

Emergence of Self-Efficacy during Psychoeducational Group Meetings and Discussions for Undergraduates with Learning and Attention Disorders

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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}.
- SE is critical in the academic success of college students, especially those with disabilities⁴.



Research Question: What is the process by which undergraduates with L/AD increase SE for overcoming challenges in meeting expectations related to their occupational roles?

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
- 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.

DISCUSSION

- 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.

Table 1. Initial Themes and Definitions

Initial Themes	Definition
Reflecting the Past	Students reflect their previous experience which helps them to recognize the flaws in their actions and to modify their behavior
Identifying with Others	Students create bonds and identify with others within a group after sharing experiences that they are able to closely relate to
Envisioning New/Potential Strategies for Self	When students discuss of hardships that they have experienced themselves, they offer new strategies for others who continue to struggle or will potentially encounter a similar experience
Testing Strategies	Students were likely to use new or modified strategies that had been suggested by those they trusted and shared characteristics with after they had envisioned these strategies and predicted their effects on their daily lives
Intent to Change Actions/New Actions:	In applying the strategies and new perspectives in their daily life, they began using these strategies in every applicable instance or became motivated to modify it even more to fit into their daily life.
-Garnering needed LD supports	
-Capitalizing on personal strengths	

RESULTS

Figure 1. Model

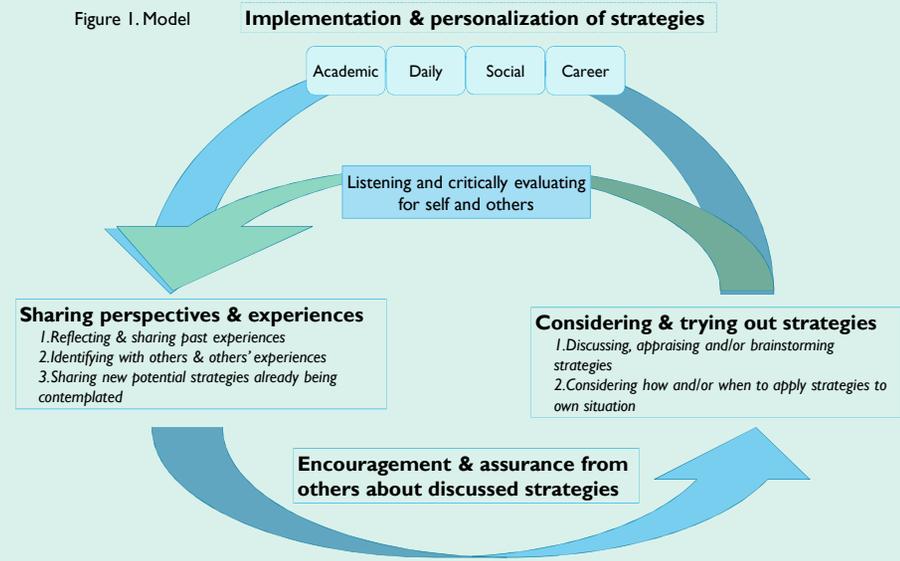


Table 2. List of Strategies

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

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