

Introduction

Background

Traditional Research

- Traditional Research (TR): follows a positivistic epistemology in which the researcher claims to be the expert on the oppressed community, makes a causal hypothesis, and collects the data in a controlled environment (Lac & Fine, 2018).
- TR does not allow those that possess the lived experiences and social knowledge to help in directing study (Fine, 2006).

Participatory Action Research

- Participatory Action Research (PAR): an epistemological framework that operates in a cyclical pattern and challenges the power hierarchy in research by giving participants a voice in determining the direction of the study (Galletta & Torre, 2019).
- Critical Participatory Action Research (CPAR): directs action that addresses the oppression conditions of people by involving them throughout the research process (Fine & Torre, 2019).

Ableism

- Ableism: places value on able-bodiedness and able-mindedness as the ideal condition and disability as something of lower value, rather than positing disability as being negative directly—disablism (Hutcheon & Wolbring, 2012).
- Hutcheon and Wolbring (2012) deem the lack of disabled researchers in the field to be responsible for ableist oppression.

Problem

- Seventy-two percent of disabled students in higher education do not receive accommodations due to them not having disclosed their disability with the institution (Newman et al., 2011).

Proposed Directions

- Fine (2019) stated that despite increases in critical PAR studies, there is still a demand for critical PAR studies that collaborate with disabled persons and focus on their lived experiences.
- Snyder and Mitchell (2006) caution the risk of perpetuating the oppression of disabled people if limited to passive participation as participants, and not active participation as co-researchers.

Study Aim

- The proposed study utilizes a participatory action research design to inquire upon the obstructions and theoretical interventions to ableist oppression of higher education disabled students by investigating reciprocally developed topic areas.

Topic Areas

- Ableist Oppression: implicit and explicit dispositional attributions against disabled students (e.g., microaggressions and policy).
- Accommodation Seeking: indirect accessibility, paradox of choice in available accommodations, and difficulty in attainment.
- Disabled Student Services: complaints of disabled students not receiving equitable accommodation services, inhibitions of the power hierarchy, and lack of positive attitude expression media.

Proposed Methods

Collect

Participants

- Utilize snowball sampling to recruit undergraduate students, graduate students, professors, staff, and administrators at California State University, Long Beach, to be participant co-researchers in the study.

Measures

- Interview Protocol: designed to probe broad topic areas for understanding the lived experiences of disabled students in higher education.
- Lived Experiences: qualitative data taken and implemented in act phase.

Procedure

- Inform participants of the importance of collaboration in research process.
- Conduct interviews primarily using Zoom—an online communication platform readily available to members of the university and elsewhere.

Instruments

- Audio recorder and transcription software to interpret verbal interviews.

Act

Semi-Structured Interview

- Recruit disabled undergraduate students through the subject pool at California State University, Long Beach, and campuses with similar recruitment resources.

Ally Training

- Postulate interventions implemented in ally training, such as the involvement of disabled students in committees or programs.

Reflect

Data Interpretation

- Continuous
 - Design Interview Protocol: utilizing responses from PAR participants to form the 'action' study portion of the research.
- Terminal Outcome
 - Conduct a thematic analysis—qualitative method of analysis to identify reoccurring themes in data (Braun & Clarke, 2006).

Discussion

Potential Implications

- If the initial PAR collection phase of the study yields the highly valued information expected by the researchers, then following semi-structured interviews will provide keen insights into the disabled student experience by utilizing participatory knowledge.
- Most importantly, the proposed study serves as a method for the largest unrecognized minority to focus the actions of research.

Future Directions

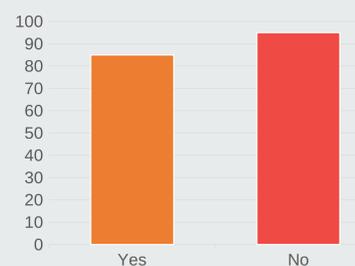
- Development of new ally training approaches that incorporate the feedback of the affected student population, faculty, and program administrators. One theoretical approach is to include disabled students in ally training sessions for added context.
- System-wide restructuring of "reasonable accommodations" that incorporates accommodations into the academic standard and modernizing instruction methods (Hutcheon & Wolbring, 2012).

References

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Expected Results

Perceived Inequity in Academia



Receiving Accommodation



QUESTIONED
ASHAMED
BURDEN DENIED
CONFUSED
INACCESSIBLE
DISREGARDED
JUDGED
HOSTILE
CHEATING
COMPLICATED

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