

CANVAS Meeting Minutes, 9-9-22

Participants in Attendance:

- Alison Wessel (University of Delaware)
- Andrea Haas (University of Massachusetts, Boston)
- Ariel Cascio (Central Michigan University)
- Beth Felsen (Spectrum Transition Coaching)
- Brad Cox (Florida State University | College Autism Network)
- Brett Ranon Nachman (University of Arkansas | College Autism Network)
- Clarissa Barnes (Defiance College)
- Dave Caudel (Vanderbilt University)
- Emily Raclaw (Marquette University)
- Florencia Ardon (Cornell University)
- Hannah Melton (Marian University – Indianapolis)
- Hannah Morton (Oregon Health and Science University)
- Jess Monahan (University of Delaware)
- Jill Underhill (Marshall University)
- Katie McDermott
- Lauren Lestremeau Allen (SUNY Empire State College)
- Lauren Matthews
- Mary Backer-Ericzen (San Diego State University)
- Michele Marjason (LeTourneau University)
- Shevaun Lewis (University of Maryland)
- TC Waisman (Autism Training Academy)
- Thomas Chen
- Wes Garton (University of Delaware)
- Zoë Robertson (University of Virginia)

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
 - [CAN Membership Details](#) We appreciate the support your membership provides to help us offer CANVAS and other opportunities.
 - [College Autism Summit](#) details
 - Early bird registration deadline is Sept 15
 - Make sure to book at one of the conference hotels
- **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!

- Jess' dissertation was published! Shoot me an email (jlmon@udel.edu) if it's stuck behind a paywall:
<https://journals.sagepub.com/doi/abs/10.1177/21651434221116311>
- Ariel's autism in employment study received funding! Ariel can hire autistic community research assistants. Ariel is looking for resources you recommend on training non-academic people in qualitative research methods - ariel.cascio@cmich.edu
- Articles about "fraudulent" responses in qualitative research:
 - <https://onlinelibrary.wiley.com/doi/full/10.1002/mpr.1415>
 - This one has an example of an autism-related survey (given to parents, but still has some relevant tips)
 - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4669957/>
 - <https://www.sciencedirect.com/science/article/pii/S2214782921000415>

Research Presentation

- Project PEACES: A New National Study on Autistic College Student Success
 - Drs. Brett Ranon Nachman and Bradley E. Cox discuss the Postsecondary Education: Autistic College Students' Experiences of Success (PEACES) study!
 - \$25 gift card upon survey completion; takes about 30 mins to complete
 - To learn more about the study, [visit this page](#).
 - If you would like to participate, or know someone who is eligible, please follow this link: <https://bit.ly/3P08dAF>

Presentation Notes:

- Brett and Brad are spearheading this effort, alongside a team of researchers, practitioners, and self-advocates.
- What motivated this study? Several problems plague current research, including: small, homogenous, and biased samples; recruitment strategies that are idiosyncratic in nature, convenient, and may not have a direct contact or straightforward pathway for access; and data that is inconsistent, cross-sectional, disconnected, and may not have students.
- Limitations also entail a reliance on outdated datasets, repeatedly collecting data from small cohorts, and only relying on specific avenues for getting participants on board.
- Project PEACES aims to form intentional partnerships, gather data mindfully, and draw on many methods in due time.
- This study works to understand autistic college students' definitions of success as they determine it. It also further elevates the perspectives of students who have been frequently marginalized in educational practice and scholarly research: women and non-binary, racially minoritized, LGBTQ+, and community college students.
- The 30-minute Qualtrics survey, which we shared, features a mix of open- and closed-ended questions. Participants receive a \$25 gift card after completion.
- Guiding our study framework is Astin's foundational IEO Model that explores inputs, experiences, and outputs, as well as a new model that accounts for the various domains that influence autistic students' lives: IPACE. It stands for identities, psychological, academic, community, and employment factors.

- Project PEACES has received funding from The FAR Fund (\$90,000) over three years, as well as a renewable grant from Vanderbilt University’s Frist Center for Autism and Innovation (\$27,500). The team is exploring other sources of funding, too.
- This project aims to serve as the most substantial dataset of solely autistic college students in the United States to date; the aim is to have around 300 students by the end of Year 1. From there, the team will collect data over subsequent semesters, eventually gathering enough data to develop a database, enabling other researchers to draw from this for their own studies. In time, the team would welcome expanding this to outside the United States and with graduate students, too.
- Eligible participants are current autistic undergraduate students in the United States.
- The team has developed partnerships with autism- and disability-centered organizations to help in spreading the word, along with autistic self-advocates, researchers, and others engaged in the autism community.
- Everyone can help in getting the survey out to undergraduate autistic college students through posting on social media, sending it via email list-servs, and notifying individual students.

Upcoming CANVAS Meetings

Wed, October 5, 2022, 5 p.m. ET

- Brian Irvine (Doctoral Researcher in Specialist (Autism) Mentoring, University of Birmingham)
- Presentation Title: Framing and Reframing: Specialist (Autism) Mentoring in UK HEIs
- Description: Universities in the UK have seen a remarkable increase in the number of autistic students. These students receive funded Specialist (Autism) Mentoring to “remove barriers to learning”. Questions posed by mentees as autistic hypothesisers inspired diaries kept by 28 mentors, of whom 8 themselves were autistic. A process of framing and reframing emerged as a key pillar of mentoring autistic students akin to the frame alignment of social movements. Through the nurturing of advocacy autistic students are not simply inducted into university culture, they are equipped to change it.

Fri, November 11, 2022, 3 p.m. ET

- Aylin Ulker, OTD, OTR/L & Tom Beeson, EdS (Clemson University)
- Presentation Title: Sensory Inclusion in Higher Education: Neurodiverse and Neurotypical Experiences and Perspectives
- Presentation Description: This study was conducted as part of an occupational therapy student’s capstone project at Clemson University to address the missing gap of sensory inclusion in higher education. Sensory processing differences are a common characteristic of Autism Spectrum Disorder and can negatively impact autistic students’ college experience. A focus group was held among 6 neurodiverse students enrolled in the Spectrum Program, and a campus-wide survey was sent to neurodiverse and neurotypical students, faculty, and staff. Results indicate that sensory inclusive designs and support have the potential to benefit neurodiverse students and the greater campus population as a whole.

Spring 2023 TBD

- Kayden Stockwell (Ph.D. Student, Department of Psychology, University of Virginia)
- Presentation Title: “I just had to figure out what I was doing and hope I was correct”:
Autistic young adults navigate higher education
- Description: To understand the University of Virginia's campus climate towards autistic students, we conducted interviews with the intention of providing feedback to the university on where supports have been working and recommendations on how they could be improved. As we examined the responses, we noticed many students shared experiences of not knowing about resources or difficulties in accessing resources. Here, we'll discuss the patterns of barriers that occurred across institutional, social, and sensory domains.