Research Year in Review

Sally Scott, AHEAD
Katherine C. Aquino, St. John's University
Manju Banerjee, Landmark College

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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

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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

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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)

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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

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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?**

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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   - social and peer support for learning

  - non-disclosure   - identify and self-worth

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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: **A Conceptual Framework** for Supporting Well-being Among College Students with Disabilities, Frances, Duke & Siko 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)

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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

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COVID-19 Research Overview
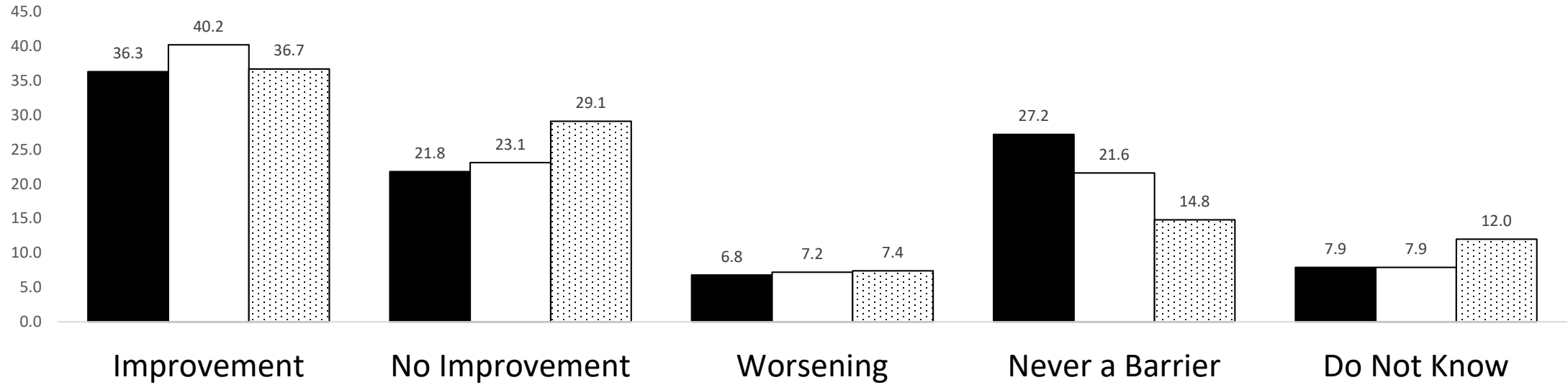
- COVID-19 Research Highlights

- Connection to RYR Themes

COVID-19 National Survey

- W1 N=535; W2 N=631

- Online Survey Distribution

- Recruitment through AHEAD Listserv Communication

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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

	Improvement	No Improvement	Worsening	Never a Barrier	Do Not Know
Communicating with faculty related to classroom accommodations	36.3	21.8	6.8	27.2	7.9
Collaborating with other departments and offices to promote accessibility	40.2	23.1	7.2	21.6	7.9
Communicating with faculty related to inclusive course design	36.7	29.1	7.4	14.8	12.0

■ 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

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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

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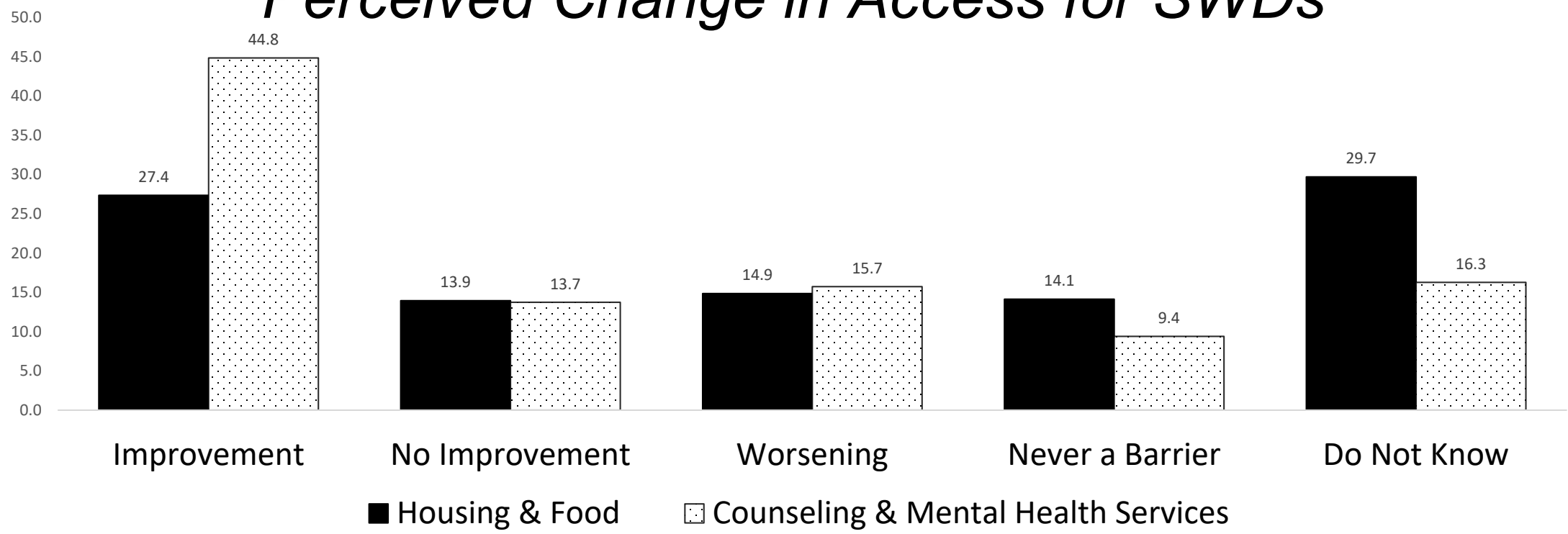# COVID-19 & Disclosure Hesitancy

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?

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COVID-19 & Mental Health/ Wellness

Perceived Change in Access for SWDs

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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?

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Moving Forward

- COVID-19 Interview Project

- Research on Disability, Higher Education, and COVID-19

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Other JPED 2020Themes 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)!

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- Cole, E.V. & Cawthon, S.W. (2015). Self-disclosure decisions of university students with learning disabilities. *Journal of Postsecondary Education and Disability*, 28(2), 163 – 179.

- Gignac, M.A.M., Jetha, A., Ginis, K.A.M. *et al.* (2021). Does it matter what your reasons are when deciding to disclose (or not disclose) a disability at work? *Journal of Occupational Rehabilitation*. https://doi.org/10.1007/s10926-020-09956-1

- Mack, D., et al. (June, 2021). Mental Health and Behavior of College Students During the COVID-19 Pandemic: Longitudinal Mobile Smartphone and Ecological Momentary Assessment Study, Part II *Journal of Medical Internet Research, 23* (6). https://www.jmir.org/2021/6/e28892

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Please Complete Your Session Evaluation

- Your feedback helps shape future AHEAD programming.

Thank you for attending!

- Sally@ahead.org

- czadoaqk@stjohns.edu

- ManjuBanerjee@landmark.edu

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