# Learning Disabilities Disclosure Chart
for Postsecondary Settings

<table>
<thead>
<tr>
<th>Time of Disclosure</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Other Issues to Consider</th>
</tr>
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</table>
| **On preliminary application**                 | • Allows postsecondary educational institution to make Individual considerations on admission when your average is lowered by marks in a particular subject.  
• Allows you to contact the office for students with disabilities even before you are admitted and discuss procedures for accessing accommodations. | • If you are not accepted, you may always wonder whether this was due to someone’s lack of understanding of LDs or because you were not qualified.  
• You may not have the opportunity to explain your learning disabilities. | • Can you present information about your learning disabilities in a succinct and comprehensible way?  
• Do you have the necessary documentation if you are required to produce it?  
• Do you know whether the institution has an effective policy and office for students with disabilities? |
| **Once you have been accepted but before your course has begun or before you have run into any difficulties.** | • Allows you to approach the office for students with disabilities and arrange for accommodations early.  
• Allows you to present yourself and your learning disabilities in a positive manner and to deal with questions from faculty and other students.  
• Allows you to consider a reduced course load.  
• If you require further documentation or a new assessment, this can be done sooner. | • Puts responsibility on you to deal with accommodation issues at a stressful time, i.e. just as you are starting a new phase of your life. | • You need to be able to explain learning disabilities and your specific strengths and difficulties in a positive way.  
• You need to understand how your skills and accommodation requirements fit with the cognitive demands of the program in which you are enrolled. |
### After you have run into difficulties

- You may have already proven yourself to some extent.
- You may have established some positive relationships with fellow students and faculty.
- You may have a better understanding of the institution’s policies, practices, etc.
- It may be too late to drop courses without penalty.
- Even with accommodations it may be too late to pass a course.
- You may damage your positive working relationships, since your fellow students or faculty may see you as not being honest with them.
- You may have to wait longer to access services from the office for students with disabilities.
- Is this situation similar to others that led to problems for you before?
- If you have failed courses that with the appropriate accommodation you think you could have passed, do you have the time and energy to use the appeal processes?

### Never

- You may never have to discuss learning disabilities, face or deal with negative stereotypes or attitudes.
- If you do not need accommodations to be successful in your chosen program your self-confidence may improve.
- You may always have to be extra careful or vigilant.
- You will never be able to ask for and expect to be given accommodations that may be easily available.
- You may always have to work a lot harder than other people.
- Your marks may not be as high as they would be if you had accommodations.
- You may always face a great deal of stress and never be completely relaxed.
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- You may always have to work a lot harder than other people.
- Your marks may not be as high as they would be if you had accommodations.
- You may always face a great deal of stress and never be completely relaxed.
- If you are a hard worker and have developed successful coping strategies which you can use without having to explain to others, do you want to open the door to any potentially negative outcomes?
- On the other hand, if people like you do not disclose and show how successful people with learning disabilities can be, are you perpetuating society’s negative stereotypes and attitudes?