

Introduction

- Effective self-regulation is a critical skill for young adults transitioning into adult roles and engaging in the college process¹.
- Self-regulation** refers to the cognitive and emotional processes needed to engage in goal directed behavior while faced with a challenge or adversity^{1,3,4}.
- The availability of supportive others who can serve as co-regulators is vital to the development of strong self-regulation skills².
- Co-regulation** is the process used by supportive others that foster the self-regulation abilities of young adults². Undergraduate participants reported that mentors helped them cope during difficult times.
- Purpose:** What information and roles were used during mentorship of undergraduates with L/AD?



Methods

Design & Setting

- Qualitative description and content analysis of data from 20 group meetings attended by graduate student mentors of undergraduates with L/AD in a similar STEM field of study⁶.
- Data: transcripts from mentor group discussions held 2-3 times a semester (fall 2013-spring 2017).
- Participants: 57 Graduate students who were paired to mentor 52 undergraduates with L/AD.
- Setting: a larger study at the University of Florida testing a holistic, multi-level model of campus supports for students with L/AD (doi:10.3389/fpsyg.2018.01466).

Analysis

- Structural coding was used to identify data relevant to the research question. Followed by focused coding to identify most salient categories related to information needs and roles assumed by mentors⁵.

Results

Table 1. Knowledge needs for mentoring undergraduates with L/AD from 20 graduate student mentor group meetings

Disability-specific information (%)	Approaches for ↑-ing L/AD focused mentorship (%)	Strategies to help mentees with L/AD succeed (%)	General mentorship skills (%)
<ul style="list-style-type: none"> General and on-campus L/AD resources (45%*) Defining L/AD (30%) Accommodation support (30%) Understanding common cognitive styles in L/AD (25%) L/AD symptom manifestation in everyday life (25%) Disclosing L/AD (25%) Maintaining privacy (20%) Common strengths of L/AD (20%) Federal laws that impact L/AD services (10%) 	<ul style="list-style-type: none"> Defining mentorship roles (40%) Sharing personal mentorship experiences (35%) Noticing positive changes in mentees (20%) Barriers to communication (20%) Additional disability-related topical information (15%) 	<ul style="list-style-type: none"> Health system management (40%) Organization & time management (30%) Pushing past personal doubts (30%) STEM professional development (25%) Don't know how to help (20%) 	<ul style="list-style-type: none"> Building relationships with mentees (30%) Strategies for healthy communication (20%) External mentorship supports (20%) Signs of distress (15%)

* Included via presentation slides and/or discussion prompts/probes

Figure 1. Mentorship roles and number of mentor group meetings where the role was discussed and model of co-regulation via mentorship

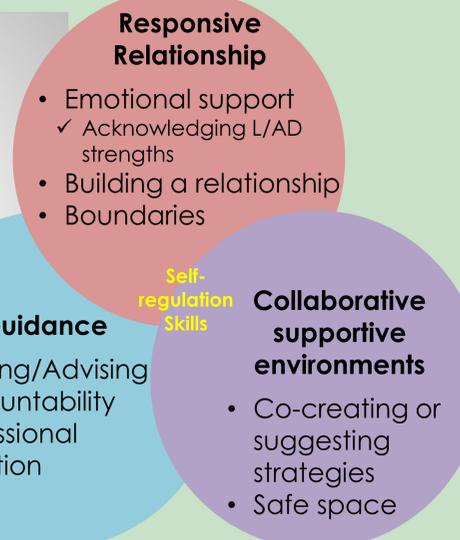


Figure 2. Undergraduate occupations supported via mentorship



Discussion & Conclusion

Targeted understanding about L/AD was critical in meeting the diverse occupational needs of undergraduates with L/AD.

- Mentors assumed roles that may have contributed to the self-regulation skills of the undergraduates with L/AD.
- Notably, mentorship was primarily about emotional support and guiding/advising.
- Mentors' co-regulation skills were facilitated through the delivery of information about L/AD and support for mentoring skill and co-regulation strategy development.
- Mentors as co-regulators supported areas of responsive relationships, guidance, and collaborative supportive environments for undergraduates with L/AD.
- Mentorship was intended to support academics and professional development however, mentorship extended to support social participation and the health and wellness of undergraduates with L/AD.

Limitations

- This is a secondary analysis from a larger study where data was not collected to answer these specific research questions.
- More research is needed in this area, exploratory nature of this study limits generalizability.

Implications for Practice

- Clinicians can facilitate mentors' ability to guide and support mentee's skill development and self regulation, especially mentees with clinical conditions that affect participation and performance.
- Understanding the occupations of undergraduates with L/AD supported through mentorship activities can guide interventions for transitioning youth.



1. Murray, D.W., Rosanbalm, K., Christopoulos, C., and Hamoudi, A. (2015). *Self-Regulation and Toxic Stress: Foundations for Understanding Self-Regulation from an Applied Developmental Perspective*. OPRE Report # 2015-21. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

2. Rosanbalm, K., and Murray, D.W. (2017). *Caregiver Co-regulation Across Development: A Practice Brief*. OPRE Report #2017-80. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

3. Murray, D.W., Rosanbalm, K., and Christopoulos, C. (2016). *Self Regulation and Toxic Stress: Seven Key Principles of Self Regulation in Context* [OPRE Report #2016-39]. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

4. Murray, D.W., and Rosanbalm, K. (2017). *Current Gaps and Future Directions for Self-Regulation Intervention Research: A Research Brief*. OPRE Report # 2017-93. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

5. Saldana, P. (2013). *The Coding Manual for Qualitative Researchers* (2nd ed.). Thousand Oaks, CA: SAGE Publications Inc

6. Sandelowski, M., & Barroso, J. (2003). *Classifying the findings in qualitative studies*. *Qualitative health research*, 13(7), 905-923.