like about the questionnaire's content, and what didn't you like about the content?
5. We will now ask you about the lay-out of the survey and what you thought of it.
  - a. For print users: Tell us what you liked and what you didn't like about the visual lay-out of the questionnaire? Be specific (Was there enough space between questions? Was enough room provided to write your responses) and give us your suggestions for improvement both with the survey and consent form.
  - b. For large print users: Tell us what you liked and what you didn't like about the visual lay-out of the questionnaire? Be specific (Was the print size comfortable? Was the print dark enough for you? Was there enough space between questions? Was enough room provided to write your responses) , and give us your suggestions for improvement both with the survey and consent form.
  - c. For audio tape users: Tell us what you liked, and what you didn't like about the audio recording? Be specific (Was the reader too fast? too slow? Was the audio recording clear enough to understand?), and give us your suggestions for improvement both with the survey and consent form.
  - d. For Braille users: Tell us what you liked, and what you didn't like about the lay-out of the Braille version? Be specific (Were there any Braille errors? Was there enough spacing?), and give us your suggestions for improvement both with the survey and consent form.
  - e. For diskette users: Tell us what you liked, and what you didn't like about the lay-out of the disk version? Be specific (Were there any compatibility problems? Was it clear to you where to put your answers?), and give us your suggestions for improvement both with the survey and consent form.
  - f. For print and tape users only: How did listening to the tape and following along with the print version work out for you? Were the special reader's notes helpful for you?
6. Did you find any of the questions offensive or inappropriate, if so, which ones and why?
7. Did you find any of the questions confusing, if so, which ones and why?
8. Were the instructions for each question clear, if not, which ones were not clear to you and why?
9. What questions were not on the survey that you think should be considered for the next version?
10. Was the consent form easy to understand and if not, what suggestions would you give us?
11. Were there any difficulties with any of the terms used in the questionnaire, and/or wrong uses of words?

**Appendix 10**

**Phase III: Letter To Service Providers  
Soliciting Help With Questionnaire  
Distribution**





3040 Sherbrooke St. West  
Montreal, QC, Canada  
H3Z 1A4

(514) 931-8731

**Re: Adaptech Project computer and information technologies survey of students with disabilities**

Dear Colleague

As discussed on the telephone, we have enclosed the surveys on computers and postsecondary students with disabilities. We are delighted that you will be helping us with this pioneering research which involves surveying more than 3000 college and university students with disabilities across Canada. Your assistance in distributing questionnaires will ensure that we hear from a wide range of students with varying experiences involving computer technologies. Of course, we will send you a copy of the findings as soon as these become available (in the next 6 to 12 months).

Please distribute the questionnaire to students who use computers as well as to students who do not. Also, please distribute it to students with all types of disabilities and special needs. To accommodate the widest range of students, our survey materials are available in both English and French in regular and large print, Braille, audio tape, and IBM and Mac disk versions.

We have enclosed the number of surveys and the formats that you requested. If there is any problem with these or if you need additional copies, please let one of us know. You may also make additional copies of the survey and we invite you to share information about our project with colleagues who might be interested.

Please note that reports about the findings of this survey will not single out any postsecondary institution by name. We are interested in country-wide data rather than in information that is specific to particular schools. Thus, the information in surveys will never be linked either to individuals or to specific educational institutions.

This research is being carried out in partnership with the National Educational Association of Disabled Students (NEADS). In addition, the Quebec Association of Disabled Students in Post-Secondary Education (AQEHPS) is also associated with our research team. The project is funded by the Office of Learning Technologies - Human Resources Development Canada (OLT) and by the Social Sciences and Humanities Research Council of Canada (SSHRC). Our web site has additional information about our projects: <http://omega.dawsoncollege.qc.ca/cfichten/adaptech.htm> . Enclosed with this letter you will also find additional information about the Adaptech Project as well as our research team whose members are affiliated with both English and French universities and colleges.

Thanks again for your help.

Jennison Asuncion (514-931-8731 #1533, [j\\_asunc@alcor.concordia.ca](mailto:j_asunc@alcor.concordia.ca)) on behalf of the Adaptech Project Directors:

Catherine S. Fichten, Ph.D.  
514-931-8731 #1546 (tel)  
514-340-7507 (fax)  
[md71@musica.mcgill.ca](mailto:md71@musica.mcgill.ca)

Maria Barile, M.S.W.  
514-931-8731 #1533 (tel)  
514-931-3567 (fax)  
[mdb2@musica.mcgill.ca](mailto:mdb2@musica.mcgill.ca)

**Appendix 11**

**Phase III: Listing Of Students'  
Responses Concerning The Brand  
Names Of Different Computer  
Technologies That Could Be Useful**

### **Phase III: Listing of Students' Responses: Adaptive Technologies That Are/Could Be Useful In Getting Their Work Done**

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#### **Clarification**

When asked about which adaptive computer technologies are/could be useful in getting their work done, some respondents included product names. The following is a summary of those responses. Only a small percent of students wrote in product names. We have not edited these, although repetitions, for the most part, have been omitted.

Screen Readers (software that reads what's on the screen)

- *Acrobat Accessibility*
- *Arkenstone Unbound*
- *Artic*
- *Artic Win Vision*
- *IBM Screen Reader*
- *JAWS For DOS (JFD)*
- *JAWS For Windows (JFW)*
- *Job Access with Speech (JAWS)*
- *Macintosh*
- *Orison*
- *Proverbe*
- *Soft Vert*
- *Speak To Text*
- *Text Assist*
- *TextHelp*
- *Voice Pro*
- *V-Text*
- *Window Eyes*
- *Windows Bridge*
- *Zoom Text Extra Level 2*
- *Zoom Text Ultra*

Screen Enlargers (software that enlarges what's on the screen)

- *Any Word Processor*
- *Apple*
- *Arrow*
- *Bion Text*
- *Closeview*
- *Eye Relief*
- *Large Print DOS (LP DOS)*
- *Large Print Windows (LP Windows)*
- *Magic*
- *Smartview*
- *Windows Accessibility*
- *Word Processor Built-In Features*
- *Zoom Text Extra Level 2*
- *Zoom Text Ultra*
- *Zoomtext*
- *Zoomtext Level 1*

## Scanners

- *Acer*
- *AGFA*
- *Apple*
- *Astra 610*
- *Canon*
- *Easy Photo*
- *Epson*
- *Flat bed*
- *Hewlett Packard*
- *IBM*
- *Imax*
- *Lexmark*
- *Microtech*
- *Olympus*
- *OMAX (Astra)*
- *Photomaker*
- *Reality Edge*
- *UMAX*
- *Viviscan*

## Optical Character Recognition Software

- *Arkenstone (e.g., Open Book, Open Book Unbound)*
- *Kurzweil (1000, 3000)*
- *OmniPage*
- *OsCaR*
- *Reading Edge Machine (standalone hardware and software in one)*

## Braille Translation Software

- *Braille Lite*
- *Duxbury*
- *Hot Dots*
- *Megadots*

## Portable Note Taking Device (not referring to a laptop)

- *AlphaSmart*
- *Braille Lite*
- *Braille 'n Speak*
- *Braillemate*
- *Companion*
- *Envy*
- *Magnum*
- *Palm pilot*
- *Parrot*
- *Type 'n' speak*

## Large Screen Monitors

- *15 inch monitor*
- *17 inch monitor*
- *21 inch monitor*
- *CC TV screen*

## Braille Printers

- *Blazer*
- *Braille Blazer*
- *Jueliet*
- *Okada*
- *Romeo*
- *VersaPoint*

## Spell Checkers/Grammar Checkers

- *Any word processor (e.g., Corel, Word Perfect Canadian version, MS Word)*
- *Correcteur*
- *Franklin Language Master*
- *Hugo 8+*
- *Keyspell*
- *Laroudre F/A 101 (correcteur)*
- *Seiko Instrument*
- *Texas Instruments (pocket spell checker and spelling)*

## Adaptive Software For Learning Disabilities

- *Co-Writer*
- *Dragon Products (e.g., Naturally Speaking)*
- *Handiword Sticky Keys*
- *IBM Via Voice*
- *Inspiration*
- *Openbook*
- *Talker*
- *Telepathic N/A8*
- *TextHELP*
- *True voice*
- *Via Voice*

## Adaptive Keyboards

- *Clavier Français*
- *Ergonomic Keyboard*
- *Ergonomique Mustek Twainscan*
- *Glide Point*
- *Half QWERTY*
- *Left-Right-Separated*
- *Microsoft Comfort Board*
- *Microsoft Ergonomic Keyboard*
- *Microsoft Natural Keyboard*
- *Microsoft Soft Touch keyboard*
- *Protège Touche*
- *Sticky Keys And Key Guard*
- *Waveboard*

## Adaptive Mouse

- *Cirque: wave keyboard avec souris intégrée, se dirige avec l'objet*
- *Click Less Mouse*
- *Decca*
- *Ergonomic*
- *Expert mouse*
- *Glide point*
- *Mouse Trails On And The Large Mouse Setting*
- *IntelliPoint*
- *Kensington*
- *L-cursor*
- *Light Pen*
- *Logitech mouse*
- *Madenta tracker*
- *Microsoft Ball*
- *Mouse Mover With Joystick*
- *TBM Numeric Keyboard*
- *Virtual Mouse*
- *Virtual Reality Mouse*
- *Wave Keyboard 2*

## Dictation Software

- *Dictatype*
- *Dragon*
- *Dragon Dictate*
- *Dragon Naturally Speaking*
- *EUS-speak*
- *IBM Via Voice*
- *Simply Speaking*
- *Speak And Type*
- *True Voice*

## Voice Control Software

- *Synthèse Éloquence*
- *Voice Direct*
- *VoicePad*

## Other Adaptive Hardware/Software

This list was generated by the open-ended section of this question. This is a combination of wish list items and actual hardware/software. It gives a "snapshot" of what adaptive hardware/software means to different people.

- *A computer*
  - *A palm top for notes*
  - *A proper instruction and reference book for the computer. Like - where you could just look up a problem in an index - flip through the pages & find it quick, easy on the eyes, functional. The "help" screen is never useful never. It never answers my question it has no context, it hurts my eyes.*
  - *A quick, user friendly, word processing program for math.*
  - *ABBYY Fine reader*
  - *Adaptable chair*
  - *AudioCalc (4 in 1 talking mathematics, scientific, statistical and financial calculator)*
  - *Books on tape*
  - *CCTV*
  - *CD ROM, Software that identifies and gives dimensions of graphics.*
  - *Closed caption device*
  - *C-Note System*
  - *Combination-Portable CCTV + computer + scanner + voice I/O*
  - *Computer table with an adjustable keyboard height, adjustable ergonomic keyboard and mouse*
  - *Décodeur TV*
  - *Direct connect to brain waves using EEG type equipment*
  - *Electronic texts*
  - *Expervision Typereader Pro*
  - *FM system & C-Note with dictation software*
  - *Footmouse*
  - *Handwriting recognition*
  - *Logiciel intégré a un système d'exploitation produisant les ondes alpha beta*
  - *Microphone headset*
  - *Opticon*
  - *Organizing software*
  - *Palm top, voice recording technologies*
  - *Parrot 3+*
  - *Pocket spell-checker*
  - *Program to learn how to type*
  - *Roget's thesaurus and spell checker from Seiko instruments*
  - *Round diskette*
  - *RSI friendly keyboard and devices*
  - *Scientific writing software*
  - *Software for Deaf/Hard of Hearing*
  - *Software that can decipher graphics*
  - *Stronger, glare free screens*
  - *Systems for voice or one hand*
  - *Tape recorder*
  - *Terminology specific spelling software*
  - *Traduction LSQ*
  - *Une imprimante BJC-80 portable*
  - *VisionKey de Eyecan Itée.*
  - *Word prediction software*
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**Appendix 12**

**Phase III: Students' Responses:  
Organizations Which Fund Computer  
Technologies**



## Phase III Student' Responses: Organizations Which Fund Computer Technologies

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### Clarification

The following is an unedited list of students' responses to questions asking them about foundations and provincial and federal funding organizations. Because they are based on students' recollections of complex names and affiliations, these may contain duplications and errors.

Students obtained their technologies from a variety of sources. We provide this list simply as a source of ideas. In some cases there might have been confusion as to the exact names of programs or whether the programs are private or government funded or even the level of government providing these programs. The confusion may be explained, in part by the fact that while we were carrying out our research, the core funding programs administered by the majority of provinces were undergoing major administrative changes, including the name as noted by some students: "EAPD formally VRDP".

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### Foundations

- *Amputés De Guerre - New Brunswick*
- *Arthritis Association - Ontario*
- *BC Tri Employees - British Columbia*
- *IBM Excellence Scholarship Award – Alberta*
- *Kids' Speech And Insurance Company - Ontario*
- *Kiwanis Club - Alberta*
- *Lions Club - Abbotsford*
- *Masons - Manitoba*
- *Nib And EDRP - Adaptive Computer Technology - Saskatchewan*
- *Rice Bursary - Manitoba*
- *Rotary Club – Prince Edward Island*

### Institutions That Provide /Administer Programs & Others Sources

- *A.L.D.A. - British Columbia*
- *Centre Louis Herbert - Quebec*
- *Institut Nazareth et Louis Braille - Quebec*
- *MAB (Montreal Association For The Blind) – Quebec*
- *OCTC (Ottawa Treatment Centre) - Ontario*
- *OPHQ (Office Des Personnes Handicapées Du Québec) - Quebec*
- *Vocational Rehabilitation – Nova Scotia*

### Provincial Government Plan

- *ADP (Assistive Devices Program) - Ontario*
- *Adult Services - British Columbia*
- *Adult Student Services British Columbia Student Loan -Vancouver*
- *Allowance - Toronto*
- *AMEO (PAV – Programme d'Aide Visuelle) - Quebec*

- *Assistive Devices Program - Ontario*
- *BSWD - Ontario*
- *Bursary For Special Needs - Ontario*
- *Bursary For Students With Disabilities - Ontario*
- *Department Of Education - Kentville*
- *Disability Bursary - Kitchener*
- *Disability Program - Ontario*
- *Disability Services - North Vancouver*
- *Employability Assistance For People With Disabilities - Saskatchewan*
- *Micro Computer Loan*
- *Ministère De l'Éducation Du Québec Aide Financière Aux Étudiants (Material Resources)*
- *Ministère De l'Éducation Du Québec (Prêt Micro-Ordinateur)*
- *New Brunswick Tax Reduction*
- *Nova Scotia Tax Rebate*
- *ODSP - Ontario*
- *OGS - Nova Scotia*
- *Ontario Disabled Bursary*
- *OPHQ - Quebec*
- *OSAP - Ontario*
- *OSAP Special Needs Bursaries - Ontario*
- *PAV (Programme d'Aide Visuelle) - Quebec*
- *Program For Students With Learning Disabilities - Edmonton*
- *Programme TEST – Moncton - Moose Jaw*
- *Provincial Grant For People With Disabilities*
- *RAMQ - Quebec*
- *Rehabilitation Professional Assistant Device Program - Nova Scotia*
- *SET B.C. – British Columbia*
- *SOG (Special Opportunities Grant)*
- *Special Bursary Program - Ontario*
- *Special Needs Bursary*
- *Special Needs Grant*
- *STEP - Stephenville*
- *TSSP - Burnaby*
- *VRDP (Vocational Rehab For Disabled People) - Alberta*
- *VRS - Ontario*
- *WCB -Thunder Bay*
- *Worker's Compensation - Ontario*
- *WSIB - Ontario*

#### Federal Government Plan

- *ADP - Waterloo Ontario*
  - *Adult Services Program (Adaptive Canada Study Grant) - Vancouver*
  - *Bursary Through Fanshawe College - Ontario*
  - *Canada Assistive Devices - Ontario*
  - *Canada Student Loan - Adult Student Services*
  - *Canada Study Grant For Part-Time Students - Vancouver*
  - *Career Development And VRDP Program*
  - *CSG (Canadian Study Grant)*
  - *CSL - Nova Scotia*
  - *EAPD (formerly VRDP)*
  - *Ontario Disabled Bursary - Ontario*
  - *OSAP - Ontario*
  - *RSWD - Ontario*
  - *SOG (Special Opportunity Grants)*
  - *Student opportunity grant*
-

**Appendix 13**

**Phase III: Students'  
Overall Comments About Computer,  
Information and Adaptive Technologies**

## **Students' Overall Comments About Computer Information And Adaptive Technologies: Phase III Responses**

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### Lack of Information

- *Access to information to solve problems when they arise*
- *Access to research information and products*
- *As a present student, I would have appreciated having the knowledge about adaptive computer equipment before I started college. I'm not even sure that I yet know of all the equipment which would be advantageous to me. I know I have had many visual hurdles to overcome during the past 3 years. I sincerely hope that visually impaired students such as I are better prepared and more knowledgeable about the hardware and software available in the marketplace to assist us in our educational endeavors. Advocacy groups should be better informed of available technologies*
- *I believe the necessary information that is needed has not been available to me; I was unaware of government programs that are available to provide computers to students; I did not know about special software to aid the sight-impaired person*
- *I didn't realize that there were any computer programs that could help me out*
- *I discovered early in my university career that many people are simply not aware of the need for adaptive technology. If that need was clearly articulated, they would usually be very willing to accommodate it. Awareness for the need for such technology seems to be a prerequisite for its being provided*
- *I don't know. I am still learning about them (computers)*
- *I am unaware of software packages for the deaf that may help in my learning and studying at my institution*
- *I think computers are an invaluable tool for people with disabilities. The promotion of programs should be done for high school students so they are made aware of such technologies. Also more information could be provided via local organizations, if people don't know about the technology or services provided, they can't use them*
- *I would love to be made aware of all the different adaptive and unique technologies available. If I knew about them, and they would help, I would definitely purchase the product. It is hard to find out about new and innovative software and hardware advances. Alternative computer technology formats provide the key to my academic success, yet finding them is usually done by accident*
- *It is hard to find someone to inform you about the proper software and know how to use it, hard to find people to teach you how to use a computer effectively. Everything is expensive*
- *J'aimerais savoir ce que d'autres personnes avec des incapacités utilisent comme adaptations pour leurs ordinateurs, afin de comparer avec mes adaptations*
- *Lack of information to availability of technology for learning disabilities*
- *I think the biggest problem is probably information (lack of it) about what is available and how one can obtain it. I think most institutions would be willing to aid students, but often neither party knows how to do it. I personally researched a lot about adaptive technologies simply because I find computers alienating and dehumanizing*
- *There is a lack of information about what's available. There is likely software that would help me but I'm unaware of what it is*

## Financial Concerns

- *My biggest problem is lack of money, not my disability*
- *Computer maintenance and service delivery; costs for servicing and manufacturing engineering technology systems; costs for insurance; coverage of computer equipment and insurance coverage policies for computer system only*
- *A lot of programs are oriented for Apple computers and not IBM computers, in particular, spellcheckers for IBMs are too expensive for my needs or their levels are grade school level*
- *Allowing students more say in what kind of programs/hardware they purchase. Increase funding and allowances for upgrades*
- *Computer software should be free to people with disabilities because these people don't usually have a lot of money. In my own case I am married with three children on a fixed income. Software is so expensive there's never enough money. Things are changing*
- *I didn't know you could get funding to buy a computer. Next time I need one or need to upgrade, I will look into it*
- *Funding for out of province students for business for computers*
- *With recent cutbacks, there has been less funding available to disability agencies. This has caused manufacturers to experience a drop in sales. This has deterred them from continuing research on development. All of which means that the adaptive industry will not keep up with the changing pace of the computer industry. This will be a barrier for disabled people in the future. We will fall behind the emerging technologies and lose access to computers*
- *I would like the ministry of education to be more involved (and not the more bureaucratic Medicare System) in the support of hard of hearing students, especially regarding technology. Notetakers by another person is a very limiting service (in many cases) as a student needs to screen information independently, autonomously, and discern what is important info. This is particularly important in the social sciences. Simultaneous transcription such as C-Note is excellent when done "verbatim" by a stenographer, however, this system is available to students who usually attended school with an interpreter i.e., deaf students. I would like the Ministry of Education to allow students with different degrees of hearing loss to obtain the proper assistive listening devices such as FM systems with good discrimination capacity (that can leave out background noise) under the special needs program. Tape recorders and good quality hearing aids are not covered either. Students should be permitted to upgrade their hearing aids through the Ministry of Education programs. Medicare programs are weak, they don't take an educational but rather medical approach*
- *I am not aware of the government program, but I would be very interested to learn more about it*
- *I am very concerned about the funding, I find the waiting and interviewing stage makes me very anxious, and I don't bother for the things I need*
- *I do not think that it was fair that I was turned down for the computer bursary just because my tuition and books were paid for by another association*
- *I have applied for a government grant for a computer but haven't received the money yet*
- *I have wanted a computer for the longest time. There is no government funding in this province that I'm aware of to purchase one*

- *I just want to let you know that I have never heard about government programs that are available to people with disabilities*
- *I would like to be able to dictate my essay. However, I would need to upgrade my computer and it would be expensive*
- *If there are programs that will help people buy a computer or software that would be nice if they were published to those who need them*
- *In Ontario, there are 2 funding programs I used because I could get equipment that I need and use on a daily basis - Some programs are not flexible enough to take into account what I need. There is also no allowance for totally integrated workstations (i.e. a computer scanner and CCTV). It's one or the other, this does not allow effective use of the technology*
- *It is very hard for a student with disabilities to get access to quality computer lab time because the lab closes when the classes are over. Other times there are constraints on the time a student can be in the lab. Because more students are on limited income it is difficult for them to get a laptop to use at school. The number of learning disabled students at college is very small and the expense doesn't fit in with other school income. The expense is too great for the number of student that need it*
- *J'aimerais que le gouvernement peut aider les finances pour les sourds. Ceux-ci ont besoin d'apprendre les choses. Les sourds ont beaucoup de misère de la vie. Par exemple, les sourds ont manqués d'informations, des nouvelles et des connaissances. Il faut avoir d'ordinateur pour les sourds car ils veulent apprendre. La majorité des entendants ont plus de connaissances et appris les nouvelles que les sourds. C'est pourquoi parce qu'ils ne connaissent rien d'ordinateurs. On doit offrir les spéciaux d'ordinateur pour les sourds ou les handicapés. Les entendants ont appris beaucoup et vite. Il faut avoir l'ordinateur pour les sourds*
- *Puisque ma santé m'empêche de travailler, je ne peux pas payer un pour faire des travaux à la maison (ils sont beaucoup trop dispendieux). Si il y a un programme qui peut m'aider j'aimerais le savoir*
- *Je voudrais tant avoir un ordinateur, mais le programme de prêts et bourses ne me le permet pas même si j'ai une déficience fonctionnelle majeure (la surdité). Ayant plusieurs preneurs de notes, on ne me permet pas d'avoir un ordinateur car mes preneurs de notes prennent la place des ordinateurs. Ils ne sentent pas le besoin que j'en aie un. Il aurait fallu que je n'aie pas de preneurs de notes. C'est un manque de justice!! Est-ce que je suis la seule ou pas*
- *Much of the equipment is expensive and I feel that manufacturing companies take great advantage of me as a result*
- *My only concern is, I have spent 5 years trying to get funding for a home computer and have had no success*
- *Pour tous les personnes handicapées devront avoir une subvention à cause de leur besoin pour soit à l'étude ou autre. Pour que les gouvernements nous encouragent à aller aux études avec les autres étudiants*
- *The lack of affordability is a big issue for me*
- *What about free computers? Or software which is compatible with previous versions*
- *When I have an old computer, that a person cannot fix or update and the money isn't there to buy one. Computer labs at the college are full or you don't have the transportation to get there*
- *Finding out what computer technologies are available for disabled students; I found out info at college but not at university. Price for manuals / user modified and training was handsome*

- *Grant for a computer did not suit me as my husband made too much money and I did not qualify for one*
- *The college has a grant program I qualify for, but I'm not allowed to get a computer that will read the work I've done so far, and I can't waste the last 7 years*
- *Grant should let students buy for themselves if they choose, not force us to have never-functioning computer systems with no chance to return it to the store for service or replacement*
- *Although I can type very slowly with one hand, using adaptive software should make my life easier. When it is not installed correctly, and I am not given training, this poses a problem. Also, paying taxes for a grant seems ridiculous to me; the grant is supposed to make my life equitable, not more difficult*
- *Need to see and handle a system to see if it will work for me. Money is also a factor*

### Problems With Computer & Applications

- *My voice activated computer at school is not available and no one there to help on weekends, evenings when I need to do essays; other students using it when I'm gone; no good teaching program; just secretary trying to explain how to use the program. Due to dyslexia can't spell or type and the program when I tried it kept misinterpreting what I was saying (e.g. giving it the direction "choose 10" as a command to save the material and the computer typing "Houston" over and over). I have trouble following directions as it is so would need a step by step training class to be comfortable with the computer. I need to learn this as now I have family who type my essays for me, but if I go on further, I will have to move away so I really need to learn to use computer. It seems frustrating*
- *Adaptation that I require is proper physical set up of computer, proper height of monitor, keyboard and chair, and easy access to hard drive to turn on computer and put in disks, etc. The computer labs I worked in were not set up properly. No computer is with ergonomically correct chair to decrease pain induced sitting time*
- *As totally blind computer user, there are many instances when the screen reader I use does not work. When the screen reader stops working there is not much I can do other than reboot the computer. It can be very frustrating at times. Also, in the classroom environment, I find it difficult, if not impossible, to follow the instructor's examples on my computer. For example, in one of my computer classes we were asked to use a search engine on the internet to find something. There was no way I could follow the instructor's instructions and listen to my screen reader at the same time. I guess if I had one wish it would be that one could go get the computer training one needed in a friendly environment. I think more blind people would become employable if that were the case*
- *AutoCad at school is difficult to use because any special toolbar settings I use are changed when I return to use AutoCad; only stand in line to use it. The hard floors and long waits aggravate my pre-existing back injury to the point that I generally have to come in on weekends, stay late or come in early*
- *Awareness of what is out there; adaptation for someone using hardware (e.g. foot bar, smaller keyboard, etc). Restrictions on what is considered a disability and what is not. I always fall between the cracks*
- *Closed captioning; most teachers don't know how to operate it, many programs are out-of-date and are not closed-captioned*
- *Different mouse styles for PP1 with repetitive motion strain*
- *Ease of using computers (laptops) in classrooms - plug in - where? And battery problems (only lasts 2 hours maximum)*
- *Evaluation des synthèses vocales*

- *Getting effective computers to students and packages for statistics*
- *Hardware and software are readily available for IBM but not for less common platforms such as SPARC workstation. Software is just now starting to become available for Windows. Zoomtext 7 will work on NT whereas Zoomtext 6 doesn't. I suspect this is due to the fact that UNIX based systems would require a rewrite of the operating system code. I hope that I am not a biased source, since I am a computer science student. I do use and maintain a variety of computer systems*
- *Some hardware has proven to be difficult to work with and some may require purchasing self-help manuals*
- *I believe that hardware and software upgrades are not as current as they could be*
- *I find the glare on the monitor difficult. Wrist rests should be built-in*
- *I have used software (briefly) belonging to a staff member at the disability center. The software seemed to be lacking in efficiency despite the fact that it was superior to previous software, and it was the most advanced technology of its type on the market. Advances need to be made in the direction of speed, normal voice recognition (regular speech) and adaptability to individuals users*
- *I have voice recognition English, but since I started at college, I need it in French. Wonder if that exists*
- *I just use the note taker and basic computer technologies*
- *I just want to say that voice activated software is very frustrating and time consuming. It needs to be made more user-friendly*
- *Any extensive sitting at a keyboard hurts my hands (arthritis), back, and neck*
- *I need mobile technology because of the narcolepsy (need to pack quickly in order to take my naps)*
- *I use a large font size or zoom to blow up the screen. However, this is not as good as the packages available for blowing up the screen*
- *It would help if one station per lab were set up for students with special needs (i.e. work surface is adaptable in height/angle, chair/seating arrangement allows for wheelchairs, canes and crutches). My disability is considered invisible, therefore less important. I am left-handed and mouse with my left hand at home. I had to argue to allow access to handedness in Control Panel. I have yet to convince them that the physical space required for mouse and mouse pad is just as important. This is an obstacle to learning. This has become a learning disability due to elevated level of frustration*
- *A cheap way to get info to blind students using available technology. It is just a matter of getting into the habit of making a disk copy*
- *J'ai utilisé Dragon Dictate pour écrire*
- *Je n'ai pas d'ordinateur à la maison, mais présentement je suis un cours en infographie et j'ai aucune difficulté à m'en servir*
- *Je suis malentendante et j'adore les jeux, mais la plupart des jeux ont une voix dont je ne peux comprendre. Il devait avoir des sous-titres (comme à la télévision)*
- *Keyboard-45 degree angle ergonomics*
- *Kurzweil Voice type, read K100; K300 say it types*
- *Les technologies disponibles pour les personnes malentendantes*
- *More computers available with mouse instead of buying a mouse separately just to use computers at school*



- *More often companies advertise their product with voice or music or/and new software products are introduced with voice and for deaf people. That is frustrating! Hence my notes about closed caption device. That could be pre-installed in the computer*
- *My disability is not physical. I have a learning disability where I have problems translating what I hear to what I write and from what I know to what I write. Spellcheck and grammarcheck helps a lot*
- *My own experience with dictation software has not been satisfying. I have great difficulty loading the program. I had to buy an adapter to boost power to the microphone. There's no technical support or training. Formatting with it is very tricky. And the program used to crash my computer and I'd lose my data, sometimes whole assignments*
- *Need better voice software, scanning services, and disability options on all software/hardware*
- *Not enough computers to meet the needs of students*
- *Adaptive technology has not as of yet been able to resolve the many problems regarding music*
- *Many CD-ROM's like Microsoft Encyclopaedia do not have captioning along with the narration in any of the video clips. This would be beneficial to the deaf and hard of hearing*
- *Seemingly no discussion of ergonomically-related equipment*
- *Smaller, lighter equipment that could interface with a regular computer*
- *I want more advanced spelling, grammar and the software (including university terminology); more info on how to inform the manufacturers of my needs would be useful. More info on how to gain knowledge about government support programs to supply students with learning disabilities with computers would be useful*
- *En effet, ce qu'il faut savoir qu'un ordinateur qui « crashe » est dû à 99% à une déficience du système d'exploitation de celui-ci. Or, moi, étant un grand utilisateur du Windows et de Linux (ou un clone du Unix). Je peux vous dire qu'il y a un très grand changement entre ces deux par rapport à la stabilité. En effet, il y a eu des tests et les résultats ne m'ont pas étonné. Les résultats, les voici: (test sur la stabilité de la gestion de réseau) Windows « crashe » aux 21/2 minutes Linux/Unix n'a jamais « crashé. » Alors, il faudrait peut être spécifier le type du système d'exploitation utilisé (il y en a environ 8 à ma connaissance)*
- *Voice program doesn't work well. One crashed (Dragon) after 2 months of use - incompatible with my laptop (Eurocom). Cannot seem to get Via Voice trained. Would be great if companies listed compatibility programs and computers*
- *Upgrading. The newer stuff takes more and more then you need to upgrade as well so it makes it tougher*
- *Une caméra vidéo avec logiciel qui permet (sous-titre) d'écrire ce que le professeur a enseigné car l'information incompris pourrait être reprise jusqu'en parfaite maîtrise par le vidéo. Ou dans ce cas la, un professeur attiré spécialement pour l'étudiant dans le champs d'étude pour qui l'étudiant maîtrise très bien la matière (compréhension), plutôt qu'en groupe. Comme par exemple, je suis en soins infirmiers, l'information écrit cela va, quand à la pratique de groupe, je ne comprends pas les détails associés a tel événement*

- *They need to make better spelling/grammar program in word processing programs*
- *I am not aware of the existence of a decent quick math word processor nor can I afford a decent portable*
- *The students with disabilities office and staff are wonderful. I could probably get a computer. But I choose to wait until 2000. I'm not confident enough*
- *The screen is very tiring on my eyes (poor color adjustment). If there is a better color arrangement to cut down on the glow and adjustment between letters and background*
- *The size of screen the government gave me on my laptop is 3" smaller than what was recommended. Using this screen causes me frustration and discomfort. Also the screen disappears under certain light which is frustrating*
- *The biggest problem with tech aids is poor design and slow advancement. Software never does quite what I need. Hardware is usually bulky, expensive, ugly and barely functional. Since there is no high demand for the sort of stuff I need, there is little development of it unfortunately. Stuff has to be designed in part by the people who use it*
- *The companies producing the technology need to look at better support for their special needs clients. More time for support, manuals on tape, etc.*
- *The computer I received in the past proved useful once I was able to obtain some basic software myself. The hardware was very up to date when I received it, but by the time I got software it was somewhat outdated*
- *The development of RSI friendly keyboard plus technology such as speech recognition software. The ability to use Windows without a mouse. The ability to use the Internet without a mouse*
- *Something to make the screen not so bright. Some days my eyes really hurt*
- *Technology helps students a great deal, they need to have simplified instructions on how to adapt the software and make it a comfortable process to help them develop their learning skills, without fear or frustration*
- *I hope in the near future that computers will be more friendly and more equipped with a manual that is as easy to read as a children's book*
- *I got a computer, but it was so old (that was 1990 model computer) and doesn't have any programs from my school program*
- *I had programs such as a math tutoring program where it was an educator teaching math. This program had become useless for I am hearing impaired where I cannot hear what this educator is saying. There are other educational programs with spoken lectures or media, films with person talking in the background. Again, nothing is understood*
- *I have a friend that benefited a lot from having a computer in Braille display. At school there is none available, this makes it very hard for her to keep up with the rest of the class*
- *If it wasn't for a laptop from the school my marks would have suffered*
- *I feel that if speech software like Jaws for Windows could be installed on the main server of each college or educational institute, then it's very easy for the disabled students to have the college network access rather than to have a stand alone computer*

- *I understand or remember better when I watch material or listen to it, rather than read it. I'm not very comfortable with computers (somewhat afraid of them). Also can not afford to have a recent one. Have borrowed an old one (DOS) to try and I became comfortable with them*
- *As someone who graduated, my home computer has allowed me to work from home as a freelance writer. I feel access to this technology will lead to more ability to find suitable work*
- *I don't really need major adjustments for my computer needs because I'm deaf. I can see and can move well. The only concerns I have is that technology, especially computer programs and games are now using more and more computer voices rather than text dialogue. Currently, the programs are good with text but games are now omitting the text options. I hope no one will do that with the programs. I am not only speaking for myself but for other hard of hearing and deaf people out there using computers in their daily lives. We need to continue to remind the providers of our needs*
- *I need a program like Dragon Dictate to obtain my timings. If I don't obtain my timing it is unlikely I will obtain my certificate for office technology. I was funded for Dragon Dictate which I have on my computer now but I do not know how to do timings with Dragon Dictate. I want to make Mavis Beacon typing tutor and Dragon Dictate compatible so that I can do timings with Dragon Dictate but so far I can't figure it out. I will be taking the program to school to see if the computer support technician can help me. I don't know if I am going to get my timings. The standard is 40 wpm and the fastest I've done is 32 but those are rare. I average about 28 wpm because I key with one hand. I also drive with one hand and foot and I travel 110 km a day to attend school. If they can figure out how to make Dragon Dictate compatible with Mavis Beacon it would be much appreciated*

### Training

- *Not enough training*
- *Other areas that might want to be explored are what students actually use the computers in school for, e.g., do they use computers for mathematics, English, chemistry, economics, statistics, etc. This might be of use to see what areas the adaptive technology really helps while in school*
- *It would be nice to have training provided for 1st time computer users who are technophobes as I am*
- *Computer manuals need to be easier to read with less computer jargon and minimum monotony. I think it would be amazing if my school had a small class or workshop (does not have to be for credit) that had maybe just a few 1 or 2 hours sessions teaching all the basics of everyday computer skills (i.e. using word processor, downloading things from internet, etc.)*
- *I know having a disability is very difficult, in my opinion technology is moving too fast, students like myself need proper training (internet use and so on). If there is enough funding I believe there should be a course for disabled students (learning disability) that helps us feel more relaxed with computer technologies and how to use them*

- *I am a user and a teacher of computer technology. I think that in general, institutions are not conscientious enough in providing adaptive technology to students with disabilities on campus. Students usually have to rely on government funded programs to get the funding they need. There are not enough training facilities to train students how to use the technology*
- *I have come a long way with computers. Before I used to panic and get angry at the computer, but now I am getting used to the computer because I received a lot of help from the special needs area from staff and tutors. Also, it would be a great idea to explain how to use a computer and how to fix a computer when you make a mistake in easier terms for people who have a hard time understanding what they read*

### Wish List

- *I am interested in this idea of big screen and print*
- *I have no money, broke many bones in body, lost eye. But would like to somehow get computer for home*
- *Updated equipment would be interesting to find out about. Many times we miss advertising for tools that could really help us. Maybe an update report could inform people. I would like to find out more about screen readers and notebook taking devices*
- *A Hewlett Packard scanner would be a great asset to read documents, books etc.*
- *A number to call that anyone could access to answer computer questions 24 hours a day, 7 days a week so when you run into a problem (a) it doesn't get out of hand, (b) doesn't cause further problems, (c) you don't have to stop working on your computer till you find out the problem and can fix it, (d) you don't spend hours trying to figure it out or looking up resources that might help*
- *Being able to scan in and use documents that are editable in a word processor would be the most beneficial to me*
- *Book on disk that can be read to student on the computer*
- *Closed captioning program/software. Software/program for me to develop screen saver, drawing, letterheads, etc. that I want to develop myself*
- *I wish that there could be technologies for hearing impairment, such as when there is a lecture, I wish there was some sort of technology that you can read it off when I can't hear lectures*
- *Dictation and voice-activated products are my main need and interest*
- *Have heard about video interpreting in sign language (last I heard in 98 it was experimental). Any changes? Would like tech (adaptive) that's not necessary to be priced reasonably*
- *I like a program called Via Voice. It allows you to dictate a letter and it writes it on the screen. You don't have to know how to spell or type, which can be a bad thing if you learn to depend on it*

- *Je suis seulement sourde, donc, je n'ai pas vraiment besoin de matériel adapté. Seulement, j'aimerais beaucoup avoir, s'il existe, un ordinateur portable, assez petit, qui enregistrerait la voix de mes professeurs et la recopierait sur l'écran afin que je manque aucun mot de ce qu'il dit. Mais je ne crois pas que ce genre d'ordinateur existe*
- *Comfort-chairs, mouse pads, keyboard pads, resolution displays - due to certain programs used by the college*
- *I'm not blind but have given presentations hand-outs, etc. and would like to have option of printing these up "in-house"*
- *Have more programs to help dyslexics but because I don't know what's out there I shouldn't make that judgement*
- *I would like to see the computers at school compatible with mine at home. I also would like to see them be easier to use*
- *I think handheld computers and laptops would make note taking easier on me. I wouldn't mind if the government just paid half the cost of a laptop computer, at least then I could pay for the other half*
- *I wish software was more available to me but that is a dream. Software I need is not a luxury, but a necessity*
- *I would benefit from having access to "computer technology for disabilities" catalogues*
- *If there are any computers at my school I can use, I don't know about them. I wish I could, but I don't know if they are available to me*
- *I do not need adaptations. However, they would improve my research and writing skills incredibly, as well as (possibly) helping my comprehension and study habits. I would use a scanner and a screen reader, dictation software and electronic format books for my studies if they were affordable and if training were available*
- *It would be a great help to have the use of a computer at home. At school we use windows 95, 3.1 and Corel Word Perfect 8*
- *It would be nice to see schools equipped with adequate hardware/software for students with disabilities*
- *Existe-t-il un petit appareil (magnétophone qui fonctionne avec un CD ou CD-ROM) qui pourrait être lu par un ordinateur et même être transcrit sur l'écran*
- *J'aurais aimé que les établissements collégiales puissent nous fournir les programmes d'ordinateur, car ils sont trop dispendieux pour avoir tout ce dont j'ai besoin*
- *Manuals for one-hand typists. Software etc. Amount of on-line info updated*
- *My main concern is I try and use the computer to e-mail professors and do class assignments. Getting books for my class for the computer is wonderful idea. I wish that my campus would provide more on-line support*
- *Spellcheckers that have a good grammatical checker; the one I use causes me to make mistakes. Dictionaries, software would be useful too*
- *Textbooks on CD-ROM where reading (hearing) and viewing would become much less time consuming for those with LD's and visual impairments and others if applicable. Following along during lectures would become possible for some*

- *Most adaptive hardware and software is available to me and I did not know it even existed or that it was an option for me. I have bad penmanship and like the idea of using dictation software because I usually don't write my essays. I usually work out rough ideas then type them. Dictation would make my work more coherent and follow better. I would also think that portable notetakers other than a lab would provide me with more participation in class. I have also a tape recorder for some classes but did not find that helpful. However I only tried that for a month so I may try it again. However I did not find recording my own notes helpful in this area*
- *Voice command. Big screen and a computer that reads the text back to me. More icon applications instead of words, typing is hard and slow process for me*
- *Did not receive a printer when I received the computer equipment. I am still waiting for it*

### Recommendations

- *Computer technologies issues: technology for hearing impaired people should be explored more in-depth*
- *I have been quite fortunate to have received the funding and equipment in obtaining a computer as well as adaptive computer equipment. However, the process was long, frustrating and discouraging at times. The info and resources that I know and am aware of now would have been most helpful early on in my studies. The biggest concern I would have is the lack of awareness and exposure of such useful and beneficial programs. I did a lot of my own ground work and research before I came across the proper channels. Maybe incorporate some info., brochures, programs or guest speaker talks at local high schools, community centers and churches. I know if I had some exposure to such programs earlier on, I believe my success in completing my educational goals would have been less bumpy in which my physical and mental energy would have been channeled more towards my studies. I am grateful and very appreciative of what guidance, help, and financial assistance I did receive*
- *Suggestion for manufacturers--produce generic speech chip that can be attached to all electronic equipment. This way all manufacturers could include standard plug*
- *In my career, I am expected to spend most if not all of my day on the computer. This has lead to RSI and permanent long-term problems with my hands, lower arms and elbows. This makes it very difficult for me to recommend the use of computers to anyone. While I think access to appropriate software and hardware is important for all students, something has to be done about the high incidence of RSI first and foremost. We need to keep all users from developing problems such as mine*
- *This may be outside the strict mandate of the study: I would like to see a major effort by technology developers toward providing a generic speech chip that could be attached to the vast array of digital devices that are now in use - everything from bank machines to digital phones to microwave ovens to VCRs to volt meters to lab equipment and (my personal favorite) global positioning units. We can not expect the manufacturers of all these things to add a voice unit. What we need is someone to develop a unit that can connect with a wide variety of instruments. Then we would only have to ask manufacturers to provide a plug by which we could attach our speech unit to the instrument - how about a talking spectrophotometer in the chemistry lab or a talking multimeter in the electronics shop*

## Unclassified

### Impairment/Disability Related

- *How does this information help us deal with our handicap? What information is there out to help us deal with our handicap*
- *CD ROM's are impractical; you need to get a feel for the book, how it is put together, and be able to flip to any page anytime*
- *I have diminished motor skills and typing is slow*
- *I have dyslexia the problem of coordinating my hand movements to learn typing has been almost impossible. Excel was and is a difficult program to learn because of all the small data entries*
- *I had to relearn to use the computer after a car accident and I feel so connected to other parts of the world using the Internet*

### Various Points

- *I have an unseen handicap. At 2 years of age I had polio - left me poor use of left arm and hand (unseen by most people). When I studied I wrote all essays and my husband typed them for me. I am now employed as a grade one teacher and have great frustration writing reports as, at that grade level, they have been anecdotal and can involve a lot of typing. As I use only one hand, I am very slow. I have phoned and found that it would be quite costly for me to have a keyboard adequate for me. I am currently investigating the possibility of using voice software but it will be expensive as I will need to buy a new computer as my older one is not fast enough. I find trying to see someone who can give advice is very difficult as I work full time. I need to see and handle a system to see if it will work for me. Money is also a factor as I have 3 children of my own who we have to continue to support in their education. I have been working only for ten years so will not have much of a pension, my husband will not have one, and so we must save money for retirement (so money is tight). Although we do not have a large cash flow the biggest problem is not only cost but also getting a system that will work for me. Finding people and time - willing to sit and work with me*
- *Adaptive equipment through government programs requires a minimum of 2 courses per semester. If less, equipment must be returned and application process started from beginning (take up to 3 months). When course registration is adequate, D.S.S. will apply for taped books on behalf of student. Books do not arrive until mid-way through the semester and generally are the wrong edition (taped books). Brain injury (and educational repercussions) not included or supported as a learning disability (very difficult to receive support or learning assistance)*

- I would have liked to see my computer lab at my educational institution have a station set up for the disabled to use. I can not use the Internet without assistance. It is hard to find assistance when I need to either find information or just surf the net. I'm returning to my home province at the end of the school year, Apr. 1999, So my institution may not feel they should implement change. However, I feel this is an important issue the computer I have access to is in residence. I feel it will be removed when I leave. It was installed so I would not have to leave the building. When I arrived student services was in a separate building. They have moved since I have been there. There is an adaptable computer in student services, however the building is closed after 4:30 P.M. This why the coordinator of disabled students and the director of the residence installed computer in residence. I would also like to see the room used become accessible. At the moment, I need assistance opening the door and putting the head set on for the Dragon Dictate program. The door is locked at all times - I have a key for the door, but because my motor skills in my hands are slow I can't open it myself. The residence director was going to change the door himself, but there is lack of funds. What if someone else comes in the future! In my opinion, small universities do not get funding for specialized computers or stuff because the focus is on the larger universities*
- I lack access to good information. Classes get cancelled, or they cost too much - and they don't answer all my questions. Technical support is usually so attitude laden as to be useless. I have stopped trying. Struggled from 1992 to 1996 and stopped trying. Why doesn't my Eudora work? The technician said "it must be you, it works for everyone else" "No " I say "everyone else has given up and removed theirs from this screen". Well he didn't like my assertiveness so he left. That was three years ago, the Eudora icon still sits there - a monument to... They seem to be proud of their equipment in the disabled students office but in my experience the human communication and common sense part is totally missing. The students are treated like children - I guess they can tolerate it as long as they are getting what they need - if not then they are treated like ungrateful children. I try and try until I get exasperated - then they have the excuse "It's your attitude". After years of trying (Since 1992) to cope nicely with patronizing nonsense, with being completely dismissed, it's my attitude? Like if I'm nicer the computer will function properly*
- I have been doing very well in our computer lab. Yet the time may come when I will need special computer technology. I believe that good computer technology should be made readily available to those who have disabilities and need it*
- I do not own or use a computer because (other than price) I have no idea how to operate it, nor would I know where to begin to understand it*
- Since I have a grant, I do not have to buy a computer or adaptive software; and trying to get through university without one is close to impossible*
- Computer/technology is very important to me but I don't agree that there is not enough computer aid for people with disabilities. I've always had computers in my life, it doesn't mean that I have the money for it but other people, especially deaf people are able to buy a computer*



- *Depuis la fin de mes études, la technologie s'est beaucoup amélioré et maintenant plus accessible pour les handicapés, par contre, il reste beaucoup à faire, surtout auprès des gouvernements (Ils font la sourde oreilles!! Lorsque vient le temps d'investir). Moi mon problème se situe souvent au niveau de mon travail. Trop gêné de demander à mon employeur, mais ils sont très ouverts. J'ai aussi beaucoup de difficulté à me procurer des films qui sont sous-titrés. J'aimerais pouvoir faire pressions auprès des gouvernements pour amener les compagnies de films à produire plus de films sous-titrés. J'ai fait beaucoup de chemin pour améliorer ma qualité de vie; étudiant j'ai profité des services offerts pour malentendant*
- *I feel computers are used by too many hands, just like a drug user*
- *I found that with me being a student at college and a mother, I found this very time consuming*
- *As a senior, computer technology is less important to me than it is for young beginning students for whom I believe the very best possible technology should be made available*
- *I have a notetaker with me in classes, for example, using a computer. I have not considered this as use of computer, but as a service. The issue of technology as assisting to education should be considered separately*
- *I have no problems using computers. Most programs are straightforward and very easy to learn the basics. Some of the advanced functions that no student ever uses are more complex but there is always a help file that explains what to do*
- *I have problems focusing. Lack tape player with reading feature. Therefore, I need a friend with me who is filling this form out. I have no government granted equipment. As a part-time student my opportunities to learn about computers are limited. Basically, I want to learn Spanish. To the best of my knowledge no foreign language software exists*
- *I received funds to buy a computer but not the money for training. Have had some help learning the programs but no proper training. Grants should provide training dollars*
- *I used to have knowledge about computers but forgot how to use them as I haven't worked on computers for years. But still know how to use WordPerfect to make a letter*
- *I would like to see computer courses available for disabled people to better understand how it works, how to maintain it and what to do when things go wrong. Compumaster has a two day workshop that offers the above but costs 499.00\$*
- *I'm a student who is trying to learn how to read and write (beside having two head injuries, I'm also dyslexic). I'm 40 yrs. old and have been in school for the past 5 years. I've been in 3 different schools doing OK from a grade 1 to a grade 10 in 5 years*
- *I just switched to this computer related major just recently, I don't have much background in computer technology (before my disability I was in a science program). Therefore, I'd love to learn more about these issues*
- *Issues regarding multiple disabilities are important to me. I am blind and I only have use of my left hand*
- *It is very frustrating when calling by phone to get computer support only to hear a recorded message that always seems to disconnect before it helps out with what to do with computer*

- *It supports the cause of making education barrier-free for students with disabilities*
- *Je n'ai pas pris de subventions pour l'achat d'un ordinateur parce que mon frère m'a vendu son ordinateur: "il n'est pas à la fine pointe" mais pour le moment il réponds à mes besoins s'il venait à faire défaut je demanderais (selon les délais) si je serais éligible*
- *Keep up with what is being used out in the workforce, or in the homes*
- *Les cours fournis par l'institution sont trop rapides et les profs ne sont pas formés pour comprendre l'incapacité de l'étudiant. Pour les besoins des étudiants vivant avec un handicap, les cours devraient comporter un plus petit nombre d'élèves et une durée une fois et demie ou le double de ce qu'un étudiant soit disant normal. Les classes d'informatique devraient être formés que d'étudiants ayant un handicap et un nombre maximum de 12-15 étudiants*
- *Look into other areas where computers and tech may hold disabled students back. For example, our school is great at modifying the course calendar and telephone registration. Are all post-secondary institutions? I personally have a slight phobia of filling out forms because my LD makes it so difficult (stressful). Consequently, I avoid the student loan form, can't get adequate help filing it out, and so choose to work every summer in order to avoid the anxiety. If you are going to look at how friends affect choices, consider also how professors' attitudes play a role in students' decision to use compensating technologies*
- *My disability does not allow me to work on a computer for long periods of time (concentration and coordination problems). Computers need to allow the person using them more control over high intensity*
- *Need more people to consult with as to what will work for me*
- *Need network card to be able to print. Obtain software that I can take home to use on my computer as it takes me longer to complete the same task*
- *Person at school who is in charge of disabilities dep't has said they would like to get a room with computers for disability students only. However, this wouldn't work for me either as, to have other people in the room talking and so forth would drive me nuts*
- *Physical comfort is not an issue at my college and our chairs make my back really uncomfortable to sit for long periods*
- *The computer systems here are not designed to meet the needs of individuals with disabilities. Students with disabilities must seek assistance through the student services office. I feel that the needs of students with disabilities could be better met if my educational institution were to set up an office and informational programs to educate people about different physical, intellectual, and mental challenges. It would also be helpful to students with disabilities if the university were to improve its computer technology to make it more accessible to individuals with various challenges (I prefer the term "challenges" to "disabilities")*
- *My institution has nice equipment for use in the lab but access is restricted to me and it is too hard to track down the appropriate people to talk about this. I feel like just another number. A low priority number because my income is low and my marks are average. But good for a learning disabled person*
- *My biggest problem with computers is during exams in computer courses. For non-computer exams I can be in a quiet room by myself but I can't do this in a computer exam as there isn't a computer I can use that's available in a room just for me. I guess this problem is with environment, and not computers*

- *The aid for disabled students at my university is now helping me to get some tutoring on how to use the Internet and computer software that I use for research and report writing*
- *My own feeling is that it doesn't much matter if I have all of the hardware/software I need if the teaching staff can't get the material across to me because of a lack of adaptation on their part*
- *To have more computers in the center for students with disabilities. Also have the school tech update the programs faster, not at the end of my course. Have the school give more support in fixing the computers that are down because we are put at the end of the chain. I mean with the school techs*
- *I am fortunate because I have 2 computers at home, a great adaptive technology lab on campus and excellent financial and training support from friends, family, professors, TA's, and LD instructors. Unfortunately, many of my friends with special needs have not had such great resources and suffer because of it. I often see the need for improved training and financial support for adaptive technology*
- *Whenever I took a course, I preferred to have someone use the laptop to take class notes, it is easier to read than handwritten notes*
- *While I don't absolutely need special adaptations, I could use it healing from my injuries*

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**Note.** One student's comments were omitted due to length, the general theme of the commentary was a lack of adequate training in the use of computers that met his/her specific needs related to his/her disability.