

BACKGROUND

- Learning/attention differences (L/AD) is becoming more prevalent in college campuses.¹
- Self-efficacy (SE) is defined as how well one feels he or she can execute necessary tasks to deal with potential situations².
- SE determines how much effort people will exert and how long they will persevere in the face of obstacles^{2,3}.
- In the group engagement model, the development and maintenance of a favorable identity is a strong influence for one's cooperation in a group⁴.

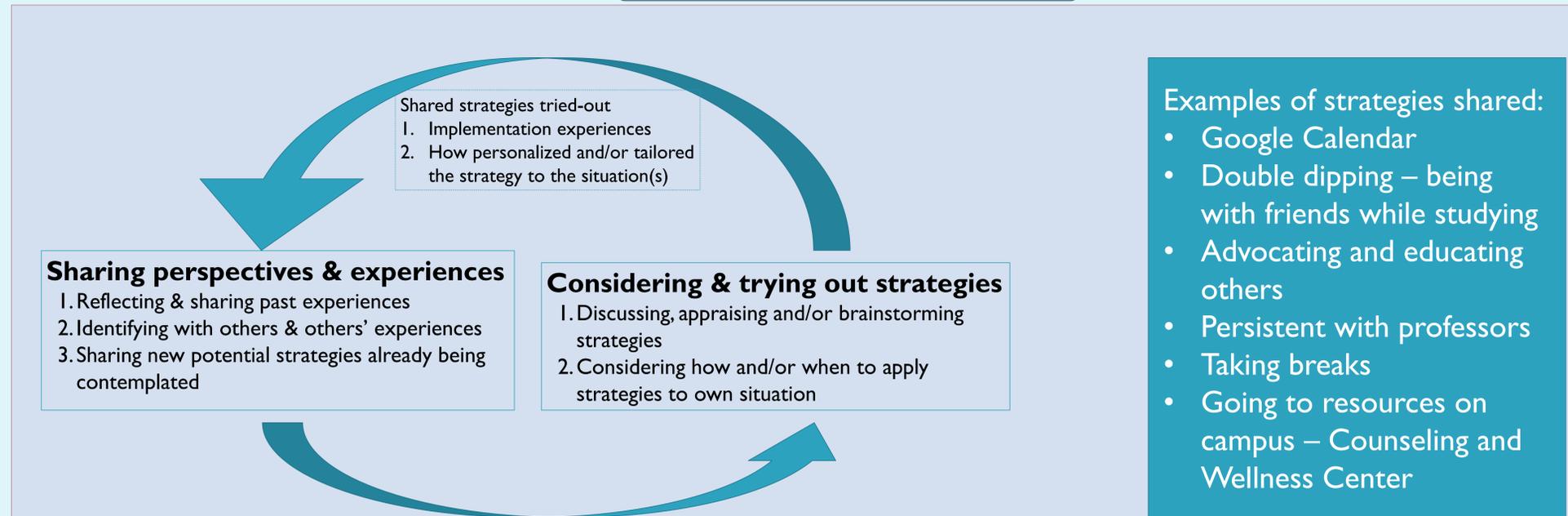


- Research Questions:**
 - 1) What is the process by which undergraduates with L/AD increase SE for overcoming challenges in meeting expectations related to their occupational roles?
 - 2) What types of benefits can be realized related to group process?

METHODS

- This study utilized a **qualitative analysis** approach by analyzing **30 transcripts** from group discussions and associated discussion facilitation questions.
- Participants: **52 undergraduate students with LD** registered with the DRC.
- Setting: Occurred in the University of Florida campus.
- Thematic analysis/grounded theory. The transcripts were structurally coded to identify statements that are related to Bandura's 4 ways of developing one's self efficacy, and these were later coded for further categorization.

RESULTS



Examples of strategies shared:

- Google Calendar
- Double dipping – being with friends while studying
- Advocating and educating others
- Persistent with professors
- Taking breaks
- Going to resources on campus – Counseling and Wellness Center

Roles

Examples of Student's Concerns

University Student	Taking a heavy course load to be on the same pace as other university students in their major
University Student with L/AD	L/AD self-management such as asking professors for accommodations and help
Classmate/Peer	Helping their peers understand about their disability and needed accommodations and that accommodations are necessary for their success in classes
Friend	Not being able to be there for their friends as often because of having to study constantly to stay on track in their classes
Roommate	Finding a roommate that is understanding of their disability and their needed coping strategies
Significant other	Having their significant others understand their disability to be patient with them and be more understanding of their coping strategies
Family member (daughter/son)	Having family members understand their disability to better support them

DISCUSSION/CONCLUSION

- Strategy development and the refinement of strategies were important for helping student achieve a sense of self-efficacy in their abilities to meet goals and expectations related to their roles as undergraduates while transitioning into more adult roles
- Group process was advantageous; group members served as not just people to brainstorm with, but also people whose' additional sources of tried and true and potential strategies, sources of lessons learned – able to identify potential issues in strategy implementation as well as potential issues with regards to role expectations and the strategies used to cope.
- Benefits to group process extended beyond what is typically expected: not alone, facilitate giving and receiving support, find your "voice", relate to others and self in healthy ways, provides a safety net⁶. We found that it aided in the maintenance of their identity of being a college student with L/AD and received effective strategies to overcome L/AD-related struggles to meet the expectations related to their occupational roles.
- Benefits of group process with our participants are consistent with group engagement model⁴ whereby the participants engaged themselves in the group to use the feedback received from groups to create and maintain their identities through more effective strategies⁴.

1. Cortiella, C., & Horowitz, S. (2014). *The State of Learning Disabilities: Facts, Trends, and Emerging Issues*. New York: National Center for Learning Disabilities.
2. Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.
3. Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184.
4. Tyler, T., & Blader, S. (2003). The Group Engagement Model: Procedural Justice, Social Identity, and

Cooperative Behavior. *Personality and Social Psychology Review*, 7(4), 349-361.
doi.org/10.1207/S15327957PSPR0704_07

5. Kreider, C. M., Medina, S., Lan, M. F., Wu, C. Y., Percival, S. S., Byrd, C. E., ... & Mann, W. C. (2018). Beyond Academics: A Model for Simultaneously Advancing Campus-based Supports for Learning Disabilities, STEM Students' Skills for Self-regulation, and Mentors' Knowledge for Co-regulating and Guiding. *Frontiers in*

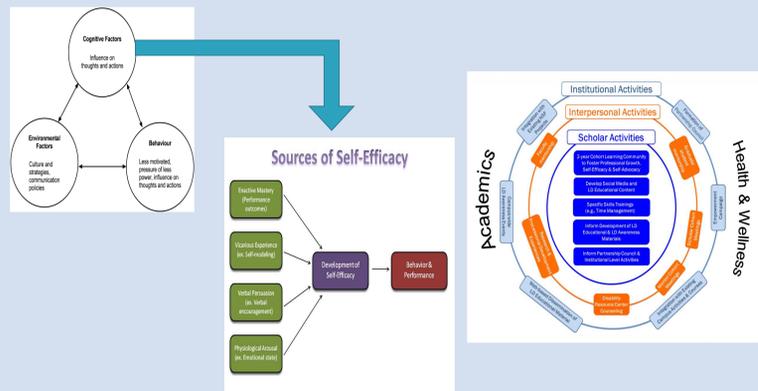
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6. Harper, M., & Cole, P. (2012). Member Checking: Can Benefits Be Gained Similar to Group Therapy?. *The Qualitative Report*, 17(2), 510-517.



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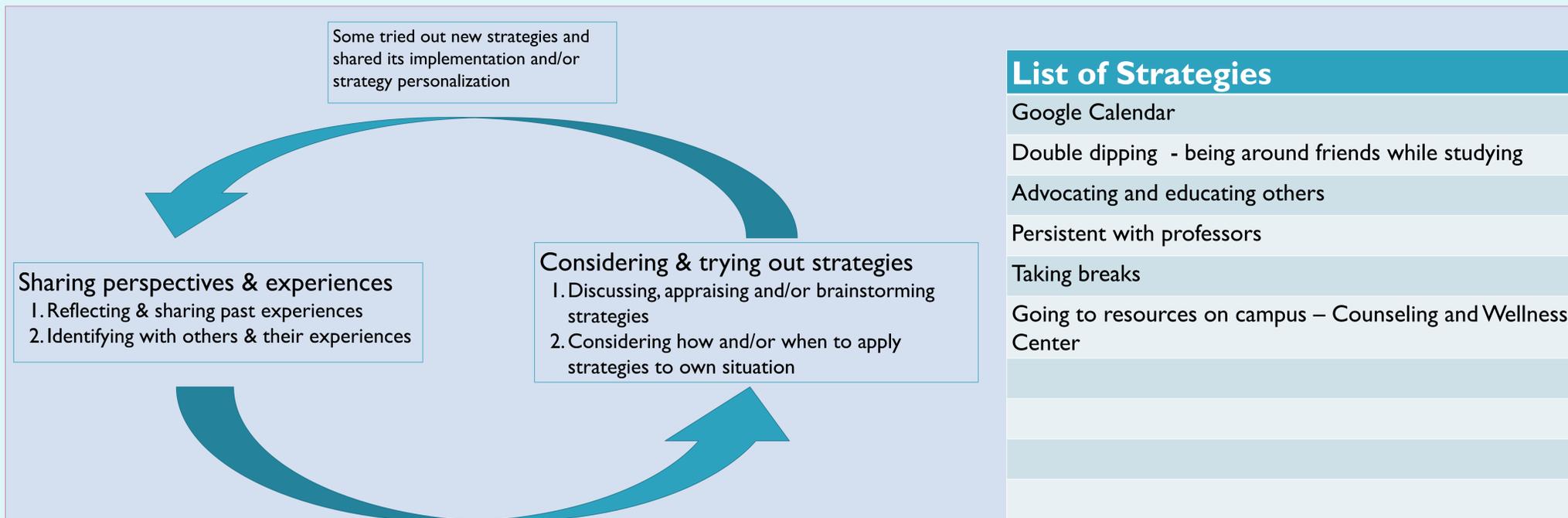
- Research Question: 1) how do students with L/AD develop SE to participate in their occupational roles and 2) how do group processes contribute to LD students' development of SE?**

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- Classmate/Peer
- Friend
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- Family member (daughter/son)

Student's Concerns

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