Research Year in Review

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We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…this week and in all aspects of our organization.
Purpose of the RYR Session

*Highlight some of the timeliest and most relevant research coming out of AHEAD’s journal, the JPED with implications for what we do and how we do it*

AHEAD provides open access to the JPED archives at [https://www.ahead.org/professional-resources/publications/jped](https://www.ahead.org/professional-resources/publications/jped)
Overview

• Our JPED selection process
• Overview of research highlights and implications by selected themes
  • Disability Disclosure Hesitancy
  • Mental Health and Wellness
  • AHEAD’s COVID-19 Research
    • Linkages to Disclosure and Mental Health
• Q&A
Our JPED Selection Process

- Independent review of all articles published in the JPED in 2020 (Volume 33, issues 1-4) + Spring 2021 (Volume 34, issue 1)
- Reached consensus on top 5 themes
- Presenting JPED research on 3 themes
  (see last slide for other recommended themes and reading)
Top 5 Themes in JPED 2020 +1

Disability Disclosure Hesitancy
Mental Health and Wellness
COVID-19 Experience and Impact
Research Guidelines for Higher Education and Disability
Use of Existing Data for Research
Disability Disclosure Hesitancy

• The time is right to rethink disability disclose on college campuses

• Coincides with AHEAD’s recent statement on disability language

As AHEAD moves to promote concepts of disability informed by social justice, we are adopting identity-first language across all communication, information and materials.

https://www.ahead.org/professional-resources/accommodations/statement-on-language

• Yet, there is significant disclosure hesitancy … WHY?
Disability Disclosure Hesitancy Research

- Using Crip Theory to Create Cultures that Foster Student’s Disability Disclosure, Abes & Darkow, 33(3)

- University Student Experiences of Disability and the Influence of Stigma on Institutional Non-Disclosure and Learning, Grimes, et al., 33(1)

- Disclosing the Undisclosed? Perceptions of Dutch Higher Education Students on Disclosing their Disabilities, Bakker, et.al., 33(4)
Disclosure Hesitancy Research Findings

• Conscious and unconscious expressions of **ableism** by postsecondary disability services (Abes & Darkow)

• **Stigma** (external and internalized) is a driver in the decision of institutional non-disclosure for students with learning challenges (Grimes et al.,)

• Disclosure is not **static or a singular** event, but must be handled daily by students (Bakker, et al.,)

• Disclosure to **peers** is different from disclosure to **faculty**

• Disclosure hesitancy is **global**
Applications of Research Findings on Disclosure Hesitancy

• Consider disability as a fluid construct rather than defined by legal requirements alone

• Provide flexible ways to engage with students, such as remote appointments, digital forms, and extended hours

• Use student narratives and professional judgement to determine disability rather than medical history alone

• Have greater awareness of stigma mechanisms (including stereotype threat) that can help to explain student behaviors. Stigma affect:
  - academic performance
  - non-disclosure
  - social and peer support for learning
  - identify and self-worth
Mental Health and Wellness

“A mental health crisis was spreading on college campuses. The pandemic has made it worse.”

Mack et al. (2021)

“It’s not surprising that a deadly public health crisis and an epidemic of deadly police shootings of Black people could lead to poor mental health outcomes among Black students.”

Anderson (2020)
Mental Health & Wellness Research

• Disability Stigma on Campuses: Helping Students with Psychiatric Impairments to Succeed, Trunk, Russo, & Trammel, 33(2)

• Autonomy Supportive Classrooms and Wellbeing in College Students with Psychiatric Disabilities, O’Shea & Salzer, 2020, 33(2)

Be Ready, Be Well Framework

This figure illustrates the bidirectional relationships between the three cogs of the Be Ready, Be Well Framework: well-being practices, students with disabilities, and families. Barriers to well-being are displayed as striped wedges.

(Frances et al., 2020)
Mental Health Research Findings

- Students with mental health concerns are experiencing **stigma in multiple arenas** and more than students with other disabilities (Trunk et al., 2020)

- **Classroom practices** influence student health and wellness. Support for autonomy (e.g., flexibility, choice, and other UD-IL practices) is related to health and wellbeing (O’Shea & Salzer, 2020)

- DRO work may be more effective when **integrated with well-being practices across campus**. Do campuses need to intentionally support parent/family well-being as part of enhancing student support systems? (Frances et al., 2020)
Takeaways from Mental Health and Wellness Research

- Mental health is a campus wide issue that is disproportionately impacting disabled students in significant ways
- Join/lead campus diversity and equity efforts that promote an inclusive institutional climate
- Promote UD-IL classroom practices with faculty
  (Recommend Field & Parker (2020) Becoming Self-Determined: Practical Strategies for a Changing World, in the AHEAD online bookstore!)
- Examine DRO policies and practices for ways to increase autonomy
- Consider new types of collaborations across campus that support student wellness
COVID-19 Research Overview

• COVID-19 Research Highlights

• Connection to RYR Themes
COVID-19 National Survey

- W1 N=535; W2 N=631
- Online Survey Distribution
- Recruitment through AHEAD Listserv Communication
Current COVID-19 Project Status

• Wave 1 Data Collection (June 2020)

• Wave 2 Data Collection (December 2020)

• Wave 3 Data Collection (Anticipated: July 2021)
Snapshot: Wave 2 COVID-19 Findings

- Communicating with faculty related to classroom accommodations
- Collaborating with other departments and offices to promote accessibility
- Communicating with faculty related to inclusive course design
Connection to RYR Themes
COVID-19 & Disclosure Hesitancy

Changes from Fall 2019 to Fall 2020 Terms:

• Increase in Requests for Accommodations (42.1%)
• Increase in Registration and Use of Disability Resource Services (45.1%)
• Request Increases in All Survey Categories

Variations in DRO Student Communication
COVID-19 & Disclosure Hesitancy

Area for Reflection

Although there are increases in requests and registration, who are we still missing?

What can we do to fill the gaps in supporting student needs?
COVID-19 & Mental Health/ Wellness

Perceived Change in Access for SWDs

- Improvement
  - Housing & Food: 27.4%
  - Counseling & Mental Health Services: 44.8%
- No Improvement
  - Housing & Food: 13.9%
  - Counseling & Mental Health Services: 13.7%
- Worsening
  - Housing & Food: 14.9%
  - Counseling & Mental Health Services: 15.7%
- Never a Barrier
  - Housing & Food: 14.1%
  - Counseling & Mental Health Services: 9.4%
- Do Not Know
  - Housing & Food: 29.7%
  - Counseling & Mental Health Services: 16.3%
COVID-19 & Mental Health/Wellness Reflection

Area for Reflection

*Mental health and wellness student services are often scattered throughout the campus setting.*

*Has your office made changes in supporting students’ mental health and wellness needs due to the COVID-19 pandemic?*
Moving Forward

• COVID-19 Interview Project

• Research on Disability, Higher Education, and COVID-19
Other JPED 2020 Themes and Recommended Reading

Research guidelines for higher education and disability

• Research Guidelines for Higher Education and Disability, Madaus et al., 2020, 33(4)
• Five Principles to Improve Quantitative Research and Assessment About College Students with Disabilities, Cox & Nachman, 2020, 33(3)

Use of existing data for research

• Aided by Extant Data: The Effect of Peer Mentoring on Academic Achievement for College Students with Disabilities, Lombardi et al., 2020, 33(2), 143-154
• Using Large Survey Data to Understand the Engagement of Students with Disabilities Zilvinskis, et al., 2020, 33(3)
• Quantifying Difficulties of University Students with Disabilities, Sufer et al., 33(1), 5-21

Intersectionality

• Multiple articles in JPED 34(2)!
References


Please Complete Your Session Evaluation

• Your feedback helps shape future AHEAD programming.

Thank you for attending!

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