

CANVAS Meeting Minutes, 10.15.21

People in Attendance

- Ariel Cascio (Central Michigan University)
- Ava Gurba (Stony Brook University)
- Bella Kofner (College of Staten Island)
- Brett Nachman (NC State | College Autism Network)
- Cheryl Widman (North Central College)
- Courtney Butler (Rutgers University)
- Florencia Ardon (Cornell University)
- Hyejung Kim (Binghamton University)
- Jennifer Williamson (University of Calgary)
- Jessica Johnson (UCLA)
- Jong-Woo Suh (University of Alabama)
- Kaitlynn Penner (UC Santa Barbara)
- Kathryn Szechy (Wayne State University)
- Katie McDermott
- Kayden Stockwell (University of Virginia)
- Ken Gobbo (Landmark College)
- Mary Baker-Ericzen (San Diego State University)
- Summer West (Universität Kassel)
- TC Waisman (Autism Training Academy)
- Trayle Kulshan (CityU of Seattle)
- Zoë Sargent (University of Virginia)

Meeting Plan

CANVAS Updates

- Join our CANVAS list-serv - Our primary means of connecting, sharing info
 - Click [here to join](#)
 - Send email to the list
<https://groups.google.com/a/collegeautismnetwork.org/forum/#!forum/can-canvas/join> by emailing can-canvas@collegeautismnetwork.org
 - College Autism Summit (Oct 26-29)
 1. [Registration through Fri, Oct 22](#)
 - [Autism-Specific College Support Programs Database](#) has launched!

Share a Resource! Are you conducting any research studies that you'd like the community to know about? Read an interesting article recently? Discovered a cool resource? This is your chance to briefly share that news with the CANVAS group! List your name and any relevant links below so others may access it at their convenience!

- [Residence hall for ASPIRE program students](#) (Nachman mentioned it)
- Jessica mentioned writing her dissertation proposal and having posted information on the CANVAS list-serv.

- Summer is developing a narrative inquiry word study on power, privilege, race, gender and identity. It's a participatory project where individuals possess a lot of agency. She's seeking around 14 participants.

Research Presentation

- **Presenter:** Dr. Hyejung Kim (Binghamton University)
- **Presentation Topic:** “College matriculation at the intersection of autism, language, and race”

NOTES

- This study has been published in *Race, Ethnicity and Education* journal.
- Dr. Kim uses both identity-first language and person-first language to honor what is accepted across cultures and spaces.
- Hyejung offered an anecdote about walking the streets of one of her study sites, which featured many Korean shops and restaurants. One of her participants warned her to not wander around there alone. She felt the picture she demonstrated to illustrate some themes at the heart of her research, notably the intersectionality of disability, race, and language.
- According to the most recent report from the Office of Special Education Programs in the United States, autistic students gradually increased (264% from 2002 to 2019 in general, and about 500% for autistic students of color), whereas special education students have actually decreased a bit.
- Research questions entailed the following: 1) what are the intersectional experiences of diverse learners with autism in their transition to postsecondary education?; 2) how do the intersectional experiences shape the learners' transition trajectory; and 3) what are the responses to the intersectional experiences?
- Hyejung drew on Intersectionality Theory for her work.
- In this multiple case study, her participants included three Korean American students with autism and their parents. She was interested in exploring Korean American students due to having a similar background and being able to add culturally relevant interpretations.
- Her data included interviews, documents, observations, policies, and statistical reports.
- Member checking and triangulation allowed for building trustworthiness.
- Hyejung drew from Nuñez's (2014) Multilevel Model of Intersectionality. This model involves social categories (e.g., disability, race, language) at Level 1. Arenas of influence (such as organizational and representation arenas) exist at Level 2. The third level is focused on historicity (evolution of policies and engagement with intersectional identities).
- Walter, Junyoung and Sangmin have similar demographics regarding age (early college age), gender (all male) and having both autism and ADHD. Differences relate to immigration, urbanicity, income, and other factors.
- Hyejung offered portraits of each student, including when they received diagnoses, what parental education looked like, and what type of geographic area they lived in. For instance, Walter's school was not able to support his postsecondary goals, and faced many issues such as changing administrators and inconsistent transportation options. There was much residential segregation and discrimination in the area. Walter did not

feel connected to his IEP, as these school practitioners possessed low expectations for his college career. They only viewed him as having entry-level job potential. Walter was pursuing a 4-year degree in Christian ministry.

- Junyoung grew up in a suburban environment; he moved to and from the United States during his childhood. He was majoring in environmental science at a top 4-year institution. Junyoung was diagnosed with “high-functioning autism” as a young child and encouraged to only speak one language. The family dealt with living apart for several years as well due to the father’s work. Microaggressions were present in Junyoung’s life. His school thoroughly explored postsecondary goals and offered supports. Junyoung was comfortable in asking educators for assistance.
- Sangmin experienced a number of disabilities in addition to autism, growing up in an urban area. He was enrolled in a pharmacy program. Sangmin’s parents had moved to an ethnic enclave for many reasons, including linguistic conveniences. During his childhood he faced cyberbullying, which fueled anger issues. Learning English was particularly stressful. Sangmin’s father felt that IEP could focus more on students’ future possibilities.
- Implications are many. From a research perspective, focusing on the lifespan perspective, intervention studies for bi/multilingual students with autism would be helpful. Gathering more sociodemographic info is helpful. On the practice side, there should be a greater focus on expectations placed on autistic students, embedding transition information in the families’ primary language, and offering psychological services or counseling.
- Limitations entailed gender, lack of other perspectives (e.g., relatives, siblings), and not being able to confirm the association between expectations and actual enrollment.
- Hyejung is engaging in a new research study, recruiting participants. Feel free to reach out to her.

Q&A

- TC: “What have you noticed about the acceptance/ rejection etc. of an autism diagnosis by the parents of participants, extended families, or by the Korean community locally/abroad?”
 - Answer: Timing of diagnosis made a big difference. Many relatives did not know about the terms and had to consult many doctors to obtain clarity. Perspectives about autism diagnoses were difficult to accept, yet once in college, participants’ interpretations changed.
- Cheryl: “Do you think parents played an important role in their students' postsecondary education, and if so, what was their role?”
 - Answer: They wore many roles, including advocates, educators, and supporters.
- Kayden: “Will you be able to follow these students in any way? For example, to see how their college experiences goes, if they finish their degree or experience barriers?”
 - Answer: This study was conducted over multiple years, first as her dissertation. She was able to follow up with her participants and find out about their careers, changing majors, and additional pathways.
- TC: “Do you think it’s important that autism professionals be educated in cultural differences to best serve the community they are working in?”
 - Answer: In her role as an academic, she has not received any disability or autism training.

Upcoming CANVAS Meetings

- Friday, November 19 at 1 p.m. ET – **Dr. Mary Baker-Ericzén (San Diego State University)**: “College SUCCESS: Supported, Comprehensive Cognitive Enhancement & Social Skills Intervention to increase academic soft skills.”
- We will take our holiday break in December and resume in January