



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

WEBINAR RESOURCES: BARRIERS FOR INDIVIDUALS WITH DISABILITIES IN THE SCIENTIFIC WORKFORCE: CURRENT DATA AND RECOMMENDATIONS FOR A MORE INCLUSIVE FIELD

UPCOMING EVENTS

Quarterly Disability Advocacy & Research Network (DARN) Meetings

Virtual DARN Meetings are held on the second Friday of each quarter at 2 PM Eastern/11 AM Pacific. Join us for an informal meetup to build community and discuss advocacy, teaching, and research. All are welcome! Email darndisability@gmail.com with questions. Sign up here: <https://spsp.org/professional-development/networking-opportunities>

ORGANIZATIONS AND GROUPS

Association on Higher Education and Disability (AHEAD)

Since 1977, AHEAD has offered an unparalleled member experience to disability resource professionals, student affairs personnel, ADA coordinators, diversity officers, AT/IT staff, faculty and other instructional personnel, and colleagues who are invested in creating welcoming higher education experiences for disabled individuals.

Learn more: <https://www.ahead.org/home>

Disability Advocacy and Research Network (DARN)

DARN is for folks with disabilities in psychology at any career stage (including students). We also welcome allies and those who study, work with, and/or teach about disability. Following a social model perspective, anyone who identifies or is viewed by others as having a disability can be considered to have a disability. This includes but is not limited to physical, sensory, cognitive, invisible, chronic illness, and mental health conditions. DARN facilitates community building, mentoring, professional development, and resource sharing.

Learn more: <https://darndisability.org/>

National Council of Schools and Programs of Professional Psychology (NCSPPP) Disability Committee

The Disability Committee (DC) elevates the voices of those marginalized groups within the disability community. Explicit in this charge is the social responsibility to ensure greater representation of diversity in differences of ability, to include members with visual, auditory, verbal, physical, mental, and neurodivergent differences who can maintain the essential functions of psychologists. We make a conscious decision to gain representation from intersecting identities (ethnic, racial, and gender diversity) to better serve our disability constituency and provide culturally competent recommendations. Explicit attention is devoted to conducting research and developing trainings to inform the field of psychology on disability issues.

Learn more: <https://thencspp.org/disability/>

National Institutes of Health (NIH) Advisory Committee to the Director Working Group on Diversity, Subgroup on Individuals with Disabilities

NIH established the Advisory Committee to the Director (ACD) Working Group on Diversity (WGD), Subgroup on Individuals with Disabilities to dedicate time and resources to identify strategies that support individuals with disabilities in the biomedical research workforce. Individuals with disabilities experience unique challenges in pursuing and maintaining biomedical research careers that may differ from the experiences of other underrepresented groups.

Learn more: <https://acd.od.nih.gov/working-groups/disabilitiessubgroup.html>

The Neu Project

The Neu Project is exploring the topic of neurodiversity and helping create events that embrace all neurotypes.

Learn more: <https://www.theneuproject.com/>

U.S. Department of Justice, Civil Rights Division, Disability Rights Section

The Disability Rights Section (DRS) works to achieve equal opportunity for people with disabilities in the United States by implementing the Americans with Disabilities Act (ADA) and coordinating with federal agencies on the consistent implementation of Section 504 of the Rehabilitation Act (Section 504). The Section also enforces the Genetic Information Nondiscrimination Act of 2008 (GINA). The Section's enforcement, regulatory, coordination, and technical assistance activities, along with an innovative mediation program, provide a multi-faceted and dynamic approach for carrying out this mission.

Learn more: <https://www.justice.gov/crt/disability-rights-section>

TOOLS AND RESOURCES

Job Accommodation Network. (n.d.). *A to Z of disabilities and accommodations.*

<https://askjan.org/>

Multi-Regional Clinical Trials Center. (2023). Accessibility by Design (AbD) toolkit.

<https://mrctcenter.org/diversity-in-clinical-research/wp-content/uploads/sites/8/2023/05/2023-05-23-AbD-toolkit-V.1.2-with-cover.pdf>

National Academies. (n.d.). *Beyond compliance: promoting the success of people with disabilities in the STEM workforce.*

<https://www.nationalacademies.org/our-work/beyond-compliance-promoting-the-success-of-people-with-disabilities-in-the-stem-workforce>

National Academies. (2023, June 5). *Disrupting ableism and advancing STEM: A national leadership summit.*

<https://www.nationalacademies.org/event/06-05-2023/disrupting-ableism-and-advancing-stem-a-national-leadership-summit>

National Academies. (2023, June 7). *Disrupting ableism and advancing STEM: Creating disability-inclusive workforces and workplaces.*

<https://www.nationalacademies.org/event/06-07-2023/disrupting-ableism-and-advancing-stem-creating-disability-inclusive-workforces-and-workplaces>

National Academies. (2023, June 13). *Disrupting ableism and advancing STEM: Fostering effective mentorship in the STEM ecosystem*. <https://www.nationalacademies.org/event/06-13-2023/disrupting-ableism-and-advancing-stem-fostering-effective-mentorship-in-the-stem-ecosystem>

National Academies. (2023, June 15). *Disrupting ableism and advancing STEM: Cultivating accessible educational pathways and spaces*. <https://www.nationalacademies.org/event/06-15-2023/disrupting-ableism-and-advancing-stem-cultivating-accessible-educational-pathways-and-spaces>

National Academies. (2023, June 16). *Disrupting ableism and advancing STEM: Rooting out bias and barriers*. <https://www.nationalacademies.org/event/06-16-2023/disrupting-ableism-and-advancing-stem-rooting-out-bias-and-barriers>

National Center for Medical Rehabilitation Research. (2023, April 27). *Ableism in Medicine and Clinical Research (Day 1)*. <https://videocast.nih.gov/watch=49317>

National Center for Medical Rehabilitation Research. (2023, April 28). *Ableism in Medicine and Clinical Research (Day 2)*. <https://videocast.nih.gov/watch=49319>

The Neu Project. An event professional's guide to neuroinclusion. (2023, July 13). [https://uploads-ssl.webflow.com/63179c4c48d09421c000e458/64b194851e7bb59c85f8c983_An%20Event%20Professional%E2%80%99s%20Guide%20to%20Neuroinclusion%20\(5\).pdf](https://uploads-ssl.webflow.com/63179c4c48d09421c000e458/64b194851e7bb59c85f8c983_An%20Event%20Professional%E2%80%99s%20Guide%20to%20Neuroinclusion%20(5).pdf)

RELATED READINGS

Ball, K. B., & Traxler, R. E. (2023). "Things can be tough": A qualitative analysis of disability disclosure in graduate school. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000488>

Bogart, K. Aspinwall, L. G., & Ghadimi, A. (2021, November 7). *Where are all the disabled psychologists?* Disability Advocacy and Research Network (DARN). <https://darndisability.org/blog/2021/11/where-are-all-the-disabled-psychologists/>

Bogart, K. R., Bonnett, A. K., Logan, S. W., & Kallem, C. (2022). Intervening on disability attitudes through disability models and contact in psychology education. *Scholarship of Teaching and Learning in Psychology*, 8(1), 15–26. <https://doi.org/10.1037/stl0000194>

Bogart, K.R., & Dunn, D.S. (Eds.). (2019). Ableism [Special issue]. *Journal of Social Issues*. 75(3). <https://spssi.onlinelibrary.wiley.com/toc/15404560/2019/75/3>

Bogart, K. R., Rottenstein, A., Lund, E., & Bouchard, L. (2017). Who self-identifies as disabled? An examination of impairment and contextual predictors. *Rehabilitation Psychology*, 62(4), 553-562. <https://doi.org/10.1037/rep0000132>

Dirth, T. P., & Branscombe, N. R. (2019). Recognizing ableism: A social identity analysis of disabled people perceiving discrimination as illegitimate. *Journal of Social Issues*, 75(3), 786–813. <https://doi.org/10.1111/josi.12345>

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- Dunn, D. S. (2022, May 20). *Changing attitudes towards disability*. American Psychological Association. <https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/changing-attitudes-towards-disability>
- Frueh, S. (2023, July 25). *Making STEM more inclusive of people with disabilities*. National Academies. https://www.nationalacademies.org/news/2023/07/making-stem-more-inclusive-of-people-with-disabilities?utm_source=NAEM+News+and+Publications&utm_campaign=8c42ee4a0d-e4a0d-EMAIL_CAMPAIGN_2023_07_03_01_44_COPY_01&utm_medium=email&utm_term=0_-66641409ba-%5BLIST_EMAIL_ID%5D&mc_cid=8c42ee4a0d&mc_eid=bcbb958621
- King, M. M., Gregg, M. A., Martinez, A. V., & Pachoud, E. Y. (2022). Teaching & learning guide for disability and climate justice. *Sociology Compass*, 16(6), e12986. <https://doi.org/10.1111/soc4.12986>
- McLemee, S. (2023, July 14). *Doing science with disabilities*. Inside Higher Ed. <https://www.insidehighered.com/opinion/views/intellectual-affairs/2023/07/14/review-book-stem-and-disability>
- Nario-Redmond, M. R. (2019). *Ableism: The causes and consequences of disability prejudice*. John Wiley & Sons. <https://doi.org/10.1002/9781119142140>
- National Center for Science and Engineering Statistics, Directorate for Social, Behavioral, and Economic Sciences. (2023). *Disability and STEM: Women, minorities, and persons with disabilities*. National Science Foundation. <https://ncses.nsf.gov/pubs/nsf23315/report>
- National Institutes of Health (2022, December 1). *Advisory Committee to the Director Working Group on Diversity Subgroup on Individuals with Disabilities report*. U.S. Department of Health and Human Services. https://www.acd.od.nih.gov/documents/presentations/12092022_WGD_Disabilities_Subgroup_Report.pdf
- National Institutes of Health. (2023, March 20). *NIH-wide strategic plan for Diversity, Equity, Inclusion, and Accessibility (DEIA)*. U.S. Department of Health and Human Services. <https://www.nih.gov/sites/default/files/about-nih/nih-wide-strategic-plan-deia-fy23-27.pdf>
- Oleson, K.C. (2021). Promoting inclusive classroom dynamics in higher education: A research-based pedagogical guide for faculty. *Stylus Publishing*.

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