

THE EFFECTS OF SELF-ADVOCACY AND CONFLICT RESOLUTION  
INSTRUCTION ON THE ABILITY OF COLLEGE STUDENTS WITH HIDDEN  
DISABILITIES TO REQUEST AND NEGOTIATE ACADEMIC  
ACCOMMODATIONS

by

Debra Gordon Holzberg

A dissertation submitted to the faculty of  
The University of North Carolina at Charlotte  
in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy in  
Special Education

Charlotte

2017

Approved by:

---

Dr. David W. Test

---

Dr. Charles L. Wood

---

Dr. Christopher P. O'Brien

---

Dr. Chuang Wang



## ABSTRACT

DEBRA GORDON HOLZBERG. The effects of self-advocacy and conflict resolution instruction on the ability of college students with mild disabilities to request and negotiate academic accommodations.  
(Under the direction of DR. DAVID W. TEST)

According to the National Center for Education Statistics (Raue & Lewis, 2011), students with disabilities (SWD) attend postsecondary education at rates similar to their peers without disabilities. However, graduation rates from postsecondary educational settings for SWD are disparate from those of their counterparts without disabilities. Survey data from the National Longitudinal Transition Study - 2 (2011) indicated 89.9% of SWD articulated a goal to complete postsecondary education; but, only 40.7% achieved their goal. Changes in the way students access academic accommodations in postsecondary education pose additional challenges during the transition from secondary to postsecondary educational settings. Recent studies (e.g., Rowe et al. [2014] and Test et al. [2009]) identified self-advocacy as a predictor of success in postsecondary education. Janiga and Costenbader (2002) noted the need to teach self-advocacy skills to SWD, before they matriculate to college, so they are better able to access accommodations.

The purpose of this study was to evaluate the effect of *Self-advocacy and Conflict Resolution (SACR)* instruction on the ability of four college students with hidden disabilities (e.g., anxiety, attention deficit hyperactivity disorder, autism spectrum disorder, and depression) to request and negotiate academic accommodations in role-play and in-situ conditions. Results indicated a functional relation between *SACR* instruction and students' ability to request and negotiate accommodations in role-play situation and in students' ability to request accommodations in the in-situ condition. Social validity

data indicated students and instructors felt the instruction was socially valid. Implications for practice and suggestions for future research are offered.

## DEDICATION

With all my heart, I dedicate my dissertation to my husband, Richard Holzberg, and my children, Gordon, Noah, and Zachary. Your unwavering love and support serve as a constant source of inspiration and motivation. Rick, there is no way I could have done any of this without your selfless sacrifices; you have been a rock and I'm forever grateful for the love and faith you have shown me the past 30 plus years. Gordon, Noah, and Zach – there are no words to say how much I love you and how much you have taught me about life. Each of you brings something so incredibly special and unique to my world and I'm humbled beyond measure to be your mom. To my parents – you have instilled in me a love of learning and the belief I could do whatever I set my mind to... You taught me, "When things go wrong as they sometimes will, when the road you're trudging seems all uphill...when you want to smile but you have to sigh...when care is pressing you down a bit, rest if you must, but don't quit." Thank you for pushing me and for always believing in me. To my mother-in-law – you started this! Because of you, I applied for my first teaching position and for that suggestion, I will always be grateful. To my sister Stephanie, can we *please* be done now? Honestly, I can't keep doing this! Thank you for being a constant source of inspiration; your non-judgmental ways, your depth of understanding, and the many values you espouse have propelled me to levels I never believed attainable.

In memory of Dr. Marjorie Montague whose guidance, support, and faith provided me with the opportunity to do what I love. Marjorie, I promised I'd do this, and I did! Cheers!

## ACKNOWLEDGEMENTS

I would like to thank my committee, Drs. Charles L. Wood, Chris O' Brien, and Chuang Wang for your time, expertise, and constant support. Dr. Wood, I will always be grateful for your willingness to serve as my "weekend advisor" (and evening advisor, and vacation advisor); I honestly don't know what I would have done without my own personal "human valium." Dr. O'Brien, thank you so much for your friendship, support, and advice; you have taught me more than you know and I deeply appreciate the time and energy you have put into me and my education. Dr. Wang, your impact on me was statistically significant! I know teaching me stats was a formidable challenge, but your teaching and guidance made me truly believe I could do it – so, thank you (感谢你一直以来对我的信心和鼓励!)! Dr. David W. Test (a.k.a. – "Obi-wan Kenobi") – my dissertation chair, advisor, mentor, and motivator – thank you more than words can express. Somehow, you knew exactly what I needed and how to get me from Point A to Point B – even when I had no clue. You taught me that I know more than I think I know and how to think things through critically and scientifically – all with an amazing (i.e., dry) sense of humor. Your mark on me as a scholar and educator is indelible and I'm forever grateful you saw in me what I did not see in myself. Thank you for your support, your caring, and your guidance.

Thank you to Dr. Catherine Fowler for your support, expertise, and advice – all the time! Florence Parkhill – your encouragement, support, and awesome emails meant more than you will know! To Dana Rusher, thanks for all of your help and support along the way – and for being my person! A huge shout out to my cohort-mates, friends, and colleagues, Tosha Owens and Brad Stevenson – I've learned so much from you both;

thank you for being exceptional teachers and friends. Thanks to my NTACT friends and colleagues – the best transition professionals in the world!

## TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION	1
CHAPTER 2: REVIEW OF LITERATURE	19
CHAPTER 3: METHOD	64
Participants	64
Permission to Conduct the Study	67
Institutional Review Board	67
Setting	67
Interventionist/Researcher	68
Instructional Materials	68
Data Collection Procedures	70
Social Validity Data	72
Experimental Design	73
Procedures	74
CHAPTER 4: RESULTS	84
CHAPTER 5: DISCUSSION	91
REFERENCES	110
APPENDIX A: STUDENT CONSENT	123
APPENDIX B: INSTRUCTOR CONSENT	126
APPENDIX C: PERMISSION TO CONDUCT THE STUDY	130
APPENDIX D: MULTIMEDIA PRESENTATION	131
APPENDIX E: <i>THE CIVIL RIGHTS OF STUDENTS WITH HIDDEN DISABILITIES UNDER SECTION 504 OF THE</i>	137

*REHABILITATION ACT OF 1973*

APPENDIX F: OPERATIONAL DEFINITIONS OF <i>SACR</i> TARGETED BEHAVIORS	143
APPENDIX G: STUDENT SOCIAL VALIDITY QUESTIONNAIRE	147
APPENDIX H: UNIVERSITY INSTRUCTOR SOCIAL VALIDITY QUESTIONNAIRE	148
APPENDIX I: DATA COLLECTION INSTRUMENT	149
APPENDIX J: SCRIPTED NOTECARDS	150
APPENDIX K: LESSON PLANS	152
APPENDIX L: PROCEDURAL FIDELITY CHEKLIST	167
APPENDIX M: STUDENT RECRUITMENT FLYER	168
APPENDIX N: STUDENT RECRUITMENT FLYER -AMENDED	169
APPENDIX O: RECRUITMENT EMAIL FROM OFFICE OF DISABILITY SERVICES	170

## CHAPTER 1: INTRODUCTION

### Statement of Problem

Increasing numbers of students with mild disabilities (e.g., attention-deficit hyperactivity disorder [ADHD], autism spectrum disorder – level 1 (ASD – Level 1), emotional and/or behavioral disorders [EBD], learning disabilities [LD], mild intellectual disability [MID], and speech and language impairment [SLI]) are attending postsecondary education institutions (Gage, Lierheimer, & Goran, 2012; Wagner et al., 2005; Sanford et al., 2011). For example, in 2005, 9.7% of students with LD enrolled in a four-year college; in 2011, that number increased to 21.2% (Wagner et al., 2005; Sanford et al., 2011). Not only are more students with LD enrolling in postsecondary institutions, enrollment for students with other mild disabilities has increased in recent years. Much of the drive to pursue postsecondary education is the result of the positive correlation between earning potential and level of education (United States Department of Labor, 2015). According to the 2015 report from National Center for Education Statistics (NCES), students who do not complete high school earn an average of \$493 per week; those with a high school diploma average \$678 per week, individuals with an associate's degree earn approximately \$798 per week, and those with a bachelor's degree earn an average of \$1,137 per week ([bls.gov/emp/ep\\_chart\\_001.htm](http://bls.gov/emp/ep_chart_001.htm)).

Although many students with mild disabilities articulate goals to pursue postsecondary education, significant barriers often preclude them from achieving their goal (Sniatecki, Perry, & Snell, 2015). Data from the 2011 *National Longitudinal Transition Study-2* (NLTS-2) report indicated 89.9% of students with disabilities (SWD) program); only 40.7% of those students achieved their goal (Sanford et al., 2011). One potential barrier and explanation for poor persistence rates of students with disabilities may be because students are not utilizing the resources available in postsecondary education (Barnard-Brak, Lechtenberger & Lan, 2010; Sniatecki et al., 2015). For instance, the ways in which a student's accommodations are evaluated and delivered are considerably different from secondary to postsecondary settings; furthermore, the difference in laws, policies, and services provided may present additional barriers to students with disabilities (Eckes & Ochoa, 2005).

One of the main differences between the laws that apply to students with disabilities lies in the focus of those laws. Until students with disabilities graduate, or exit from secondary school, they are protected by the Individuals with Disabilities Education Act (IDEA; 2004) or by Section 504 of the Rehabilitation Act (1973). IDEA is a law specific to educational settings and intended to facilitate success. However, when students transition to postsecondary settings, their protections are provided under Section 504 of the Rehabilitation Act (1973) and the American with Disabilities Act (ADA) which are civil rights laws mandate institutions provide access (Madaus, 2005). In other words, the laws shift from facilitating success (i.e., IDEA) to providing access (i.e., Section 504 and ADA). Additionally, IDEA mandates schools evaluate students suspected of having a disability (i.e., Child Find) and provide students with disabilities

accommodations as specified in their Individualized Education Program (IEP). The student's IEP details the necessary "accommodations, modifications, and supports that must be provided for the child in accordance with the IEP" [34 CFR § 300.323(d)].

In postsecondary settings, along with the change in laws, the way in which students access accommodations changes. First, students must provide adequate documentation of a disability in order to qualify for accommodations and accommodations provided under ADA are not necessarily educationally focused (Cawthon & Cole, 2010). Additionally, institutions are required to provide "reasonable" accommodations (or auxiliary aids), but "reasonable" lacks an operational definition and as such, is left to the discretion of the institution (Cole & Cawthon, 2015). Finally, many students are unaware of their rights and how to go about accessing accommodations (Cole & Cawthon, 2015; Summers, White, Zhang, & Gordon, 2014).

Another potential reason for students' lack of persistence through postsecondary education is related to, if and when, they seek accommodations; many students with mild disabilities do not access services until it is too late. Although 87.1% of students reported receiving accommodations in high school, only 10.3% of students attending four-year colleges accessed the accommodations to which they were entitled (Sanford et al., 2011). For example, in one university's Office of Disability Services (ODS) Annual Report, of all students registered with ODS, 7.9% were freshmen, 18.6% were sophomores, 24.6% were juniors, and 39% were seniors (Fernald et al., 2014).

Finally, awareness of one's disability and the availability of resources have been found to impact the success of students with mild disabilities in postsecondary education. Cole and Cawthon (2015) found that often students did not think their disability was

significant enough to warrant services. One student stated that he did not think he “would qualify compared to people who are deaf or blind” (p. 170). Understanding of their disability along with knowledge of their rights for accommodations is crucial if SWD are to succeed in more challenging educational settings.

Postsecondary education presents new challenges for students with mild disabilities (Janiga & Costenbader, 2002; Wood, Kelley, Test, & Fowler, 2010). Students with disabilities must understand the changes in the law – specifically, the differences between IDEA and ADA – and the way in which this impacts their ability to access accommodations. Additionally, students must decide to access the accommodations to which they are entitled and take responsibility for obtaining the documentation to qualify for accommodations. These challenges require a student to acknowledge their disability and the way in which it impacts their learning and then to act upon that knowledge to access academic accommodations (Cole & Cawthon, 2015).

One way to allay some of those challenges is through the use of self-determined behaviors which can be described as behaviors in which one engages that enable a person to act as the “primary causal agent in one’s life and to maintain or improve one’s quality of life” (Wehmeyer & Abery, 2013, p. 399). Wehmeyer and Abery (2013) identified four essential characteristics of self-determination: (1) an individual acts on their own volition; (2) the person’s behavior is self-directed; (3) *the individual initiates and reacts to event(s) in a psychologically empowered manner* [emphasis added]; and (4) the individual acts in a self-realizing manner.

Over the past 25 years, self-determination theory in higher education disability services has grown so that now it is considered “an essential component of successful

transition to higher education and student success” (Madaus, 2011, p. 10). One reason self-determination skills are essential for students with disabilities entering postsecondary education is because they are frequently unprepared to disclose their disability and are often unaware of how to access disability services on campus (Getzel & Thoma, 2008). In Getzel and Thoma’s 2008 study, many students expressed similar experiences of “not self-disclosing (not advocating for services), failing, and then choosing to disclose their disability and request the supports they needed” (p. 80). When asked to identify the advocacy or self-determination skills “absolutely essential to staying in college and getting the supports you need,” participants noted four key skills: (a) locating services from ODS and other support services available for all students; (b) establishing relationships with professors; (c) developing support systems within a variety of areas (e.g., friends, support groups, ODS); and (d) building self-awareness and understanding of one’s strengths and weaknesses and the importance of perseverance (p. 81).

In order for students to access academic accommodations in postsecondary education settings, they must engage in self-determined behaviors – in particular, self-advocacy and conflict resolution. First, they must actively seek out the school’s ODS and arrange for accommodations. Next, they must reach out to their professors and provide them with documentation from ODS stating their accommodations. Finally, if necessary, they must be equipped to manage potential conflicts with faculty about the requested accommodations, if and when, they arise. Therefore, it is critical that students with disabilities who are attending college possess the necessary self-advocacy and conflict resolution skills so they can successfully access their academic accommodations (Herbert et al., 2014; Janiga & Costenbader, 2002).

Scholars have operationalized self-advocacy in a number of ways; however, most embody an overarching theme: the individual's ability to effectively recognize and articulate one's needs and rights. Self-advocacy skills provide students with a set of tools to facilitate transition and to enable students to access academic accommodations in postsecondary education. Test, Fowler, Wood, Brewer, and Eddy (2005) suggested self-advocacy included four components: (a) knowledge of self, (b) knowledge of rights, (c) communication, and (d) leadership.

The first component of self-advocacy, knowledge of self, includes subcomponents such as understanding one's learning styles, strengths and weaknesses, goals, support needs, accommodation needs, and the characteristics of one's disability. The second component outlined by Test et al. (2005) focused on the students' knowledge of their rights. Subcomponents included personal rights, community rights, educational rights, steps to advocate for change, and knowledge of resources. Webster (2004), conducted a qualitative study in which students articulated a desire to learn not only about their rights, but how those rights came into being. A 2015 study by Cole and Cawthon found that SWD expressed a desire for explicit instructions on how to access and use their accommodations. The third component highlighted by Test et al. (2005), communication, encompasses the following subcomponents: assertiveness, articulation, body language, listening, and compromise. Effective communication comes from mastery of the first two components – knowledge of self and knowledge of rights. Students who are self-aware and who are aware of their rights are better able to develop the necessary skills to appropriately articulate their needs, advocate for their rights, and resolve conflicts when necessary. The final component Test et al. (2005) discussed was leadership – including

subcomponents related to knowledge of a group's rights, knowledge of resources, and advocating for others and for causes. This skill is crucial when students lead meetings such as meetings for accessing their accommodations in postsecondary education.

Janiga and Costenbader (2002) found students with disabilities who enroll in college often do not understand the differences in the advocacy process when they transition from high school services (i.e., IDEA) to postsecondary education services (i.e., ADA) and suggest using explicit instruction to inform students about the differences in the laws. Wood, Kelley, Test, and Fowler (2010) compared the use of audio-supported text and explicit instruction on high school students' knowledge of their rights, responsibilities, and accommodations in postsecondary education settings. The authors used a simultaneous treatment design with an initial baseline and final best treatment phase to compare the impact of audio support and explicit instruction on the knowledge of ADA rights and responsibilities for four high school seniors with high-incidence disabilities (ADD 1; SLD 2; bipolar disorder 1). The authors simulated a mock interview as a pretest to assess the participants' awareness of their ADA rights and responsibilities. Students were given the Office of Civil Rights (OCR) document to read during baseline. Results indicated a functional relation between the use of the audio-supported text and explicit instruction condition for all students; furthermore, students generalized knowledge of accommodations and rights and responsibilities to a novel situation. All four students felt the ADA document training lead to increased confidence levels and deemed the teaching methods helpful, supporting the social validity of the intervention.

Researchers have also described the importance of students understanding and identifying their strengths and needs, identifying appropriate accommodations, and

acquiring the skills for requesting those accommodations (Cawthon & Cole, 2010; Roessler et al., 1998; Webster, 2004). For example, Prater, Redman, Anderson, and Gibb (2014) conducted a study using a multiple baseline across participants design to evaluate the effect of a self-advocacy intervention on four high school students with LD in the general education classroom. The authors created four explicitly taught self-advocacy lessons, which focused on five steps for requesting an accommodation. Data indicated a functional relation between the use of the training sessions and the students' request for accommodations. Social validity measures indicated students felt more successful in their general education classes.

Next, in order to evaluate the effects of self-advocacy training on the ability of three college students with disabilities to request academic accommodations in postsecondary education, White and Vo (2006) conducted a multiple baseline across participants and behaviors study. Students were first assessed on their knowledge of their rights and responsibilities of college students with disabilities. Baseline data were collected through the use of role play scenarios during which participants requested accommodations for a specific disability. The first part of the intervention consisted of three target behaviors (a) opening the meeting with university personnel, (b) requesting the accommodation, and (c) concluding the meeting. The second session added two new behaviors: asking for suggestions and asking for referral; the third session added two more behaviors; planning future actions and summarizing the meeting. Students were then assessed in various role play scenarios. Results indicated a functional relation between the self-advocacy training and the students' knowledge of their rights and responsibilities and their accommodation-requesting skills. Social validity measures

indicated participants felt the newly acquired skills were helpful and would recommend the training to other students with disabilities.

Although self-advocacy is recognized as a key skill in facilitating transition of individuals with disabilities, research is limited on the use of self-advocacy skills in postsecondary education for students with mild disabilities. One intervention used to teach self-advocacy skills to students with disabilities transitioning to postsecondary education is the *Self-Advocacy and Conflict Resolution Training (SACR)*; Rumrill, Palmer, Roessler, & Brown, 1999). The *SACR* is a two-part module; *Module I: Self-Advocacy Skills* is comprised of 13 targeted self-advocacy behaviors (e.g., greeting, disclosure, solution) explicitly taught through scripted lesson plans (including modeling and role-play) designed to teach students with disabilities how to appropriately request academic accommodations (Bethune, Regan, & Test, 2015). *Module II: Conflict Resolution Skills* is designed to help students resolve conflicts, which might arise when implementing accommodations and is comprised of 6 targeted conflict resolution behaviors (Palmer & Roessler, 2000). See Table 1 for a list of *SACR* target behaviors.

Table 1.

*SACR Target Behaviors*

<b>Lesson</b>	<b>Self-advocacy or Conflict Resolution</b>	<b>Objective</b>
1	Self-advocacy	Greet instructor
1	Self-advocacy	Identify disability status
1	Self-advocacy	Explain disability in functional terms
2	Self-advocacy	Explain benefits of past accommodations
2	Self-advocacy	Request use of accommodations
2	Self-advocacy	Identify resources and how they help
2	Self-advocacy	Student explains their role
2	Self-advocacy	Ask for agreement

3	Conflict Resolution	Specifying
3	Conflict Resolution	Reflecting
3	Conflict Resolution	Mutualizing
3	Conflict Resolution	Collaborating
3	Conflict Resolution	Inventing
3	Self-advocacy	Summarizing
4	Conflict Resolution	Selecting
3	Self-advocacy	Restate accommodation
3	Self-advocacy	Student clarifies their role
3	Self-advocacy	Close with a positive statement

---

In order to evaluate the effects of *SACR* instruction, Palmer and Roessler (2000) conducted a quasi-experimental, post-test only control group design, on the effects of *SACR* instruction on 50 students with disabilities attending postsecondary institutions (two community colleges and two universities). *SACR* training covered the 24 target behaviors of self-advocacy and conflict resolution. Results showed *SACR* instruction produced statistically significant effects for the treatment group compared to the control group for both self-advocacy and conflict resolution. The authors cited the “role play” aspect of the intervention as a limitation and suggested future research to determine the degree to which students are able to generalize the skills to real life situations.

Next, Walker and Test (2011) conducted a multiple probe across participants study to evaluate the impact of *SACR* training on three African American students with LD and/or ADHD on requesting academic accommodations in a postsecondary setting. Students viewed a video about the transition to postsecondary schools for students with LD and /or ADHD and included descriptions of what it means to have a learning disability and/or ADHD and how students learn. Using *Module I* of *SACR* training, the author presented the 13 targeted skills across seven explicitly taught lessons (e.g., *Introduction, Disclosure, Solution*, etc.) of *SACR* instruction used for requesting

accommodations. Results demonstrated a functional relationship between *SACR* training and the students' ability to request academic accommodations in a role-playing situation; furthermore, the skills generalized to in-vivo situations (i.e., meeting with their actual professors). One limitation the authors discussed was that some of the target behaviors were not naturally occurring in conversations and could be forgotten or eliminated when speaking with a professor.

Another important component of self-advocacy is conflict resolution. Conflict resolution may be seen as a problem-solving approach through communication as opposed to the use of physical aggression (Sweeney & Carruthers, 1996). According to Sweeney and Carruthers (1996), "conflict resolution is the process used by parties in conflict to reach a settlement. This process may include methods as diverse as warfare, dueling, flipping a coin, arbitration, and negotiation" (p. 328). Negotiating academic accommodations and resolving conflicts are behaviors that fall within the purview of self-advocacy (i.e., Communication; Test et al., 2005).

Bethune (2015) conducted a study to evaluate the effects of the *SACR Module I* and *Module II* on the ability of high school students with autism spectrum disorders to request academic accommodations and resolve conflicts in postsecondary education. Using a multiple-probe across participants design, the author used explicit instruction, scripted notecards, and role play scenarios to teach the 19 target behaviors of *SACR* instruction. Results demonstrated a functional relation between the use of *SACR* training and students' ability to request academic accommodations and negotiate conflicts. The author suggested additional studies with other post-school settings such as disability services, as well as conducting in-vivo generalization measures in more authentic settings

such as at the office of disability services. Finally, the author suggested an item-analysis of the content in order to determine the necessary target behaviors and to evaluate which ones are used in conversations.

Most recently, Holzberg, Test, and Rusher (in press) used a multiple-probe across participants design to evaluate the effect of *SACR* instruction on the ability of four high school seniors to request academic accommodations and resolve conflicts. The authors used explicit instruction, scripted notecards, and role-play scenarios to teach both modules of *SACR* instruction. Results indicated a functional relation between the use of *SACR* and students' ability to request academic accommodations and negotiate conflicts in an in-vivo situation (i.e., on a college campus with instructors). However, two key limitations emerged during the research which will be addressed in the proposed study. First, the authors noted probe questions did not naturally elicit target behaviors and recommended recording role-play scenarios and scoring them against a checklist of target behaviors. Additionally, participants were not permitted to keep their notecards and therefore could not practice on their own nor could they use them in the in-vivo generalization probe.

If students with mild disabilities are to succeed in postsecondary education, they must enter with skills necessary to access their academic accommodations. First, students must learn about their rights and responsibilities in postsecondary education so they are able to access their accommodations (Cole & Cawthon, 2015; Webster, 2004). Once students have the knowledge and understanding about their rights and responsibilities, they must utilize self-advocacy, and at times, conflict resolution skills in order to access their accommodations; skills that have been identified as critical in facilitating the

success of students with disabilities in postsecondary education (Cawthon & Cole, 2010; Getzel & Thoma, 2008; Janiga & Costenbader, 2002; Roessler et al., 1998)

Although there are studies investigating the effect of self-advocacy interventions on the ability of students with mild disabilities to request academic accommodations in postsecondary education (Bethune, 2015; Holzberg et al., in press; Palmer & Roessler, 2000; Prater et al., 2014; Walker & Test, 2011; White & Vo, 2006) several recurring research needs emerge from the current literature. Included is the need to examine if students' use of a self-advocacy and conflict resolution strategies are effective in "real-life" situations.

#### *Purpose of the Study*

Students with disabilities continue to experience poorer postsecondary education outcomes when compared to their peers without disabilities (Newman et al., 2011). Accommodations have been shown to improve outcomes for students with disabilities (Kim & Lee, 2015; Lindstrom, 2007). However, for many reasons often students do not access the accommodations to which they are entitled (Denhart, 2008). Self-determination skills, more specifically, self-advocacy and conflict resolution skills, have been shown to help students access accommodations (Bethune, 2015; Holzberg et al., in press; Palmer & Roessler, 2000; Prater, et al., 2014; Walker & Test, 2011; White & Vo, 2006). As the number of students with mild disabilities attending postsecondary education increases, it is imperative students be equipped with the necessary self-advocacy and conflict resolution strategies to effectively access their accommodations. This study addressed this need by teaching students with mild disabilities the strategies to request accommodations from their instructors and resolve potential conflicts.

The purpose of this study was to examine the effects of *Self-Advocacy and Conflict Resolution Training (SACR)* instruction on the ability of college students with mild disabilities to request academic accommodations and negotiate conflicts (Rumrill, Palmer, Roessler, & Brown, 1999). This study will be designed to extend the research on using explicit instruction to teach students about their legal rights (ADA and Section 504 of the Rehabilitation Act [1973]) for requesting academic accommodations and negotiating conflicts in postsecondary education settings as well as earlier *SACR* studies of college students. Additionally, this study will extend the research on the efficacy of the intervention with college students in in-vivo situations.

#### *Research Questions*

The study addressed the following research questions:

1. What are the effects of a self-advocacy intervention on knowledge of skills to request and negotiate academic accommodations with postsecondary level students with hidden disabilities in a role-play setting?
2. What are the effects of a self-advocacy intervention on the students' generalization of accommodations-requesting and negotiating skills to an in-vivo setting?
3. What are the university instructors' perspective on the usefulness of using the self-advocacy intervention to assist students with requesting and negotiating academic accommodations?
4. What are the students' perspectives about the effects of the intervention on their use of advocacy and conflict resolution skills and its success in acquiring and negotiating academic accommodations?

### *Definitions*

The following definitions were used for the purpose of this study:

*Accommodations*: "... allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures..." (specialconnections.ku.edu/~kucl/cgi-bin/drupal/?q=glossary)

*Americans with Disabilities Act*: "...The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation" (ada.gov/2010\_regs.htm).

*Attention Deficit Hyperactivity Disorder (ADHD)*: "Attention deficit hyperactivity disorder (ADHD) is a problem of not being able to focus, being overactive, not being able control behavior, or a combination of these. For these problems to be diagnosed as ADHD, they must be out of the normal range for a person's age and development" (nlm.nih.gov/medlineplus/ency/article/001551.htm).

*Autism spectrum disorder (ASD; formerly Asperger Syndrome)*: "People with ASD tend to have communication deficits, such as responding inappropriately in conversations, misreading nonverbal interactions, or having difficulty building friendships appropriate to their age. In addition, people with ASD may be overly dependent on routines, highly sensitive to changes in their environment, or intensely focused on inappropriate items" (dsm5.org/Documents/Autism%20Spectrum%20Disorder%20Fact%20Sheet.pdf)

*Conflict resolution*: a problem-solving approach through communication as opposed to the use of physical; process used to reach a settlement which may include negotiation

(Sweeney & Carruthers, 1996).

*Emotional/Behavioral Disorder (EBD)*: “IDEA defines emotional disturbance as follows:

‘...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (A) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a general pervasive mood of unhappiness or depression; (E) a tendency to develop physical symptoms or fears associated with personal or school problems.’ As defined by IDEA, emotional disturbance includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance” ([ccbd.net/about/ebddefinition](http://ccbd.net/about/ebddefinition))

*Individuals with Disabilities Education Improvement Act (2004)*: “The purposes of *IDEA* include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)].

*Section 504 of the 1973 Rehabilitation Act*: “...No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .” ([2.ed.gov/about/offices/list/ocr/504faq.html](http://2.ed.gov/about/offices/list/ocr/504faq.html)).

*Self-advocacy*: “Self-advocacy for college students with LD can be defined as the ability to recognize and meet the needs specific to one’s learning disability without compromising the dignity of oneself or others...self-advocacy requires three interrelated skills: (a) knowledge of what you want; knowledge of what you are legally entitled to; and (c) the ability to effectively achieve your goal” (Brinckerhoff, 1994, p. 229).

*Self-determination*: “...a combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behavior” (Field, Martin, Miller, Ward, & Wehmeyer, 1998, p. 115).

*Specific learning disability*: “...means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations...Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia....Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage” ([idea-b.ed.gov/explore/view/p/,root,statute,I,A,602,30,.html](http://idea.ed.gov/explore/view/p/,root,statute,I,A,602,30,.html)).

*Transition*: “Transitions are an important part of normal life. As roles, locations, or relationships change, all of us must adapt, and we do so with more or less disruption or stress. The transition from school to working life calls for a range of choices about career options, living arrangements, social life, and economic goals that often have life-long consequences” (Will, 1983, p.2).

*Delimitations*

Several delimitations are worthy of mention in this study. First, the study was limited to students who chose to disclose their disability to the ODS and therefore may not represent or account for students who elect not to disclose to ODS. Second, the sample utilized purposeful selection of the participants; therefore, participant selection was based on specific inclusion criteria and may not be representative of the broader population of students with disabilities. Next, the study was limited to students with hidden disabilities, which may limit the ability to generalize the findings to students with other disabilities. Finally, the study utilized a single-case design; by nature, this method is conducted using small populations (i.e., minimum three participants) which may limit the ability to generalize to larger populations of students with disabilities.

## CHAPTER 2: REVIEW OF THE LITERATURE

### History of Transition Law

Transition planning and programs for individuals with disabilities extend back to the 1950s with work study programs through the Wisconsin Department of Education which paved the way for career and technical education (Brolin, 1983). Resultant to the emerging civil rights movement, special education law was enacted when 1975 brought the passage of the Education for All Handicapped Children Act of 1975 (Public Law 94-142 [P. L. 94-142]). Provisions of P.L. 94-142 included the right of all students to a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE) thereby increasing access to education for individuals with disabilities. In 1979, the Office for Special Education and Rehabilitative Services (OSERS) was established which provides legislation and policy that directs special education through its programs (i.e., Office of Special Education Programs [OSEP], National Institute on Disability and Rehabilitation Research [NIDRR], Rehabilitation Services Administration [RSA]). However, it was not until 1984 when OSERS Director Madeline Will defined transition and outlined the necessary steps to prepare students to transition from school to work. Will's article, *Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life*, described the Bridges Model for transition. This three bridge model of transition from high school to employment included the following paths: no special services, time-limited services, and ongoing services (Will, 1984). A year later, Halpern

(1985) suggested two additional pillars: residential environment and social and interpersonal needs. Thus, transition and transition planning were born.

In 1990, P.L. 94-142 was reauthorized (and renamed); the Individuals with Disabilities Education Act (IDEA) and included the requirement of a transition component for each student by the age of 16. Prior to IDEA, a student's individualized education plan (IEP) was not required to have components for transition. Now, for the first time, transition services were added for students with disabilities requiring school districts to examine outcomes and assist students with disabilities be prepared for their transition from high school to postsecondary life. Further, a statement of needed transition services had to be incorporated into every student's IEP. Transition services were defined as coordinated activities that support movement from school to postschool environments including postsecondary education, vocational training, integrated employment, and independent living.

Halpern (1994) operationalized transition and included the Division of Career Development and Transition's (DCDT) definition of transition as:

... a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services, and natural supports within the community. The foundations for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the full extent of their capabilities, to assume a maximum amount of responsibility for such planning (p. 117).

The 1997 reauthorization of IDEA (P. L. 105-17) brought several changes including the mandate that beginning at age 14 and that IEPs must include a statement of transition needs related to the students' course of study – shifting the focus to postschool outcomes. Transition services were expanded to include related services including speech and language therapy, psychological services, physical therapy, rehabilitation counseling, therapeutic recreation, social work, occupational therapy, and transportation. Furthermore, the definition of special education was broadened to include educational activities designed to prepare students for transition to vocational education and applied technology education.

In 2004, IDEA (P. L.108-446) was authorized. Changes moved IDEA from an outcome-results-driven process to a results-oriented process designed to improve the academic and functional achievement of a student with a disability to facilitate transition from school to post-school activities including (a) postsecondary education, (b) vocational education, (c) integrated employment, (d) continuing and adult education, (e) adult services, (f) independent living, and (g) community participation. Unlike IDEA 1997, the new iteration of IDEA required that student's strengths, not just their preferences and interests, must be taken into account when planning the student's transition. Therefore, changes to the IEP process mandated the first IEP be in effect when the child is 16 and updated annually thereafter. The IEP was required to include appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, independent living skills (where appropriate), and the necessary transition services to assist the student in reaching their goals.

Although IDEA has evolved to improve services to facilitate secondary transition, students with disabilities continue to experience poorer outcomes than their peers without disabilities (Wagner et al., 2011). Educational rights for students with disabilities in K – 12 are protected under IDEA; students are guaranteed a free appropriate education in the least restrictive environment. Those laws, however, do not extend to postsecondary education (Test et al., 2006). Instead, students attending institutes of higher education (IHE) are protected by Section 504 of the Rehabilitation Act of 1973 which:

...makes it illegal for federal agencies, or programs or activities that receive federal financial assistance or are conducted by a federal agency, to discriminate against qualified individuals with disabilities. Requirements under Section 504 include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations...the U.S. Department of Education, makes sure that students with disabilities get the kinds of educational services they need to succeed in school (disability.gov/rehabilitation-act-1973).

The focus of the following literature review is on the transition of students with mild disabilities (i.e., ADHD, autism with mild support needs, EBD, LD, MID, and SLI) from high school to postsecondary education, academic accommodations in postsecondary education, self-determination in postsecondary education settings, and *Self-Advocacy and Conflict Resolution (SACR)* Training. Specifically, barriers to accessing academic accommodations to facilitate successful transition for students with mild disabilities will be examined.

#### Transition from Secondary to Postsecondary Education Settings

According to the Bureau of Labor Statistics (BLS) in 2015, 17.5% of persons with disabilities were employed compared to 65% of individuals without a disability. Further,

the unemployment rate for individuals with a disability was 10.7%, approximately twice of those without a disability (i.e., 5.1%; [bls.gov/news.release/pdf/disabl.pdf](https://www.bls.gov/news.release/pdf/disabl.pdf)). Of the top 15 fastest growing occupations from 2014 to 2024, nine require an associate's degree or higher (e.g., occupational therapy assistants, physical therapy assistants, nurse practitioners, statisticians; [bls.gov/news.release/ecopro.t05.htm](https://www.bls.gov/news.release/ecopro.t05.htm)). Given these outcomes, it is evident why more students with disabilities are opting to pursue postsecondary education. There are a number of benefits for individuals with postsecondary degrees including increased earnings (Carnevale & Derochers, 2003), increased job satisfaction (Wolniak & Pascarella, 2005), and improved health (Mirowsky & Ross, 2010).

According to the Institute for Higher Education Policy (2004), in recent years, enrollment of students with LD has “increased by a factor of ten since 1976, and students with LD constitute about one in 25 undergraduate students” (Wolanin & Steele, 2004, p. ix). Students with LD are the largest group of students with disabilities enrolled in postsecondary education (approximately 40% of freshmen with disabilities; Wolanin & Steele, 2004). Although more students with disabilities are attending postsecondary institutions, their graduation rates lag behind their peers without disabilities. Murray, Goldstein, Nourse, and Edgar (2000) found 24% of students with learning disabilities completed 4-year college programs in contrast with 45.5% of their peers without disabilities. Given these poor outcomes, it is important to evaluate the barriers impeding the postsecondary educational success of students with disabilities.

#### *Barriers to Success in Postsecondary Education*

Researchers continue to examine the reasons for the discrepancy between higher

education graduation rates among students with and without disabilities; several barriers to success emerge from the literature including academic skills and preparedness (Gregg, 2007; Janiga & Costenbader, 2002), awareness of the laws such as the difference between IDEA and ADA and Section 504 (Cawthon & Cole, 2010; Eckes & Ochoa, 2005), and students' responsibilities (Cawthon & Cole, 2010; Cole & Cawthon, 2015; Eckes & Ochoa, 2005; Janiga & Costenbader; Test et al., 2005) have been identified as impediments to the success of students with disabilities.

*Academic skills and preparedness.* Gregg (2007) described several barriers faced by students with LD in postsecondary educational settings. One of the main issues cited by Gregg was the lack of academic preparedness, caused in part, by a lack of access to rigorous secondary curriculum. Because students with LD are often held to lower academic standards, they are often not recommended (i.e., given access) for more challenging curricula (e.g., honors and advanced placement) which would better prepare them for the demands of postsecondary education.

According to Brinckerhoff, Shaw, and McGuire (1992), expectations in a postsecondary environment include greater levels of academic proficiency such as larger amounts of independent reading and study time. Increased writing demands also pose challenges for students with disabilities in postsecondary education (Hong, Ivy, Gonzalez, & Ehrensberger, 2007). Additionally, students are expected to: (a) balance personal freedom; (b) manage semester projects; (c) cull information from a variety of sources such as class notes, texts, and other resources; and (d) function independently. While in high school, students spend approximately 33 hours a week in classes ([nces.ed.gov/surveys/sass/tables/sass0708\\_035\\_s1s.asp](http://nces.ed.gov/surveys/sass/tables/sass0708_035_s1s.asp)). In college, students spend

roughly 12-15 hours in classes, this leaves students with large blocks of unstructured time and requires students to engage in more independent learning including independent problem solving (Brinkerhoff et al., 1992; Hong et al., 2007). Finally, compared to high school, students have less contact with their instructors which adds to the barriers students with disabilities face (Hong et al., 2007).

*Awareness of the laws.* During their high school years, students with disabilities receive their accommodations under IDEA; their rights are mandated under the provisions of IDEA. Under IDEA, students in high school are guaranteed a FAPE; however, in postsecondary education, access to education is neither a right nor a guarantee (Test et al., 2006). In college, students' rights are protected under the American with Disabilities Act (1990) and Section 504 of the Rehabilitation Act of 1973. While IDEA is about facilitating success, the ADA is about facilitating access; in other words, the institution is not required, by law, to go above and beyond providing access to the student.

Students with disabilities are often unaware of the laws designed to protect them and/or how to access those laws in postsecondary education settings. Skinner (2004) conducted a qualitative study to identify variables that facilitate academic success of college students with learning disabilities. Twenty college graduates were interviewed and the data were coded based on themes. One common theme was lack of knowledge about disability law and lack of awareness of specific rights or responsibilities under Section 504 or the ADA. Janiga and Costenbader (2002) surveyed coordinators of special services for students with disabilities and found nearly one-fifth of respondents (i.e., 18.1%) suggested students and parents be better educated about the laws (e.g., the

difference between IDEA and ADA). Summers, White, Zhang, and Gordon (2014) suggested knowledge of legal rights as a facilitator of success for students with disabilities. This lack of knowledge of legal rights can contribute to students' failure to request accommodations resulting in significantly lower levels of academic achievement.

*Students' rights and responsibilities.* In high school, students with disabilities are identified by the school – the school is responsible for arranging accommodations for the students and teachers are aware of a student's accommodations. Conversely, in college, the student must self-identify to the office of disability services in order to access their accommodations; the onus falls on the student (Cawthon & Cole, 2010; Cole & Cawthon, 2015; Test et al., 2006). The student must also provide documentation that includes information on the specific functional limitations and must demonstrate the need for specific accommodations. Furthermore, while in high school, tutoring and academic support may be a part of a student's IEP or 504 plan; in college, academic support is not a part of disability support and students must arrange for tutoring or for academic support.

The differences between secondary and postsecondary education present formidable challenges for many students with disabilities who are often unaware of their rights, if they qualify for accommodations, and are uncertain of how to go about accessing accommodations (Cawthon & Cole, 2010; Cole & Cawthon, 2015; Getzel & Thoma, 2008; Janiga & Costenbader, 2002; Summers et al., 2014; Wood et al., 2010). According to Sanford et al. (2011), while 87.1% of students reported receiving accommodations in high school, only 10.3% of students attending four-year colleges accessed accommodations. Additionally, the same report indicated that 63.1% of students did not consider themselves to have a disability. Only 28.4% of students with disabilities

ever enrolled in postsecondary education considered themselves to have a disability and informed the school of their disability (either before or after enrollment). Cawthon and Cole (2010) surveyed 110 college students with learning disabilities to capture their experience of accessing resources at a 4-year university. Questions included if students interacted with faculty about their LD and if they had interacted with the Office of Disabilities (OD) about their LD. Of the 110 participants, 25% surveyed indicated they provided accommodation letters to a faculty member and another 4% informed a faculty member about their disability. Thirty-one percent of students surveyed indicated they met with the OD in order to request accommodations. Therefore, 71% of students did not interact with faculty about their LD and 69% did not interact with the OD in order to receive accommodations. These data indicate students with disabilities are under-utilizing disability services or are waiting until they are further in their college careers to access academic accommodations which could facilitate their success.

### *Summary*

According to the Bureau of Labor Statistics nearly 30% of all jobs in the United States, require education beyond a high school diploma or equivalent ([bls.gov/careeroutlook/2014/article/education-level-and-jobs.htm](http://bls.gov/careeroutlook/2014/article/education-level-and-jobs.htm)). Trends in enrollment in postsecondary education for students with disabilities continue to rise; however, and in spite of research and recommendations to improve outcomes, persistence rates for students with disabilities are not commensurate with those of their peers without disabilities (Murray et al., 2000; Sanford et al., 2011; Wolanin & Steele, 2004). Many students lack the prerequisite skills (e.g., academic skills, self-advocacy skills, awareness of the law), needed for success in postsecondary education. Laws such as ADA and

Section 504 of the Rehabilitation Act of 1973 are intended to facilitate access to academic accommodations for students with documented disabilities in postsecondary education.

#### Academic Accommodations in Postsecondary Education

Data from the National Center for Education Statistics (2012) indicate 31.4% of students with SLD spent less than 79% of their school day in general education classes. This lack of access on more rigorous coursework often leaves students with disabilities underprepared to succeed in postsecondary educational settings (Gregg, 2007).

According to Kim and Lee (2015), “one of the most critical tools to facilitate learning for students with disabilities in higher education is the provision of accommodations” (p. 2).

This section will discuss academic accommodations in postsecondary educational settings.

#### *Accommodations*

McLaughlin (2012) described an academic accommodation as,

...a device, practice, intervention, or procedure provided to a student with a disability that affords equal access to instruction or assessment. Its purpose is to reduce or eliminate the impact of the student’s disability so that he or she can achieve the standard. A key point is that an accommodation does not change the content being taught, nor does it reduce learning or achievement expectations (p. 23).

Accommodations ensure students with disabilities have equal access to academic content; in other words, accommodations level the playing field for students with disabilities. Examples of accommodations include readers, note takers, extended time, separate setting for testing, copy of instructor’s notes (Kim & Lee, 2015; Rao & Gartin, 2003).

#### *Academic Accommodations in Postsecondary Education*

One significant challenge for students with disabilities in postsecondary education is the increased volume of reading and writing required (Martínez-Marrero & Estrada-Hernández, 2008). According to the 2014 *State of Learning Disabilities Report*, 88% of secondary students with learning disabilities are below or very below grade level in passage comprehension as measured by the *Woodcock Johnson-III* (Cortiella & Horowitz, 2014). Hadley (2007) conducted a qualitative study with 10 second-semester first-year college students. The increased expectations of college writing compared to high school arose as a challenge for students with disabilities. One way to mitigate the impact of a student's learning disability or resultant skill set deficits is through the use of academic accommodations. Accommodations such as screen readers and speech to text have been shown to be effective at facilitating access to text in both reading and written expression (Floyd & Judge, 2012; Izzo, Yurick, & McArrell, 2009).

Newman and Madaus (2015) conducted a secondary analysis of NLTS-2 data to examine the relationship between selected variables (e.g., demographic, disability-related, secondary school preparation, and transition planning) and receipt of accommodations at the postsecondary level with 2,470 students with disabilities. The authors found approximately 25% of students with disabilities in 2-year colleges had received accommodations; the number dropped to 22% for students in 4-year colleges, and to 15% for individuals at career and technical education schools. Furthermore, students with non-apparent disabilities (i.e., learning disabilities, psychiatric disabilities, attention difficulties, and hidden medical conditions) were less likely to receive accommodations.

A number of reasons have been cited for students' reluctance to seek

accommodations including wanting to shed the disability label they had in high school (Barnard-Brak, Sulak, Tate & Lechtenberger, 2010; Lightner, Kipps-Vaughn, Schulte, & Trice, 2012), the perception of disability as a stigma (among professors and peers; Barnard-Brak et al., 2010; Kranke, Jackson, Taylor, Anderson-Fye, Floersch, 2013), desire to be like other college students (Barnard-Brak et al., 2010; Kranke et al., 2012), and feeling “not disabled enough” to seek accommodations (Barnard-Brak et al., 2010). However, the use of accommodations has been positively correlated with improved grade point average (GPA) and increased persistence rates (Kim & Lee, 2015; Mamiseishvili & Koch, 2011; Troiano, Liefeld, & Trachtenberg, 2010). For example, a study by Troiano, Liefeld, and Trachtenberg (2010) found students with disabilities who utilized academic support services had higher grade point averages and higher graduation rates. Sireci, Scarpati, and Li (2005) reviewed 59 studies which evaluated the effects of accommodations on the academic performance of students with disabilities. The authors found gains for students with disabilities who used extended time were significantly greater than for students without disabilities who used extended time.

Dong and Lucas (2016) studied academic performance and use of disability support services in postsecondary education. The authors found 32.3% of students who registered with disability services requested accommodations; however, 67.7% of students registered did not request accommodations indicating a reluctance of students to request accommodations from their instructors. This is consistent with the findings from a qualitative study conducted by Hong (2015) which indicated student’s most frequently cited barrier to accessing accommodations was concern faculty would perceive them differently if they disclosed their disability and need for accommodations.

Kranke, et al. (2013) looked at factors associated with students' disclosure rates of non-apparent disabilities (i.e., learning disabilities, psychiatric disabilities, attention difficulties, and hidden medical conditions) to access accommodations. Qualitative analysis of the data indicated three pathways to instructor disclosure. In the first pathway, students disclosed immediately as a preemptive way to ensure professors knew if their performance declined, the slip was due to the functional limitations of their disability. The second pathway involved students who disclosed only when they needed to – that is, after they were experiencing academic struggles as a result of their disability. In the final pathway, students never disclosed their disability for different reasons. For example, one student did not disclose because she was not experiencing any difficulties. In another example, a student did not disclose because of concern that her disability would be stigmatizing. When asked about her position on disclosure, the same student said, “No. I avoid that like the plague. No disclosures to professors, and especially no disclosures to any employers...” (p 46).

As noted, students with disabilities continue to experience poor persistence rates compared to their peers without disabilities. Research indicates academic accommodations have the potential to improve graduation rates for students with disabilities (Kim & Lee, 2015; Mamiseishvili & Koch, 2011). First, Kim and Lee (2015) evaluated the effects of accommodations on grade point average (GPA). The authors controlled for demographic variables and types of disability in order to examine the relationship between accommodations and GPA. Using data from records of 1,248 students from an Office of Disability Services, the authors found the use of test accommodations significantly predicted students' GPA. Next, Mamiseishvili and Koch

(2011) used data from the *Beginning Postsecondary Students Longitudinal Study* survey to identify factors that influenced students with disabilities' persistence in postsecondary education. The authors found accommodations such as course substitution or waiver, readers, note takers, and scribes were significantly related to whether or not students persisted. Data indicated that 14.9% of students who received these accommodations did not persist compared to 24.9% of nonpersisters among the rest of the sample.

### *Summary*

Accommodations are tools for students with disabilities designed to level the playing field – to provide access to the content students need to succeed. Academic expectations increase in postsecondary education and students with disabilities are often unprepared to meet the demands placed upon them. Unfortunately, many students with disabilities do not utilize the accommodations to which they are entitled (Dong & Lucas, 2016; Lightner et al, 2012; Newman & Madaus, 2015). Aside from the desire to avoid being labeled (or the wish to drop their disability label), lack of awareness about their rights and responsibilities, and concern over future recommendations from instructors, students often lack the self-determination skills necessary to facilitate access to students' academic accommodations (Barnard-Brak, et al., 2010; Kranke et al., 2013; Lightner et al., 2012). Several authors conducted studies which found the use of academic accommodations led to improved GPAs and increased graduation rates (Kim & Lee, 2015; Mamiseishvili & Koch, 2011; Pingry O'Neill, Markward, & French, 2012).

### Self-Determination in Postsecondary Education Settings

Legislative changes in recent years have emphasized the importance of the acquisition of self-determination skills for students with disabilities. For example, the

2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) moved from a focus on student outcomes to a results-oriented process that must consider the student's strengths, preferences, and interests – a process that encourages the use of self-determination skills. IDEA mandates student participation in secondary transition planning and provides students with disabilities supports designed to facilitate access to curricula while in high school. Despite amendments to IDEA, high school students with disabilities often do not gain the necessary prerequisite self-determination, self-advocacy, and conflict resolution skills to facilitate success in postsecondary education settings (Field, Sarver, & Shaw, 2003). Skinner and Lindstrom (2003) noted several important factors in bridging the gap between high school and college; some of which include teaching students about their disability and associated compensatory strategies, teaching self-advocacy, teaching students about the law (and the changes in the law from secondary to postsecondary education), and encouraging students to self-identify in order to access accommodations early in their postsecondary education career. Self-determination theory in higher education disability services has grown over the past 25 years, and is considered “an essential component of successful transition to higher education and student success” (Madaus, 2011, p. 10).

### *History of Self-determination*

Some suggest the self-determination movement began when OSERS sponsored a conference in 1989 to identify ways to promote self-determination. OSERS wanted to hear from individuals with disabilities in the hopes of gaining better insight into their wants and needs; therefore, many of the invited participants were individuals with disabilities (Ward, 2005). OSERS officials stated, “Usually, it's the professional groups,

the parent organizations and government agency officials who plan for people with disabilities ... it's high time, you yourselves, tell us what you need!" (p. 3; National Conference on Self-Determination, 1989). The conference participants generated 29 recommendations. Some of the recommendations included: establishing, as a top priority in government policymaking, empowering individuals with disabilities to determine their own futures; developing a program to support state and local self-advocacy organizations, and calling for universities to "reshape their preservice and in-service training programs to include self-determination as a top priority" (p. 6; National Conference on Self-Determination, 1989).

In the ensuing years, the OSEP funded initiatives to develop materials and strategies to promote self-determination. Among the skills included in initiatives were self-awareness, decision making, goal setting and attainment, assertive communication, negotiation, conflict resolution, and reflection (Mason, Field, & Sawilowsky, 2004). Algozzine, Browder, Karvonen, Test, and Wood (2001) conducted a meta-analysis to identify interventions that promoted self-determination, the groups of individuals with disabilities who have been taught self-determination strategies, and the outcomes of interventions used to teach self-determined behaviors. Results indicated that self-determination can be taught and learned and that teaching self-advocacy to students with learning disabilities (LD) or mild mental retardation (MMR) has favorable results and was related to positive post-school outcomes (Algozzine et al., 2001). Although research demonstrates the ability to teach self-advocacy skills to students with disabilities, often students arrive at college lacking the necessary self-advocacy skills.

Students with disabilities entering postsecondary education are frequently

unprepared to disclose their disability and are often unaware of how to access disability services on campus (Getzel & Thoma, 2008). In order to gain better insight into students with disabilities and their self-determination skills, Getzel and Thoma (2008) used a purposive sampling procedure to recruit participants who had self-disclosed their disability (-ies) to their university's disability support services (DSS) office. The authors conducted a qualitative investigation with 34 focus group participants ranging in age from 18 to 48 years of age, 53% of whom were female and 47% of whom were males. Many of the students expressed similar experiences of “not self-disclosing (not advocating for services), failing, and then choosing to disclose their disability and request the supports they needed” (p. 80). When asked to identify the advocacy or self-determination skills “absolutely essential to staying in college and getting the supports you need” (p. 81), participants noted four key skills, (a) locating services from DSS and other support services available for all students; (b) establishing relationships with professors; (c) developing support systems with in a variety of areas (e.g., friends, support groups, DSS); and (d) self-awareness and understanding of one's strengths and weaknesses and the importance of perseverance.

Self-advocacy skills consistently emerge in the literature as fundamentally important for students with disabilities need in order to facilitate transition to postsecondary educational settings. In 2009, Test et al. conducted a systematic review of secondary transition correlational literature in order to identify in-school predictors of improved post-school outcomes for students with disabilities. Among the predictors evaluated, self-advocacy/self-determination skills were identified as predictors for positive post-school outcomes in the areas of education and employment. Given the

importance of self-determination and self-advocacy skills, and the greater demands of postsecondary education, it is clear these skills must be taught to students transitioning to postsecondary educational settings.

College presents new challenges, particularly for students with disabilities who must now take responsibility for accessing their academic accommodations. Many students have not been taught the necessary prerequisite self-determination skills demonstrated to positively impact postsecondary success for students with disabilities. A growing body of literature points to the efficacy of self-determined behaviors for students with learning disabilities (Ancil, Ishikaway, & Scott, 2008; Durlak, Rose, & Bursuck, 1994; Field et al., 2003; Getzel & Thoma, 2008; Janiga & Costenbader, 2002; Morningstar et al., 2010; Test et al., 2009) and the need to teach those behaviors as a way of improving outcomes in postsecondary education (Ancil et al., 2008; Durlak, Rose, & Bursuck, 1994; Janiga & Costenbader, 2002; Morningstar et al., 2010).

Self-determination skills encompass a number of behaviors including self-advocacy and conflict resolution. The following subsections will focus on self-determination skills, self-advocacy, the definition of self-advocacy, conflict resolution, self-determination training/instruction, self-advocacy instruction, and conflict resolution instruction.

### *Self-determination Skills*

There are many different definitions for self-determination; however, the definition provided by Field, Martin, Miller, Ward, and Wehmeyer (1998a) is widely used in the literature:

...self-determination is a combination of skills, knowledge, and beliefs that enable a person to engage in

a goal directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults (p. 115).

In 2015, Shogren et al., introduced the Causal Agency Theory as an extension of the current model of self-determination. The authors operationalized self-determination within the context of Causal Agency Theory in the following manner:

...dispositional characteristic manifested as acting as the causal agent in one's life. Self-determined people (i.e., causal agents) act in service to freely chosen goals. Self-determined actions function to enable a person to be the causal agent in his or her life (p. 258).

Causal Agency Theory seeks to offer a framework to develop and enrich supports which empower youth to engage in "agentic action through instruction in goal-setting and attainment strategies, to influence self-determination, causal agency, and overall well-being across diverse social-contextual contexts" (p. 251).

Recently, Rowe et al. (2014) assembled a group of experts to reach a consensus on the operational definitions used in secondary transition, one of which was self-determination. Using a Delphi procedure, the authors operationally defined self-determination as "the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions" (p. 116).

Field, Martin, Miller, Ward, and Wehmeyer (1998b) identified the common components of self-determined behavior found across the various models of self-determination. Two of the many relevant behaviors included in the list were self-advocacy and the use of communication skills such as the ability to compromise and

negotiate in order to reach goals (i.e., conflict resolution). More recently, Wehmeyer and Abery (2013) described four essential characteristics of self-determined actions. First, “the person acts autonomously” (p. 399); in other words, the person is independent in his or her actions. For example, the person takes the initiative to actively seek out academic accommodations when entering postsecondary education without the assistance of others. Second, the person’s behavior is self-regulated meaning the person is able to adapt to changing situations and adjust accordingly. Third, the person “initiates and responds to the event(s) in a psychologically empowered manner” (p. 399). Initiating and responding involves recognizing the need for academic accommodations in postsecondary education, actively seeking out disability services, providing the required supporting documentation, disclosing disability, and requesting accommodations. The final characteristic is acting in a self-realizing manner, or developing one’s own potential or abilities. Ancil et al. (2008) conducted a qualitative study in which they identified three factors students with LD reported as improving their ability of students to access academic accommodations in postsecondary settings (a) knowledge of one’s LD, (b) self-advocacy skills, and (c) conflict resolution skills.

In order for students to access academic accommodations in postsecondary education settings, they must engage in self-determined behaviors – in particular, self-advocacy and conflict resolution. First, they must be able to actively seek out their school’s disability support services (DSS) and arrange for their accommodations. Next, they must reach out to their professors and provide them with documentation from DSS stating their accommodations. Finally, if necessary, they must be equipped to manage potential conflicts with faculty if and when they arise. Therefore, it is critical students

with disabilities planning to attend college possess the necessary self-advocacy and conflict resolution skills so they can successfully access their academic accommodations.

*Self-advocacy.* Self-advocacy for individuals with disabilities is not a new concept. Nearly 50 years ago in Sweden, a parent's organization for children with developmental disabilities held a meeting to discuss advocacy. The group's motto, "We speak for them," alluded to the parents speaking out for their children ([thearcmov.org/wp/home/history-of-people-first/](http://thearcmov.org/wp/home/history-of-people-first/)). The children at the meeting, however, asserted they wanted to speak for themselves and made a list detailing changes they wanted made to their services. Meetings such as the one in Sweden took place over the next 5 years in England and Canada. In 1973, the British Columbia Arc sponsored the first convention in North America for the "mentally handicapped" – the theme of the conference was "May We Have A Choice" ([thearcmov.org/wp/home/history-of-people-first/](http://thearcmov.org/wp/home/history-of-people-first/)). In attendance were staff members and residents from hospital and training center in Salem, Oregon who brought the movement back to Oregon. Thus began the People First movement in America. In 1974, a convention was held in Oregon for individuals with developmental disabilities. There, the 560 individuals in attendance ignited the self-advocacy movement in the United States. The idea spread and within five years, Oregon had 1,000 People First members, three other states had growing memberships, and people from 42 other states inquired about help to start groups in their area. Today, People First is an international movement with over 17,000 members worldwide ([thearcofww.org/people-first/about/history.html](http://thearcofww.org/people-first/about/history.html)). Sparked by the 1974 convention in Oregon, and rooted in the civil rights movement, the self-advocacy movement also emerged in response to other societal factors including normalization and

deinstitutionalization in the 1970s and the self-help movements of the 1980s (Test et al., 2005).

*Definitions of self-advocacy.* Many definitions of self-advocacy can be found in the literature. Martin, Huber-Marshall, and Maxson (1993) suggested self-advocacy was comprised of tools including “realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions” (p. 56). Brinckerhoff (1994) defined self-advocacy for college students with LD as “the ability to recognize and meet the needs specific to one’s learning disability without compromising the dignity of oneself or others” (p. 229). This definition was further broken down into three interrelated skills addressing knowledge of one’s wants, one’s legal rights, and the ability to achieve one’s goal. Additional skills include independent decision making and the ability to express one’s needs.

In order to guide teachers, other practitioners, researchers, and to clarify the definition of self-advocacy, Test et al. (2005) developed a conceptual framework of self-advocacy based on a review of the literature and stakeholder input. According to these authors, components of the self-advocacy framework included knowledge of self, knowledge of rights, communication, and leadership. Knowledge of self included knowing one’s strengths, preferences, goals, support needs, accommodation needs, and responsibilities. Knowledge of rights included learning about personal rights, educational rights, steps to redress violations, steps to advocate for change, and knowledge of resources. Knowledge of self and knowledge of rights were seen as the building blocks of self-advocacy. Communication subcomponents included assertiveness, negotiation, body language, listening, persuasion, and compromise, all of which were seen as critical to

one's ability to resolve conflicts. Finally, leadership subcomponents included knowledge of a group's rights, advocating for others, and knowledge of resources. The components of the framework delineated by Test et al. (2005), provide a framework for both teaching self-advocacy throughout a person's life and suggest teaching skills in increasing complexity as students advance through developmental stages. Acquisition of these skills are especially important as students prepare to transition into postsecondary education settings; including them into as a component of a student's IEP is essential.

#### *Faculty Perceptions of Accommodations at the Postsecondary Level*

Research has demonstrated the positive effect of academic accommodations on the GPA and persistence rates of students with disabilities in postsecondary education (Kim & Lee, 2015; Mamiseishvili & Koch, 2011). However, often the willingness of faculty to provide academic accommodations remains a barrier to students' willingness to request accommodations. For example, Lightner et al. (2012) found,

...existing literature on why students do not seek services from disability services has tended to focus on feelings of shame and the fear that, by seeking accommodations, students will be viewed as lazy or getting an unfair advantage by faculty and fellow students (p. 154).

Instructors voice several reasons for not providing academic accommodations including not wanting to "lower the bar," added stress and pressure, additional responsibilities, maintaining academic integrity, and the nature of the student's disability (Hindes & Mather, 2007; Nelson, Dodd, & Smith, 1990). One way to evaluate faculty willingness to accommodate students with disabilities is by collecting survey data.

Nelson et al. (1990) surveyed 107 faculty to evaluate faculty willingness to provide students with learning disabilities accommodations. The authors surveyed three

academic departments: 19 instructors from Education, 27 from Business, and 57 from Arts and Science (four respondents did not include their academic department in the survey data). The 18-item survey was divided into four categories (a) instructional modifications, (b) assignment modifications, (c) examination modifications, and (d) special assistance. Respondents were asked to indicate whether they would or would not provide students with learning disabilities the accommodations on the survey questionnaire.

Under the instructional accommodations category, 100% of Education and Business faculty indicated they would allow students to record class lectures; 94.6% of instructors in Arts and Sciences would permit their lectures to be recorded. These findings indicate across-faculty willingness to provide this accommodation. However, when asked about providing students with copies of instructor's notes, 67.9% of Education instructors; 57.9% of Business instructors; and 42.9% of Arts and Sciences instructors indicated they were willing to provide this accommodation. In the area of academic accommodations, results were more discrepant across departments. For example, 89.3% of instructors in the Education department were willing to extend deadlines for class projects and papers; conversely, 15.8% of Business instructors and 58.9% of Arts and Science instructors indicated they were willing to extend deadlines. Responses regarding allowing misspellings, incorrect punctuation, and poor grammar were similarly discrepant. Approximately 74% of Education instructors were willing to allow errors in spelling, punctuation, and grammar while 21.1% of Business instructors and 48.2% of Arts and Sciences instructors were willing to allow these types of errors. Results from the study indicate faculty are willing to provide accommodations; however,

there were differences between academic disciplines and the specific accommodations being requested.

More recently, Cook, Rumrill, and Tankersley (2009) surveyed 307 university faculty across eight campuses in the Midwestern United States. Using the *Faculty Priorities and Understanding Regarding College Students with Disabilities Scale*, faculty evaluated 38 statements followed by two rating scales concerning respondents' perception of the importance and agreement with the survey statements. Respondents rated 34 items as "high-importance" items and 42.1% of those items were rated as both high-importance and high-agreements. For example, the statement "faculty members understand that reasonable accommodations do not alter their course content or objectives" (p. 90), 95% of faculty indicated that was of high importance while 78% agreed the statement represented practices at their university. Ninety-seven percent of faculty members "understand that reasonable accommodations do not require them to alter their course content or objectives" (p. 90); however, 75% agreed the statement represented practices at their university.

The authors also evaluated high-importance, low-agreement items. These data are more telling. For instance, 95% of faculty agreed that it was important to understand the educational access provisions of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; however, only 66% agreed that the statement represented practices of their institution. Interestingly, 96% of faculty members rated the statement that reasonable accommodations do not give students with disabilities an unfair advantage as important; but, 73% indicated the statement reflected their institution's practices. Finally, the authors evaluated low-importance, low-agreement statements.

when asked to rate the statement, “Faculty members are willing to allow course substitutions or waivers for students with disabilities” (p. 92), 59% of faculty rated that as important and 35% of faculty agreed with that statement. These discrepant data indicate there are gaps in the understanding of issues related to college students with disabilities and the accommodations to which they are entitled and the level of importance they placed on those items. Therefore, it is comprehensible this lack of understanding and disconnect between the needs and rights of students with disabilities and the accommodations to which they are legally entitled could be a potential source of conflict.

*Conflict resolution.* Even though there is no general consensus on a definition of conflict resolution, it may be seen as a problem-solving approach through communication as opposed to the use of physical aggression (Sweeney & Carruthers, 1996). According to Sweeney and Carruthers (1996), “conflict resolution is the process used by parties in conflict to reach a settlement. This process may include methods as diverse as warfare, dueling, flipping a coin, arbitration, and negotiation” (p. 328). Dincyurek and Civelek (2008) describe five behavioral patterns people use to solve conflicts (a) forcing – one exerting dominance over another; (b) avoidance – avoiding the conflict, unwillingness to seek a solution; (c) accommodation – ignoring one’s own desires in order to meet the needs of another; (d) compromise – finding a mutually acceptable alternative to achieve a solution; and (e) collaboration – consideration of the needs of both parties.

Harrison (2007) conducted a study to evaluate the extent to which conflict occurs in postsecondary education. He surveyed 308 undergraduates ranging in age from 18 to 39; approximately 62% were females (192) and 38% (116) were males. Survey questions probed students on topics such as conflicts with instructors, steps taken to resolve those

conflicts, and the types of conflicts experienced (for a complete list of the research questions see Harrison, 2007). The author noted that 0.5% and 2% of university student populations may experience conflict with faculty members. Harrison extrapolated that number to 8% over the course of a 4-year degree, citing that most students are not “repeat players” in the process (p. 351). Common grievances about instructors noted by Harrison included unfair grading, plagiarism, poor teaching or classroom instruction, faculty professionalism, exam policies, and personality issues. Grievances at universities are often handled by ombudspersons – individuals described as persons who play a neutral role and who are responsible for providing confidential assistance to resolve conflicts. Harrison cited the dearth of literature on student perspective regarding grievances with professors. However, the author did note that in spite of efforts by ombuds offices to reconcile disputes, students “tend to avoid all future contact with the professor and rarely take additional courses from him or her” (p. 351). Furthermore, students in this study reported increased stress, which at times led them to pursue medical care, difficulty focusing on other courses, dropping the course over which the conflict arose, hostility towards the professor, and negative perceptions of the university. It is, therefore, imperative to equip students with disabilities with effective strategies to manage potential conflicts when attempting to access academic accommodations.

### *Self-determination Training/Instruction*

Teaching self-determination strategies to students with disabilities has been shown to improve behaviors associated with self-determination (e.g., self-advocacy and conflict resolution) and has been identified as a weakness in transition planning. Self-advocacy, in particular, has consistently been identified as a prerequisite skill set for

success in postsecondary education (Field et al., 2003; Janiga & Costenbader, 2002; Skinner, 2004).

Durlak et al. (1994) conducted a study using a multiple baseline across behaviors design to evaluate the effect of the use of direct instruction on the acquisition of self-determination behaviors and the ability to generalize the acquired behaviors to the general education classroom for eight high school students with specific learning disabilities. Targeted behaviors included (a) statement of nature of the student's learning disability, including strengths and weaknesses; (b) explaining the impact of the disability academically and socially; (c) identifying academic accommodations that might be helpful; and (d) identifying strategies for arranging academic accommodations with their instructors. Seven steps, derived from direct instruction literature, were used in the training procedure. In the first step, the trainer described the target behavior and the students followed along on their sheet. Second, the trainer demonstrated the target behavior while a paraprofessional acted as an assistant to the adult service provider. Third, students were given the opportunity to ask questions and clarify procedures. Fourth, students rehearsed the steps. Fifth, students received immediate feedback from peers and staff. Sixth, students repeated the task until they reached mastery. Finally, as a generalization measure, upon reaching mastery, students practiced in the natural environment. During baseline, students responded correctly on 42% of the steps. After intervention, students responded correctly on 82% of the steps for all skills following a training session. One-week post-training, students achieved 100% of the steps for all skills. Two to three weeks after the conclusion of intervention, students were given five

generalization tasks; the average number of tasks completed by all students was 4.38 out of 5.0

Finn, Getzel, and McManus (2008) conducted a study to evaluate the impact of a Self-Determination Model for Higher Education training package using the Self-Determined Model of Learning (SDLMI) framework (Wehmeyer et al., 2000). The authors' approach included a series of eight modules (covered in seven sessions plus a feedback session) on skills and strategies required of college students with disabilities in order to support the greater demands of postsecondary education. The sessions progressed as follows: Session 1: self-determination overview; Session 2: organization and time management; Session 3: testing accommodations and working with professors; Session 4: viewing self as a self-determined learner; Session 5: educational technology, part 1; Session 6: educational technology, part 2; and Session 7: campus resources. Session 8, held in the spring, was for participant feedback. Fifteen students and two peer mentors (all juniors and seniors with disabilities) participated in eight 90-min sessions held over two semesters. Each session provided information, strategies, and ideas to work on topics such as setting goals. Sessions were structured with flexibility to enable students to select an issue or topic relevant to them at that moment in time (i.e., if there were a pressing academic issue they wanted to address). Peer mentors served as leaders and shared their perspectives related to discussion topics. Mentors worked with individual students as well as with groups. At the last session, students were asked to evaluate their experience and to self-assess in the areas of self-advocacy, understanding of their disabilities, self-confidence, and goal setting. Participants reported greater confidence in their ability to meet with professors to discuss accommodations. Students

also reported gains including better understanding of their disability and in self-confidence as a result of the intervention.

*Self-advocacy instruction.* Self-advocacy has been cited as a key component as success for students with disabilities in postsecondary education (Durlak, et al., 1994; Getzel & Thoma, 2008; Janiga & Costenbader, 2002; Kosine, 2007; Newman & Madaus, 2015; Prater et al., 2014; Test, et al., 2005; White & Vo, 2006). Students with disabilities can be taught self-advocacy strategies that enable them to access accommodations.

For example, Janiga and Costenbader (2002) found students with disabilities who enrolled in postsecondary education often did not understand the differences in the advocacy process when they transitioned from high school to college (i.e., from IDEA to ADA). The authors suggested using explicit instruction to teach students self-advocacy skills in order to access academic accommodations.

A 2010 study by Wood, Kelley, Test, and Fowler compared the use of audio-supported text and explicit instruction on students' knowledge of their rights, responsibilities, and accommodations in postsecondary education settings. To compare the effect of audio support and explicit instruction on four high school seniors' with high-incidence disabilities (ADD  $n=1$ ; SLD  $n=2$ ; bipolar disorder  $n=1$ ) knowledge of their ADA rights and responsibilities, the authors used a simultaneous treatment design with an initial baseline and final best treatment phase. As a pretest, in order to assess participants' awareness about their ADA rights and responsibilities, the authors simulated a mock interview which included questions about requesting accommodations. During baseline, students were given the Office of Civil Rights (OCR; 2011) document to read (i.e., *Know Your Rights and Responsibilities*; students had the option of asking the

experimenter to identify unknown words).

A CD player with headphones and an audio-recorded version of the OCR document was used in the first treatment. Students were given a printed copy of the OCR document and instructed to follow along as they listened to the audio version. Following the session, students answered questions about information in the OCR document. For the second treatment, students listened to the audio version; following that, scripted lesson plans and one-on-one explicit instruction were used to reinforce the audio content. Following the session, students were probed about the content of the OCR document. Final best treatment phase involved the instruction of material not mastered during intervention. Videotaped mock interviews were sent to an employee at the University's Office of Disability Service to be evaluated as a posttest measure. Results indicated a functional relation between the use of the audio-support and explicit instruction condition for all students. Additionally, students generalized knowledge of accommodations and rights and responsibilities to new situations. Social validity measures indicated all four students felt ADA document training lead to increased confidence levels and deemed the teaching methods helpful.

Next, White and Vo (2006) conducted a study using a multiple baseline across behaviors and participants design to analyze the effects of a skills training package on the improvement of participants' knowledge of their ADA rights and responsibilities and their ability to request academic accommodations with three college students with disabilities. Seven classes of behaviors were taught and evaluated, including: (a) opening the meeting (including a greeting, introduction, appreciation for the meeting, mention of the referring person, and requesting permission to take notes or record the meeting); (b)

making the request (stating one's personal situation, explaining the challenge, requesting a specific accommodation, stating the benefit of the accommodation); (c) asking for suggestions or alternatives if the student's request was originally denied and evaluating the feasibility of the suggestion; (d) asking for a referral (including when asking for a referral if the request was not feasible, asking for contact information for the referring person, and asking permission to use the university staff member's name); (e) planning future actions; (f) summarizing the meeting (restating the outcome of the meeting); and (g) closing the meeting with a statement of appreciation for the staff member's time and help. Results indicated a functional relation between the self-advocacy intervention and the students' understanding of their ADA rights and their ability to request accommodations in a postsecondary setting.

Finally, a 2014 study conducted by Prater et al. used a multiple baseline across participants design to evaluate the effect of a self-advocacy intervention on four high school students with LD in the general education classroom. Self-advocacy was operationalized as acknowledging the need for an accommodation, appropriately requesting the accommodation, and using the accommodation when it was provided. The authors created four explicitly taught self-advocacy lessons, which focused on five steps for requesting accommodations (F = Face the teacher; E = Maintain eye control; S = State the accommodation and the reason; T = Thank the teacher; A = Use the accommodation [FESTA]). Lessons were modeled after a direct instruction format; students were taught a skill, the teacher modeled the skill, and the students practiced the steps. Students were provided corrective feedback throughout the process. Data indicated a functional relation between the use of the FESTA training sessions and the students' requests for academic

accommodations; all four students requested the accommodations their teachers recommended. The teachers involved agreed that the students benefitted from the training sessions and that self-advocacy was an important skill for students to learn. Additionally, the teachers felt students should be taught self-advocacy skills at the beginning of the year. The students reported feeling more successful in their general education classes when they requested and used their accommodations.

*Conflict resolution instruction.* Students with disabilities are participating in postsecondary education at higher rates than in the past, however, many students experience challenges or conflicts when accessing accommodations specific to their disability (Cook, Gerber, & Murphy, 2000; Hong, 2015). Research supports the necessity of teaching students how to self-advocate in order to access academic accommodations (e.g., Ancil et al., 2008; Field et al., 2003; Janiga & Costenbader, 2002; Prater et al., 2014, White & Vo, 2006). However, when accessing accommodations, students may experience conflict with professors and therefore need skills to help them resolve those conflicts effectively. Although students cite concern over requesting accommodations from instructors for fear of judgment or repercussions, there is a dearth of quantitative literature in this area (Hong, 2015). For example, Cook et al. (2000) noted that although many faculty members are willing to provide accommodations for their students with disabilities, many refuse accommodations. Additionally, because students may be unaware of their rights concerning accommodations, they may not challenge an instructor's decision to refuse an accommodation request. Further compounding the issue is the instructor's power to determine reasonable accommodations. When called upon, courts often defer to the professional judgment of faculty in ascertaining the need for and

legitimacy of accommodation requests (Cook et al., 2000).

For example, Hong (2015) conducted a qualitative investigation to evaluate the perception of how students with disabilities view their college experience. Sixteen students participated in the study; four broad themes emerged including faculty perceptions, fit of advisors, stressors, and quality of support services. Students noted it took a great deal of courage to present their accommodation letter to the instructor “yet felt ‘looked down upon and judged’ (p. 214). Many students indicated they waited well into the semester before presenting accommodation letters in order to determine if they truly needed the accommodations for a particular class. Many students felt asking for accommodations was “worth the risk” (p. 215). Student perception of their instructor’s response was reported as a significant barrier to accessing accommodations. Thus, there is a need for effective training program to help students with disabilities resolve those conflicts effectively in postsecondary education settings.

Furthermore, faculty willingness to provide academic accommodations may be related to the college (e.g., Arts & Sciences, Engineering) with which they are affiliated. For instance, using the Willingness to Provide Accommodations Scale, Rao and Gartin (2003) surveyed 763 full-time faculty from a university in the south central United States. Results indicated Education professors were most willing to provide accommodations while professors in Law, Engineering, Business, and Arts & Sciences tended to be less willing to provide accommodations. Nelson et al. (1990) surveyed 141 faculty at a college in the northwestern United States and found Education professors were most likely to support the use of accommodations while professors in Arts & Sciences (i.e., Criminal Justice, Global Studies, and Math) were the least likely to support the use of

accommodations.

### *Summary*

Since OSERS held the National Conference on Self-Determination in 1989, self-determination has gained traction in special education as a way to empower individuals. In the years following the OSERS National Conference on Self-Determination, research funded by OSEP helped create strategies to facilitate the acquisition of self-determination skills for students with disabilities. Students with disabilities transitioning to postsecondary education are faced with numerous challenges and changes such as accessing academic accommodations and advocating for accommodations from instructors. Self-determination has been identified as an essential prerequisite for successful transition to postsecondary education for students with disabilities (Ancil, et al., 2008; Durlak et al., 1994; Field et al., 2003; Getzel & Thoma, 2008; Janiga & Costenbader, 2002; Morningstar et al., 2010; Test et al., 2009). However, often high school and college students with LD do not possess self-determination skills such as self-advocacy and conflict resolution strategies shown to improve outcomes in postsecondary education. An abundance of literature in both high school and college settings suggests the efficacy of self-determination interventions and their positive effects on self-advocacy behaviors (Durlak et al., 1994; Prater et al., 2014; Walker & Test, 2011; White & Vo, 2006). Although there is far less literature on conflict resolution, the consensus points to the use of strategies to mitigate situations in which conflict arises (Cook et al., 2000; Hong, 2015).

### *Self-Advocacy and Conflict Resolution (SACR) Training*

The shift from secondary education to postsecondary education and the changes

in law (i.e., IDEA to ADA) present challenges to students as they must take responsibility for accessing and arranging their accommodations. Therefore, students must first meet with the college or university's ODS with the proper documentation, and then once the appropriate academic accommodations have been determined, students must communicate with each instructor to request accommodations. One intervention which has demonstrated effectiveness on improving the ability of high school and college students' with disabilities ability to request and negotiate accommodations is the *Self-Advocacy and Conflict Resolution Training: Strategies for Classroom Accommodations Request (SACR)*; Rumrill, Palmer, Roessler, & Brown, 1999). *SACR* (Rumrill et al., 1999), part of a 3-year transition grant funded by OSEP, was a project by Project Accommodations Planning Training (APT) Department of Rehabilitation at the University of Arkansas. *SACR* training merges two approaches to develop the necessary skills for requesting academic accommodations from instructors. The first module is the self-advocacy phase of the instruction where students learn how to describe their needs and request their accommodations. The second module was developed in response to recognition that students may encounter instructors who are resistant to providing accommodations. The authors utilized the principled negotiation approach to develop a conflict resolution component. The following section includes a detailed description about *SACR* instruction (training).

#### *SACR Instruction*

*SACR* instruction consists of two modules including a total of 14 lessons. *Module I*, the self-advocacy module, consists of seven lessons taught explicitly following a model-lead-test approach. The lessons included in *Module I* are (a) Introduction, (b)

Disclosure, (c) Solution, (d) Resources, (e) Agreement, (f) Summary, and (g) Closure. Each lesson has self-advocacy target behaviors; for example, “Introduction” includes three self-advocacy behaviors (a) greet the instructor, (b) state your name, (c) state the class including the number and section. The objectives are to inform the instructor who the student is, their relationship to them, and to establish a rapport with the instructor (Rumrill et al., 1999).

*Module II* of *SACR* is the conflict resolution module, consisting of seven lessons (a) Specifying, (b) Reflecting, (c) Mutualizing, (d) Collaborating, (e) Inventing, (f) Summarizing, and (g) Selecting. Once the student has reached the Selecting lesson in the conflict resolution module, they re-enter the first module at the Agreement stage (Rumrill et al., 1999).

All lessons in both modules are taught following a direct instruction approach. First, the instructor describes the skill and the goal of the skill to the student. Second, students are provided with examples of each skill. The third step is modeled including the verbiage, gestures, facial expressions, and tone of voice. Fourth, the instructor and student practice the step. After practicing the step, the instructor and student engage in a role-play activity. Finally, the instructor summarizes the lesson. This process is repeated until the all 14 lessons have been completed. According to the authors, each lesson takes approximately 30 – 45 minutes (Rumrill et al., 1999). However, depending on the student population, some lessons can be combined and *SACR* training can be completed in fewer total sessions (e.g., Lessons 1 and 2 can be combined into one session). Studies evaluating the efficacy of *SACR* training are described in the following section.

*Review of SACR Studies.* *SACR* instruction equips students with the skills (both

verbal and non-verbal) to request academic accommodations and negotiate for those accommodations if necessary. *SACR* training extends beyond a student's academic career; self-advocacy and conflict resolution skills are life skills individuals need throughout their lives (Roessler et al., 1998). Since the late 1990s, a number of studies have been conducted to evaluate the efficacy of *SACR* training on the ability of students to request academic accommodations (Bethune, 2015; Bethune, Regan, & Test, 2015; Holzberg, et al., in press; Palmer & Roessler, 2000; Rumrill et al. 1999; Walker & Test, 2011). Each study focused on a different population; however, results indicate *SACR* training has been an effective approach for teaching students with disabilities how to access academic accommodations and resolve conflicts.

First, Roessler et al. (1998) conducted a study to evaluate the effects of a self-advocacy training program (i.e., *Module I*) to teach three college students with disabilities (i.e., visual impairment, learning disability, rheumatoid arthritis) to request academic accommodations. Using a multiple baseline design, the authors taught 17 target behaviors (e.g., introduction, disclosure, agreement) over a 4-week period (two 90-min sessions per week). The first session was comprised of an orientation to self-advocacy and a pre-test. The remaining seven sessions focused on the seven self-advocacy lessons (i.e., *Module I*). Each lesson defined the topic, explained the importance of self-advocacy, provided students with examples of the target behaviors as well as a video model of a student modeling the target behaviors, enabled students to practice the skill with the instructor and role play with other students, and ended with a summary of the day's targeted skills (e.g., Introduction – greeting, their name, and the course they were taking). The authors collected data on three measures (a) direct test (DT; i.e., role play); minimal

generalization (MG; i.e., role play assessments); and extended generalization (EG; i.e., role plays in which students advocated for accommodations in a class in which they did not receive training). Furthermore, all three participants demonstrated an increase in the target behaviors and generalization measures indicated students were able to use the acquired behaviors in novel settings (e.g., with an unfamiliar person). Maintenance data collected between 7-10 days after training (using a DT and MG test) and again between 14-20 days (using DT, MG, EG, and a posttest) indicated students retained the newly acquired skills. Participants reported they “enjoyed the program.” The authors cited lack a generalization measure in an instructor’s office as a limitation to the study. Furthermore, the authors suggested conducting research on students with learning disabilities “with an emphasis on modifying instructional approaches to meet the needs of different students” (p. 28).

Palmer and Roessler (2000) conducted a quasi-experimental, post-test only control group design to examine the effects of *SACR* instruction with 50 students age 18-56 with disabilities (e.g., learning, orthopedic) attending four different postsecondary institutions *SACR* training included the 17 target behaviors in the self-advocacy training module and the seven target behaviors in the conflict resolution module described in *Module II*. Results indicated *SACR* intervention produced statistically significant results for the treatment group compared to the control group for both self-advocacy and conflict resolution. Self-advocacy behavior scores for the treatment group were 8.83, whereas the control group scores were  $M = 3.87$  ( $p < .0001$ ); conflict-resolution scores for the treatment group were  $M = 4.96$  and the control group scores were  $M = 0.31$  ( $p < .0001$ ). Students in the treatment group reported they felt better able to request academic

accommodations and resolve conflicts as a result of *SACR* training. The authors suggested investigating the intervention in real life settings to determine if *SACR* skills can be generalized.

Next, a study conducted by Walker and Test (2011) used a multiple probe across participants design to investigate the effects of *SACR* instruction on the ability of three African American male college students with LD and/or Attention Deficit Hyperactivity Disorder (ADHD) to request academic accommodations. The students attended a historically black college or university (HBCU). Two students were juniors and one student was a freshman. First, participants viewed a video about the transition to postsecondary education for students with LD and/or ADHD. Next, using *Module I* of *SACR* instruction (i.e., the self-advocacy module); the authors presented the 13 targeted self-advocacy skills across seven explicitly taught lessons (e.g., *Introduction, Disclosure, Solution*). Results demonstrated a functional relation between *SACR* training and the students' ability to request academic accommodations in a role-playing situation. Additionally, the skills generalized to meetings with professors. Social validity measures from the participants, the director of disability support services (DSS), and participating faculty were positive. The authors suggested future studies which implement the intervention at the beginning of the academic year.

More recently, Bethune, Regan, & Test (2015) used a multiple probe across participants design to evaluate the effects of *SACR* instruction on the ability of three high school students with autism spectrum disorders (ASD) to request academic accommodations in a postsecondary education setting. The authors used a modified version of *Module I* of *SACR* training. First, the researchers prepared a 20-min

multimedia presentation showing the differences between secondary and postsecondary education and the differences in federal laws. Next, the authors used scripted lesson plans to explain the 13 target behaviors (e.g., *Introduction, Disclosure, Solution*); scripted note-cards were used for students for visual support. Students were taught two lessons during each session. The scripted note-cards were used in role-play scenarios. Results indicated a functional relation between use of *SACR* instruction and students' ability to request academic accommodations. Generalization was measured pre-baseline and post-intervention to determine if the skills generalized to a new person. Data indicated skills were maintained one week after mastery. The authors recommended conducting future research with a university professor.

Bethune (2015) conducted a study using a multiple probe across participants design to evaluate the effects of *SACR* instruction on the ability of three high school seniors with ASD to request and negotiate academic accommodations. Participants were three males ranging in age from 16 to 19. The author used a 20-min PowerPoint® presentation with the Office for Civil Rights Document, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities* (2011) and the *SACR* training lessons. Both *Module I* and *Module II* were utilized in the study therefore, two dependent variables were measured. The first dependent variable was the knowledge of self-advocacy skills to request an academic accommodation. The author used a 13-item probe (i.e., questionnaire) to assess the student's knowledge of the self-advocacy (i.e., *Module I*) target behaviors; responses were recorded on a data collection sheet. The second dependent variable was knowledge of the conflict resolution skills to negotiate academic accommodations. Conflict resolution (i.e., *Module II*) skills were

measured using a 19-item probe to assess the student's knowledge of the target behaviors; responses were recorded on a data collection sheet. Pre-intervention generalization measures were conducted with two university professors using both the 13-item probe and the 19-item probe. Following the generalization measures and baseline probes, the author began the intervention with the first participant. Results indicated a functional relation between *SACR* training and the students' ability to request and negotiate academic accommodations. Students maintained and generalized the self-advocacy target behaviors with university professors approximately 2 weeks post-intervention. Social validity ratings by faculty participants indicated the intervention was important and students should be taught the skills before their senior year in high school. The participants reported *SACR* training was effective and helpful. The author suggested conducting future studies at the university in which the student is enrolled.

Most recently, Holzberg, Test, and Rusher (in press) used a multiple probe across participants design to evaluate the effects of *SACR* instruction on four high school seniors' with mild disabilities ability to request and negotiate academic accommodations in postsecondary education settings. First, students watched a multimedia presentation about their specific disability (e.g., ADHD, ASD, and LD). Next, they selected the accommodation they planned to request in their meetings with professors. Target behaviors of *SACR* instruction were taught over four lessons using explicit instruction. Two lessons focused on the target behaviors in *Module I* and two lessons focused on the target behaviors in *Module II*. A 19-item probe questionnaire was used to evaluate the dependent variable – students' knowledge of the target behaviors; responses were recorded on a data collection sheet. Pre-intervention generalization measures were

collected with a university professor using the 19-item probe. Following the pre-intervention generalization probes, the author began *SACR* instruction with the first participant. Results indicated a functional relation between *SACR* instruction and the students' ability to request and negotiate academic accommodations. Students maintained and generalized the target behaviors with university professors. Social validity ratings by students indicated the students felt *SACR* instruction had a positive impact on their ability to explain their needs and their disability. The authors suggested using recorded role-play probes as opposed to questionnaires to capture students' acquisition of target behaviors. Additionally, because students often do not get self-advocacy instruction prior to beginning college, the authors suggested future research with students enrolled in postsecondary educational settings.

Six studies, thus far, have elucidated the efficacy of using *SACR* training to teach students with disabilities self-advocacy skills (Bethune, 2015; Bethune et al., 2015; Holzberg, et al., in press; Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011). Of those six studies, three included conflict resolution training (Bethune, 2015; Holzberg et al., in press; Palmer & Roessler, 2000). Three studies investigated the effect of *SACR* training on high school students (Bethune, 2015; Bethune et al., 2015; Holzberg et al., in press) and three evaluated the effect of the training on students in postsecondary education (Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011). The studies resulted in the acquisition of important skills for students with disabilities; however, several limitations to the existing data warrant mention. First, most often, self-advocacy training is conducted at the high school level, if at all (Roessler et al., 1998); therefore, it is important to evaluate the effect of *SACR* training in a postsecondary

setting. Another suggestion not addressed in the current literature was the collection of generalization measures in an in-vivo setting (i.e., with a university professor) which could strengthen the generalizability of *SACR* training (Bethune, 2015; Palmer & Roessler, 2000; Roessler et al., 1998). Finally, conducting *SACR* training at the beginning of the student's postsecondary academic career would enable the students to request accommodations prior to beginning their courses and it would enable researchers to collect long-term maintenance data (i.e., through the duration of the student's college career; Walker & Test, 2011).

### *Summary*

*SACR* instruction is a two-module training program designed to prepare students to request academic accommodations (self-advocacy) and resolve potential conflicts that may arise when requesting accommodations. Studies conducted on the effects of *SACR* instruction indicate it is an effective intervention for teaching high school and college students with a range of disabilities (e.g., autism spectrum disorder, learning disabilities, orthopedic impairments, visual impairments) self-advocacy and conflict negotiation behaviors to improve their ability to request academic accommodations and resolve conflicts. However, only three of those studies (Bethune, 2015; Holzberg, et al., in press; Walker & Test, 2011) were conducted using generalization measures with university professors, a critical aspect for students who plan to use these skills in postsecondary education settings. Furthermore, only one of the studies (e.g., Walker & Test, 2011) focused on college students with learning disabilities. Therefore, the purpose of this study is to address the previous limitations and suggestions for future research by examining the impact of *SACR* instruction on college students with mild disabilities. The study seeks

to contribute to the field by providing college students with mild disabilities the self-advocacy skills to effectively request and negotiate academic accommodations and to achieve success in post-secondary education.

## CHAPTER 3: METHOD

The purpose of this study was to investigate the effects of *SACR* instruction on the ability of college students with mild disabilities to request and negotiate academic accommodations. This study taught college students about their legal rights and responsibilities and the process to negotiate academic accommodations. A multiple-probe across participants design (Gast, 2010; Horner & Baer, 1978) was used to determine the effect of *SACR* instruction on students' ability to request and negotiate academic accommodations.

### *Participants*

Participants included four college students with hidden disabilities (e.g., ADHD, anxiety, ASD – Level 1, depression); who attended a large public university in the southeastern United States. Participants were recruited and then purposefully selected based on the following inclusion criteria: (a) identified as having any of the following documented disabilities including learning disabilities (LD), autism spectrum disorder – level 1 (ASD), and/or attention deficit hyperactivity disorder (ADHD), and/or emotional and behavioral disorder (EBD; e.g., anxiety, depression); (b) enrolled in coursework; (c) documentation validating the students' eligibility for academic accommodations based on the University's ODS requirements (i.e., psychoeducational testing, Summary of Performance, Section 504 Plan); and (d) signed student participant consent (see Appendix A). Students who did not meet inclusion criteria were excluded from the study.

*Daniela.* Daniela was a 20-year-old Mexican-American junior majoring in Japanese, Languages and Culture Studies. She transferred prior to beginning her junior year from a four-year university. She was identified with ADHD within the past year and although she had accommodations in the past, she had not accessed them. Her approved accommodations included: extended time testing, distraction free setting, note-taker, and permission to record class lectures. Daniela's courses at the time of the study were: Migration and Borders in a Global World, Physical Geology (with a lab), History of Modern Asia, Elementary Japanese II, and Introduction to Japanese Civilization and Culture for a total of 16 credit hours. For this study, she elected to request permission to record class lectures in her Migration and Borders in a Global World course.

*Marcus.* Marcus was a 27-year-old African American junior who transferred in from a community college, majoring in computer science. He was identified with ASD – Level 1 and an adjustment disorder with anxious mood. He had a history of inconsistently accessing accommodations. In other words, he accessed accommodations, but did not do so with all of his professors (or in all of his classes). His approved accommodations included extended time testing (50%), distraction-free environment, testing in the Office of Disability Services, class notes, and permission to record class lectures. Marcus was enrolled in the following three courses during the study: Spatial Modeling for Social and Economic Applications, Introduction to Operating Systems and Networking, and Matrices and Linear Algebra. Marcus selected extended time testing and a separate setting for his requested accommodations in his Matrices and Linear Algebra class.

*Sam.* Sam was a 19-year-old Asian-American female in her freshman year majoring in Chemistry. She was identified with and received accommodations for a

major depressive disorder and anxiety. During her first semester, she did not access accommodations and experienced significant struggles. Although she registered for classes for spring semester, she dropped her classes and took a medical leave of absence. However, she asked if she could remain in the study because she intends to return to school in the fall. Her approved accommodations included copy of class notes, permission to record class lectures, flexibility with attendance policy, and short breaks due to fatigue. The pre-intervention generalization probe was conducted with her Criminal Justice professor prior to winter break, when she was still enrolled in classes for the spring semester. Therefore, for the purposes of the study, she opted to request permission to record class lectures from her Criminal Justice professor.

*Tiki.* Tiki was a software and information systems major 22-year-old Caucasian male in his senior year who received accommodations for a major depressive disorder. Prior to his senior year, he had not accessed accommodations; Tiki volunteered for the study in the hopes of acquiring the skills to effectively advocate for accommodations. His approved accommodations included: separate setting for tests, extended time testing, and a copy of class notes.

Additional participants included four university professors selected by each participating student. The participants role-played requesting academic accommodations with the professor prior to the intervention in order to determine the behaviors participants already performed during baseline (i.e., generalization probes; Cooper, Heron, & Heward, 2007) as well as upon reaching mastery criterion. Inclusion criteria for professors was employment at a college or university and signed participant consent (see Appendix B for instructor consent).

### *Permission to Conduct the Study*

See Appendix C for the letter to the IRB from the director of the Office of Disability Services, Gena Smith, M.Ed., granting permission for the researcher to conduct the study through ODS.

*Institutional review board.* Prior to beginning the study, the researcher obtained approval for conducting research with human subjects. The researcher also obtained written consent to conduct the study from the head of the University's ODS (see Appendix C). Participants were recruited through ODS. Once recruited, the researcher met with potential participants to discuss the study, inclusion criteria, time commitment, and to obtain participant consent (see Appendix A for student participant consent form). At this time, participants were informed of the compensation they would receive upon completion of the study (\$50 Amazon gift card with the potential to earn an additional \$10 per instructor if they requested accommodations from up to two additional instructors).

### *Setting*

The study was implemented on the campus of an urban research university in the southern United States. At the time of the study, the school's undergraduate enrollment was approximately 22,000 students, of whom over 3,300 were freshmen. The faculty to student ratio was 19:1 and the average class size was 35. Demographic information on the students include 51% male and 49% female; 36% of students were classified as minority students ([admissions.uncc.edu/admissions/diversity](http://admissions.uncc.edu/admissions/diversity); [admissions.uncc.edu/about-unc-charlotte/university-profile](http://admissions.uncc.edu/about-unc-charlotte/university-profile)). In the 2013 – 2014 academic year, 813 students were served by the University's Office of Disability Services; that constitutes approximately

3.75% of the student population (Fernald et al., 2014). Baseline, intervention, and maintenance sessions were conducted in the researcher's office. Generalization probes were collected at the participating University instructors' offices.

#### *Interventionist/Researcher*

The experimenter was third-year doctoral candidate with a Master's of Science in Exceptional Student Education and Reading with over 13 years of experience teaching students with mild disabilities. She also served for three years as college counselor at a non-profit school specializing in the education of students with mild disabilities. Additionally, she taught a transition to postsecondary education class at the same institution. She has presented nationally on the transition of students with mild disabilities to postsecondary education and has co-authored published articles and had articles submitted for publication that focus on college-and-career readiness and the transition of students with mild disabilities to postsecondary education. The experimenter (a) created the multimedia presentation, (b) worked with the participants on creating *SACR* scripts (i.e., scripted notecards; see Appendix J for examples), (c) instructed the participants on *SACR* curriculum, (d) administered baseline and intervention sessions, (e) collected data, and (f) analyzed and graphed data with each instance of data collection (i.e., probe). The secondary observer was a second-year doctoral student with a Master's of Arts in Teaching in Special Education; additionally, she was an autism consultant for the State Department of Education. She performed interobserver agreement on the probes as well as procedural fidelity on the instruction sessions.

#### *Instructional Materials*

Materials for this study included: (a) the *Self-Advocacy and Conflict Resolution (SACR)* Curriculum (modified; *Module I* and *Module II* – Rumrill, et al., 1999); (b) scripted notecards with the script either in paper form or on the participant's smartphone; (c) a multimedia presentation (i.e., PowerPoint; see Appendix D for the PowerPoint); (d) an audio recording device (i.e., iPhone or audio recorder) was used to record role-play sessions in preparation for in-vivo accommodation requests, and to record sessions for interobserver agreement (IOA) and procedural fidelity; (e) a computer or tablet for viewing the multimedia presentation and video; and (f) data collection sheets for probe sessions, procedural fidelity, and IOA.

The multimedia presentation was a 20-minute PowerPoint presentation which was used in pre-baseline procedures. The PowerPoint included information on the following: (a) characteristics of students with mild disabilities and how those characteristics impact students' learning (participants will view the slides according to their specific disability [i.e., a student who has a LD will view the slides about students with LD]), (b) the differences between secondary and postsecondary education, (c) examples of accommodations offered by university ODS, (d) what it means to be a self-advocate, and (e) an explanation of the study. The PowerPoint was made by the researcher and included information from the Office of Civil Rights (OCR) document *The Civil Rights of Students with Hidden Disabilities Under Section 504 of the Rehabilitation Act of 1973* (1995; see Appendix E). Additionally, the PowerPoint included a video clip of students at a university discussing the benefit of accessing accommodations, and what it means to be a self-advocate (see Appendix E for the PowerPoint presentation).

The OCR document *The Civil Rights of Students with Hidden Disabilities Under*

*Section 504 of the Rehabilitation Act of 1973* (1995) explained the protections provided for students with disabilities that are hidden or “not readily apparent to others” ([ed.gov/about/offices/list/ocr/docs/hq5269.html](http://ed.gov/about/offices/list/ocr/docs/hq5269.html)) and included the responsibilities of students in postsecondary education settings. Examples were provided of how the needs of students with hidden disabilities are addressed in schools. For instance, a student with a learning disability or impaired vision that affects the ability to take class notes may require a note-taker or may need the ability to record class lectures. The document also described the student’s responsibility to actively seek out accommodations and the supporting documentation that may be required.

The final part of the PowerPoint included a video featuring students from a university’s ODS ([itunes.apple.com/itunes-u/academic-success-program-seminars/id431720832](https://itunes.apple.com/itunes-u/academic-success-program-seminars/id431720832)) who discussed their struggles and how using their accommodations has helped them succeed in school. After the video, the PowerPoint described self-advocacy and what it means to be a self-advocate. The final part of the PowerPoint explained the goal of the study.

#### *Data Collection Procedures*

*Dependent variables.* The primary dependent variable was the participants’ correct use of the 19 steps in *SACR* instruction of the target behaviors (self-advocacy and conflict resolution) to request accommodations and resolve conflicts. Target behaviors were grouped by lesson (see specific details in the Procedures section); there was a logical order for the target behaviors; however, within lessons, there was flexibility. In other words, Lesson 2 included Identification of Previous Accommodations, Explain Benefits of Past Accommodations, Request Use of Accommodations, Identify Resources

and How They Help, Explain Your Role, and Asks for Agreement. If a student participant identified previous accommodations and requested the use of accommodations prior to explaining the benefit of past accommodations, the student participant still received credit.

Probe sessions were audio recorded and a paper/pencil checklist was used to document correctly demonstrated target behaviors (event recording; correctly demonstrated behaviors recorded with a plus [+] sign, incorrectly demonstrated behaviors recorded with a minus [-] sign); the number of correct target behaviors identified were graphed. For example, in the role play probe, if a participant's response included an appropriate greeting such as, "Hi Professor Punnett, I'm Noah Lott from your 10am Monday/Wednesday Biology class" the participant received a plus sign for each corresponding target behavior (e.g., greeting). Operational definitions for each targeted behavior can be found in Appendix F).

The second dependent variable was the participants' ability to generalize the target behaviors to an in-situ condition. The researcher scheduled meetings with their selected professor in order to request his/her accommodations. The meetings were audio recorded and the recordings were evaluated and compared to a checklist of the target behaviors (i.e., appropriate greeting). Each demonstration of the target behavior was recorded with a plus. For example, if a participant, meeting with their professor stated, "Ok, I understand you are concerned with giving me extended time on my tests, may I ask why so I can better understand your perspective?" (reflecting), the participant received a plus sign for that target behavior. Results were calculated using event recording to count the number of target behaviors correctly identified. Results were

graphed following the same procedure as the primary dependent variable.

*Interobserver reliability.* In order to obtain IOA data, a secondary observer used a list of the target behaviors and the operational definitions. The researcher used examples and non-examples to explain each target behavior. Training on interobserver reliability was conducted before the beginning of the study using the operational definitions found in Appendix F. The interventionist and the secondary observer role-played situations using the probe instrument until the secondary observer was comfortable identifying the target behaviors. The secondary observer listened to the audio-recorded sessions to derive IOA using an item-by-item analysis on the number of correctly demonstrated target behaviors. To derive a percentage of agreement, the number of agreements between the observers was divided by the total number of agreements plus disagreements. The number was then multiplied by 100 to calculate the percentage of agreement (Cooper et al., 2007).

For instance, if the researcher reported the participant demonstrated 18 out of 19 target behaviors and secondary observer reported the participant demonstrated 19 out of 19 target behaviors, the IOA would be 97%. The researcher and the secondary observer practiced scoring to ensure the observer was well trained. Once the researcher and secondary observer reached 90% IOA, the recorded role-play scenarios were scored. A minimum of 31% of the probes across all conditions were scored.

#### *Social Validity Data*

In order to determine the social importance of a behavioral change, the need for the behavioral change can be evaluated on three levels: (a) the social significance of the goals, (b) the social appropriateness of the goals, and (c) the social importance of the

effects or the results. Together, these measures are known as social validity (Wolf, 1978). Therefore, social validity data were collected from participants after the final generalization probe. See Appendices G and H for specific levels of social validity collected for faculty and participants. Each questionnaire used a 4-point Likert-type scale (i.e., 1 = strongly disagree to 4 = strongly agree; adapted from Bethune [2015]) which measured the goals, procedures, and outcomes of *SACR* training based on their perception of the interventions.

### *Experimental Design*

A multiple probe across participants design (Gast, 2010; Horner & Baer, 1978) was used to examine the effects of the modified version of *SACR* instruction on four college students with mild disabilities' ability to request academic accommodations in a postsecondary setting. A multiple probe design allowed the experimenter to collect baseline data until a stable baseline was established (Gast, 2010). Additionally, the repeated measures of the dependent variable over an extended period of time allowed the experimenter to determine the existence of a functional relation between the independent and dependent variable (Cooper, et al., 2007). For the participant in intervention, data were collected daily; participants not in intervention, probe data were collected immediately prior to the participant in intervention reaching mastery (Cooper, et al., 2007).

*Decision rules.* The participant with the most stable baseline and with the greatest need (i.e., the lowest score) entered intervention first. When the first participant reached mastery (i.e., 89% of total possible correct target behaviors), a probe was administered to the remaining participants. Entry into intervention followed the previously described

procedures. This cycle continued until the last student participant entered intervention.

### *Procedures*

*General procedures.* Each participant participated four individual instructional sessions; each session lasted between 30 - 45 minutes. When the student did not correctly demonstrate the target behavior, the interventionist corrected the student (i.e., provided verbal feedback), reviewed the target behavior, and asked the participant to perform the target behavior again. At the conclusion of each session, a final role-play was conducted to assess whether the participant mastered the target behaviors for that day's instruction. All probe sessions were audio-recorded for IOA.

*Pre-baseline procedures.* Prior to beginning baseline procedures, participants viewed a multimedia presentation using the OCR document *The Civil Rights of Students with Hidden Disabilities Under Section 504 of the Rehabilitation Act of 1973* (1995). At the end of the multimedia presentation, participants met with the interventionist and selected the accommodation(s) they planned to request from their professor. Next, the participants met with their selected university professor for a baseline generalization probe.

*Baseline.* Baseline data were collected for a minimum of six sessions; the participant with the lowest and/or most stable baseline data (i.e., Daniela) entered intervention first. Participants were asked to role-play with the interventionist how they requested their academic accommodation(s) from their instructor. The interventionist played the role of the instructor for the role-play scenarios. Each role-play was audio-recorded and scored using the probe checklist (see Appendix I). Participants did not receive any

instruction or feedback during baseline.

### ***Intervention Phases***

*Scripted notecards.* Prior to beginning each lesson, the participant and interventionist created a scripted notecard for visual support based on the selected accommodation(s). Each notecard contained the dialogue needed to prompt the participant to elicit the target behavior of a particular lesson. Participants decided if they wanted their notecards to be the paper (i.e., index card) or electronic (i.e., smartphone or tablet). Notecard examples can be found in Appendix J.

*Self-Advocacy and Conflict Resolution training (SACR): Strategies for the Classroom Accommodation Request.* SACR training (Rumrill et al., 1999) involves two methods to improve skills needed to request academic accommodations for students with disabilities and then, if necessary, to negotiate accommodations should conflicts arise as a result of the student's request. *Module I* teaches students how to communicate their needs for accommodations and provide information to instructors about how those accommodations benefit them in the classroom setting. *Module II* provides instruction for resolving potential conflicts which may result when the student requests academic accommodations from their instructor.

The self-advocacy component (i.e., *Module I*) was developed as a result of a 3-year transition grant (Project Career; Department of Rehabilitation at the University of Arkansas) from OSEP. A second 3-year transition grant from OSEP (Project Accommodations Planning Training [APT]), resulted in *Module II* – which evolved out of recognition for the need to help students manage the possibility that instructors may resist modifying their procedures or policies (e.g., testing, providing class notes). *Module*

*II*, the conflict resolution module was based on the principled negotiation approach (Rumrill et al., 1999).

*Module I: Self-Advocacy Skills.* The first module, “Self-Advocacy Skills,” involves 17 target behaviors (e.g., greeting, introduction, disclosure, request for accommodation, student’s role) embedded into seven lessons; however, for the purpose of the study and in consideration of the student participants (i.e., students with mild disabilities), the seven lessons were modified and condensed into two 30-minute lessons.

*Module II: Conflict Resolution Skills.* Current laws (i.e., ADA) and civil rights protections prohibit university instructors from denying students accommodations approved by the University’s Office of Disability Services. However, students may encounter professors who resist providing academic accommodations to students with disabilities (Cook et al., 2000; Hong, 2015). Therefore, it is important students have skills to help them manage conflicts which may arise when requesting academic accommodations. The second module, “Conflict Resolution Skills,” includes seven target behaviors (e.g., specifying, reflecting, collaborating, selecting), taught across seven lessons. For the purposes of the study, the seven lessons were modified and condensed into two 30-minute lessons.

*Intervention.* Each intervention session began with a warm-up role-play probe. Role-plays were recorded. They were scored and graphed after the intervention session concluded. Next, the interventionist described the target behaviors for the lesson. The interventionist modeled the target behaviors, the student practiced the target behaviors, and finally, the participant role-played all target behaviors learned to that point (i.e., all lessons).

*Lesson One.* This lesson included three target behaviors (i.e., greet the instructor, identify disability status, and explain disability effects). The objective of this lesson was to teach the participant to create a positive rapport with the instructor through a friendly introduction, statement of the participant's disability, and the effect the disability has on the participant's learning. First, the interventionist explained the objective of the lesson. Next, the interventionist modeled the three target behaviors for the student. For example, the researcher shook hands with the participant, introduced herself to the participant (i.e., instructor for the role-play), stated the course in which she was enrolled with the "instructor," explained that she was there to discuss academic accommodations, and then stated how the disability hinders her classroom learning. The interventionist's role-play went as follows, "Hi Professor Plum, I'm Anne Teak and I'm in your Monday/Wednesday History 1100 class. I wanted to discuss accommodations for your class; I have difficulty concentrating and am easily distracted and it impacts my grades." The participant then used his/her scripted notecard to practice the lesson (guided practice). After the participant practiced reading through the scripted notecard, the participant and interventionist role-played the scenario between three and seven times.

*Lesson Two.* Lesson Two included six target behaviors (i.e., explain the benefits of previous accommodations, request the use of accommodations, identify resources and how they help, student explains their role, ask for agreement). Therefore, the objective of the lesson was to teach students to explain the benefits of accommodations they used in high school, request the specific accommodation(s), explain how they accessed the accommodations (i.e., ODS), instruct students to explain their role in obtaining and arranging for accommodations, and ask the instructor for their agreement. The method of

teaching the target behaviors will follow the same procedure described in Lesson One. The interventionist explained the objective of the lesson and modeled the target behaviors starting at the very beginning (i.e., the target behaviors covered in Lesson One). For example, the interventionist said, “Hi Professor Plum, I’m Anne Teak and I’m in your Monday/Wednesday History 1100 class. I wanted to discuss accommodations for your class; I have difficulty concentrating and am easily distracted and it impacts my grades. Last year, in high school, I was able to take my quizzes and tests in a separate setting and it helped me focus and perform to my potential. Before the semester began, I registered with Office of Disability Services in order to get my accommodations. Here is the letter they gave me to give to my professors. It has my approved accommodations listed. So, I’d like to let them know I have requested a separate setting for quizzes and tests, is that ok with you?” After the interventionist modeled the dialogue, the participant had the opportunity to practice using their scripted notecards (guided practice) with the interventionist.

*Lesson Three.* This lesson was comprised of six target behaviors (i.e., specifying, reflecting, mutualizing, collaborating, inventing, and summarizing). At this point, the instructor expressed objections to the student’s request for accommodations. Lesson Three’s objective was to ask for clarification as to the nature of the instructor’s concerns, reflect those concerns back to the instructor to confirm understanding, explain the student believes they both want the student to succeed, attempt to work together to come up with some potential solutions to address the instructor’s concerns, and to summarize the possible solutions. The experimenter modeled the conversation as follows, “Hi Professor Plum, I’m Anne Teak and I’m in your Monday/Wednesday History 1100 class. I wanted

to discuss accommodations for your class; I have difficulty concentrating and am easily distracted and it impacts my grades. Last year, I was able to take my quizzes and tests in a separate setting and it helped me focus and perform to my potential. Before the semester began, I registered with Office of Disability Services in order to get my accommodations. Here is the letter they gave me to give to my professors. It has my approved accommodations listed. So, I'd like to let them know I have requested a separate setting for quizzes and tests, is that ok with you?" The instructor has expressed concern over granting this accommodation at this point. Therefore, the student had to try to find common ground to reach a compromise (i.e., resolve the conflict). The experimenter demonstrated the conflict resolution target behaviors as follows, "I understand you have some concerns about this accommodation, may I ask what bothers you?" The instructor voiced a concern such as the extra time it takes to make the arrangements for a separate setting. "So, arranging for me to have a separate setting will take a lot of time for you and is extra work?" [Instructor nodded in agreement.] The experimenter continued by saying, "I understand, from what we've discussed, I think we both want me to succeed in your class, but maybe we are coming at it from different perspectives. Maybe we can come up with some solutions that will work for both of us." [Instructor affirmed the statement.] "Taking quizzes and tests in a separate setting is something that has been very helpful for me in the past, maybe I could take my quizzes and tests during your office hours so you wouldn't be inconvenienced and you wouldn't have to send the quizzes and tests in advance to the Office of Disability Services?" At this point, the student presented an option to the instructor in order to reach an agreement. The student practiced these target behaviors between five and eight times using their

scripted notecard. Following the practice, the student and experimenter role-played the dialogue.

*Lesson Four.* The fourth lesson was the final lesson of the intervention and consisted of four target behaviors (i.e., selecting, restating the selected accommodation, the student clarifies their role, and closing with a positive statement). The student and instructor discussed options about how the student can be granted their accommodation (i.e., taking quizzes and tests in the instructor's office during office hours or taking quizzes and tests at the ODS). The experimenter reviewed the previously learned target behaviors in the dialogue and added the target behaviors from Lesson Four. The experimenter modeled the entire dialogue learned thus far. "Hi Professor Plum, I'm Anne Teak and I'm in your Monday/Wednesday History 1100 class. I wanted to discuss accommodations for your class; I have difficulty concentrating and am easily distracted and it impacts my grades. Last year, in high school, I was able to take my quizzes and tests in a separate setting and it helped me focus and perform to my potential. Before the semester began, I registered with Office of Disability Services in order to get my accommodations. Here is the letter they gave me to give to my professors. It has my approved accommodations listed. So, I'd like to let them know I have requested a separate setting for quizzes and tests, is that ok with you?" The instructor has expressed concern over granting this accommodation at this point. Therefore, the student must try to find common ground to reach a compromise (i.e., resolve the conflict). The experimenter demonstrated the conflict resolution target behaviors as follows, "I understand you have some concerns about this accommodation, may I ask what bothers you?" The instructor voiced a concern such as the extra time it takes to make the arrangements for a separate

setting. “So, arranging for me to have a separate setting will take a lot of time for you and is extra work?” [Instructor nodded in agreement.] The experimenter continued by saying, “I understand, from what we’ve discussed, I think we both want me to succeed in your class, but maybe we are coming at it from different perspectives. Maybe we can come up with some solutions that will work for both of us.” [Instructor nodded in agreement.] “Taking quizzes and tests in a separate setting is something that has been very helpful for me in the past, maybe I could take my quizzes and tests during your office hours so you wouldn’t be inconvenienced and you wouldn’t have to send the quizzes and tests in advance to the Office of Disability Services?” The instructor thought about it and stated that the solution is a viable option. The experimenter continued, “Ok, so would you prefer for me to take my quizzes and tests in your office during your office hours or would you prefer for me to take my quizzes and tests at the ODS?” The instructor indicated they preferred the student take the quizzes/tests in their office during office hours. The experimenter summarized, “Great, so I will let the ODS know that you have agreed I can take my quizzes and tests in your office during your office hours. Thank you so much for working with me, I’m looking forward to your class! Thanks again!” The student then practiced the new target behaviors using the scripted notecard (guided practice). Then, the student and experimenter role-played the entire dialogue.

Maintenance probes were scheduled one week after the conclusion of intervention.

Generalization probes were collected two-weeks after the intervention concluded.

#### *Maintenance Data*

Maintenance data were collected from each participant one week after mastery was reached (i.e., 89% of correctly demonstrated target behaviors) to determine if the

participant retained the skills taught in *SACR* instruction. The probe was administered following the same procedures as the probes collected during the baseline and intervention phases. In other words, the participant role-played with the interventionist; the session was audio-recorded and scored for the number of correctly demonstrated target behaviors. Data were graphed in the same manner as previously described.

### *Generalization Sessions*

Generalization data were collected to determine if participants were able to generalize newly acquired skills to their university instructors. Two generalization probes per participant were collected. The first was collected during baseline and the second phase was collected two weeks post-intervention. In both generalization probes, the participant met with a professor to request academic accommodations. The meeting was audio-recorded and compared to the paper/pencil checklist (i.e., the probe checklist); the correctly demonstrated target behaviors were recorded with a plus sign. Because instructors with whom the participant was meeting were not coached to offer any resistance to offering accommodations, participants only had the opportunity to demonstrate 13 target behaviors (i.e., the self-advocacy behaviors). Results were graphed following the previously described procedure.

### *Procedural Fidelity*

Procedural fidelity data were collected by a second-year doctoral student by listening to six audio-recorded sessions selected using cluster sampling; at least one recording from each lesson and from each participant in order to evaluate accuracy of implementation (i.e., one instructional session each for Daniela and Sam and two each for Marcus and Tiki). *SACR* lesson plans (see Appendix K) were used to assess the fidelity of

implementation; results were recorded on the procedural fidelity checklist (Appendix L). Procedural fidelity was calculated using item-by-item agreement and by dividing the total number of trials multiplied by 100 (Cooper et al., 2007).

## CHAPTER 4: RESULTS

### Interobserver Reliability

Interobserver reliability was conducted on 31% of all baseline probes and was 100%. Intervention interobserver reliability was conducted on 38% of all intervention probes and ranged from 84% to 100% with a mean of 97%. Next, interobserver reliability on 50% of maintenance probes was conducted and was 100%. Finally, data collected on 44% of generalization probes indicated interobserver reliability rates of 100%.

### Procedural Fidelity

The secondary observer listened to audio-recordings of 30% of intervention sessions using cluster sampling in order to determine procedural fidelity on the implementation of the *SACR* instructional sessions. Results were recorded on the procedural fidelity checklist (see Appendix L). Procedural fidelity was 100%.

### Research Questions

*What are the effects of a self-advocacy intervention on the demonstration of skills to request and negotiate academic accommodations with postsecondary level students with hidden disabilities in a role-play setting?*

The effects of a self-advocacy intervention on the demonstration of skills to request and negotiate academic accommodations with postsecondary level students with hidden disabilities in a role-playing setting are presented in Figure 1.

*Daniela.* During baseline, Daniela's scores ranged from 11% to 16% with a mean

of 12%. During intervention, Daniela's scores ranged from 21% to 100% with a consistent ascending trend. Daniela scored 100% on her 1-week maintenance probe.

*Marcus.* During baseline, Marcus' scores ranged from 11% to 21% with a mean of 26%. During intervention, Marcus' scores ranged from 16% to 95% with a consistent ascending trend. Marcus scored 100% on his 1-week maintenance probe.

*Sam.* During baseline, Sam's scores ranged from 16% to 21% with a mean of 20%. During intervention, Sam's scores ranged from 23% to 90% with a consistent ascending trend. Sam scored 95% on her 1-week maintenance probe.

*Tiki.* During baseline, Tiki's scores ranged from 5% to 21% with a mean of 16%. During intervention, Tiki's scores ranged from 16% to 100% with a consistent ascending trend. Tiki scored 100% on his 1-week maintenance probe.

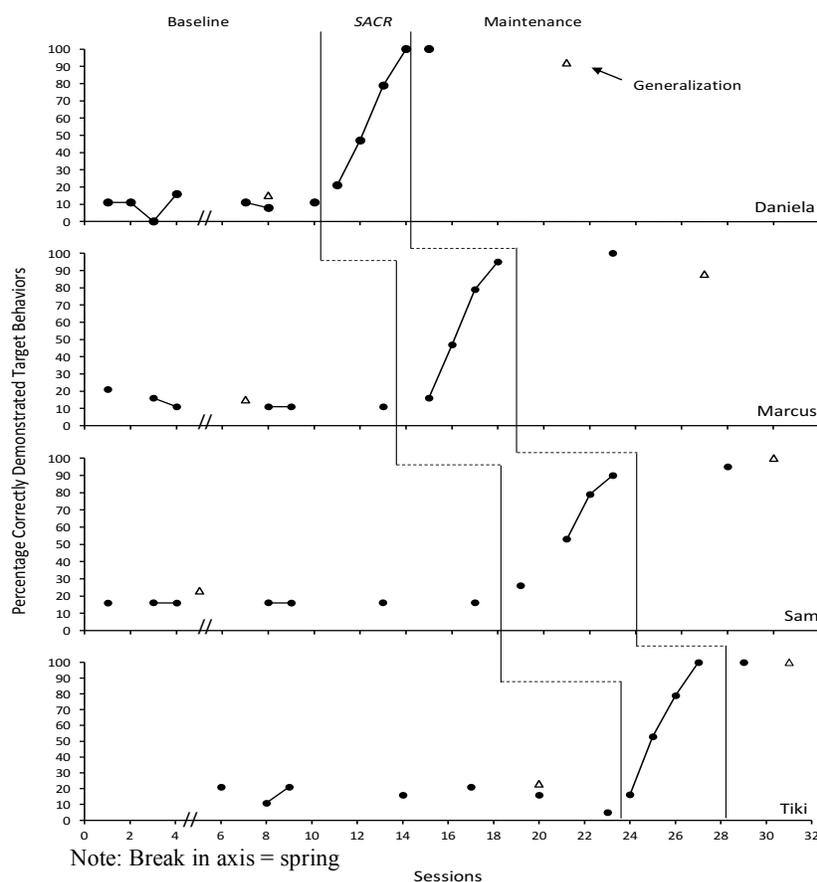


Figure 1. Percentage correctly demonstrated target

*What are the effects of a self-advocacy intervention on the students' generalization of accommodations-requesting and negotiating skills to an in-situ setting?*

*Daniela.* During baseline, Daniela met with her History professor to request accommodations. During that meeting, she demonstrated 15% of *SACR* target behaviors. Two weeks later, Daniela met with her History professor to determine the extent to which Daniela generalized *SACR* skills to the meeting with her History professor. During this meeting, Daniela demonstrated 92% of *SACR* target behaviors. Daniela also elected to meet with an additional professor; in her second meeting, Daniela demonstrated 97% of the target behaviors.

*Marcus.* During baseline, Marcus met with his Linear Algebra instructor, Dr. S. to request accommodations. There, he demonstrated 15% of *SACR* target behaviors. Two weeks later, Marcus met with his Linear Algebra professor again to determine the extent to which *SACR* skills generalized to the meeting with his Linear Algebra professor. During this meeting, Marcus demonstrated 88% of the target behaviors.

*Sam.* During baseline, Sam met with her Criminal Justice instructor, Professor M to request accommodations; at that time, she demonstrated 23% of the *SACR* target behaviors. Two weeks later, Sam met with Professor M again to determine the extent to which *SACR* skills generalized to an in-situ condition. During that meeting, she demonstrated 100 % of *SACR* target behaviors.

*Tiki.* During baseline, Tiki met with his Computer Information Systems professor, Dr. C. During that meeting, Tiki demonstrated 23% of *SACR* target behaviors. Two weeks later, Tiki met with Dr. C. to determine the extent to which *SACR* skills generalized to the in-situ condition. During that meeting, he demonstrated 100% of *SACR*

target behaviors.

### Social Validity Results

Table 2. *University Instructors' Social Validity Ratings*

Item	University Instructors				Mean
	Dr. P. (Daniela)	Dr. S. (Marcus)	Prof. M. (Sam)	Dr. C. (Tiki)	
1. Teaching students with hidden disabilities (i.e., anxiety, attention deficit hyperactivity disorder [ADHD], depression, and autism) how to independently request and negotiate for academic accommodations is important and necessary.	4	4	4	4	4
2. The students explained his/her disability and needs clearly.	3.5	4	3	3	3.38
3. The students specifically identified the accommodation needed.	4	4	4	3	3.75
4. The students followed the steps learned to problem solve when the accommodation was denied.	N/A	4	N/A	N/A	4
5. The students maintained a positive tone of voice, appeared to be confident, and assertive when requesting and negotiating the academic accommodation.	3	4	3	4	3.5
Total:	14.5	20	14	14	18.63

(1= Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree)

*What are the university instructors' perspectives on the usefulness of using the self-advocacy intervention to assist students with requesting and negotiating academic accommodations?*

All participating university instructors completed a social validity survey (Likert-like; choices ranged from 1 = strongly disagree to 4 = strongly agree) in order to evaluate their views on the effectiveness of the self-advocacy and conflict resolution instruction.

Results are summarized in Table 2.

Instructors' scores on the first question ranged from 3 to 4 indicating they agreed or strongly agreed that teaching students with hidden disabilities self-advocacy and conflict resolution strategies is important and necessary. The second question asked if students clearly explained their disability and needs. Scores for that question ranged from 3 to 4. The third question asked instructors to evaluate if the student specifically identified the needed accommodation; scores for this question ranged from 3 to 4 indicating the instructors strongly agreed that students were able to articulate the accommodation they needed. The fourth question asked instructors to rate if students demonstrated problem solving when confronted with denial of accommodations. Scores ranged from not applicable (N/A) to 4. Dr. S., Marcus' professor, selected "strongly agree"; however, this rating should be taken with reservation as Marcus did not have the opportunity to problem-solve denial of accommodations because Dr. S. was accommodating. The final survey question asked about the student's general demeanor during the process. Scores for this question ranged from 3 to 4 indicating instructors felt students approached requesting their accommodations using a positive and confident tone.

In addition to the Likert-like survey, instructors were asked, "What do you feel was most useful about *SACR* intervention as a tool to teach accommodation requesting and negotiating skills to students with disabilities?" Dr. P. indicated he felt it helped students by, "Being specific about requests." Dr. S. felt it was positive because, "Students get to know their professor." Finally, Dr. C. felt *SACR* instruction helped students initiate personal contact, "Making personal contact with the student is better than the anonymity

of a request from disability services.”

*What are the students’ perspectives about the effects of the intervention on their use of advocacy and conflict resolution skills and its success in acquiring and negotiating academic accommodations?*

Student participants were asked to complete a 10-question Likert-like questionnaire at the end of the study regarding their perception of *SACR* instruction; choices ranged from 1 = strongly disagree to 4 = strongly agree. Results are summarized in Table 3. All students strongly agreed with the following statements: *SACR* instruction helped me explain my needs; the role-playing sessions were helpful; I will have the confidence to ask my instructors for accommodations and deal with conflicts; and when asking for accommodations, I will follow the steps I was taught for requesting accommodations. The final statement, which dealt with ability to have access to the scripted notecards when they met with their professor, had the widest range of responses. Daniela and Tiki disagreed with that statement (i.e., 2) while Sam strongly agreed with the statement (i.e., 4).

Table 3. *Students’ Social Validity Ratings*

Item	Daniela	Marcus	Sam	Tiki	Mean
1. The <i>SACR</i> intervention helped me to explain my needs and my disability.	4	4	4	4	4
2. The steps of <i>SACR</i> were easy to use.	4	3	4	4	3.75
3. The role-playing sessions were helpful.	4	4	4	4	4
4. I will have the confidence to ask my instructors for accommodations and deal with conflicts.	4	4	4	4	4

5.	When asking for accommodations, I will follow the steps I was taught for requesting accommodations.	4	4	4	4	4
6.	I am more aware of my needs now.	4	4	3	4	3.75
7.	I understand the importance of learning how to request for accommodations in postsecondary education.	4	4	3	4	3.75
8.	When problems happen, I will follow the steps I was taught to resolve conflicts when requesting accommodations.	4	4	4	4	4
9.	During instruction, I found the notecards to be useful.	4	4	3	4	3.75
10.	I wish I had the notecards when I met with professor to request accommodations.	2	3	4	2	2.75
Total:		38	38	37	38	37.75

(1= Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree)

Additionally, students were given the opportunity to provide feedback in an open-ended manner. Comments were favorable and indicated students perceived the instruction to be valuable and effective. For example, Daniela noted, “I feel more confident speaking up about what I need to succeed.” Sam indicated she was “Glad this program exists” and she felt the spread out and repetitive nature of the intervention was “extremely helpful.” She also indicated she enjoyed the lessons and stated, “Greatly enjoyed learning and was always looking forward to learning more.” Marcus said, “It helped me understand how to request help for when teachers don’t understand why I need them. It helped me learn to find common ground with a professor during conflict.” Tiki noted, “Memorizing and understanding the information from the notecards and the lesson were an immense help.”

## CHAPTER 5: DISCUSSION

The purpose of this study was to examine the effects of *SACR* instruction (Rumrill et al., 1999) on the ability of college students with mild disabilities to request academic accommodations and negotiate conflicts. The study was conducted with four college students with ADHD, anxiety, ASD, and depression at an urban university in the southeastern United States using a multiple probe across participants design to determine the effects of the intervention on the dependent variables. Findings demonstrated a functional relation between *SACR* instruction and students' ability to request and negotiate academic accommodations in role play and in-situ situations. Data also indicated students were able to generalize the self-advocacy and conflict resolution behaviors to in-situ conditions. Additionally, social validity findings indicated students felt the *SACR* instruction helped them gain a new awareness of their needs and acquire the skills to better request their accommodations. University instructors indicated it was important for students to acquire self-advocacy skills and felt the instruction improved students' ability to be specific about their requests, as well as helping students get to know their professors.

Findings of this study are consistent with previously conducted *SACR* studies (Bethune, 2015; Holzberg et al., in press; Palmer & Roessler, 2000; Walker & Test, 2011) that taught students with disabilities' ability to request and negotiate academic accommodations. Findings from previous studies, as well as similarities and differences

between the current studies are described by research question below, followed by the study's limitations, suggestions for future research, and implications for practice.

### *Effects of Intervention on Dependent Variables*

*What are the effects of a self-advocacy intervention on knowledge of skills to request and negotiate academic accommodations with postsecondary level students with mild disabilities in a role-play setting?*

Findings indicated a functional relation between the *SACR* and college students' ability to request and negotiate academic accommodations in a role-play setting. Each student demonstrated an increase in level and trend suggesting students were able to acquire the target behaviors. After the first lesson, data indicated a slight increase in level and trend for all students. Although an immediacy of effect was realized, the increase in level was slight due to the fact that the first instructional session only included three target behaviors. Each participant demonstrated mastery on the first three target behaviors after Lesson 1. Lesson 2 included six target behaviors; at that time, levels for all participants continued to increase. Furthermore, maintenance data indicated students retained the acquired target behaviors, with performance ranging from 95 – 100% from six to 10 days after instruction ended.

These results are consistent with those of Palmer and Roessler (2000) who used a quasi-experimental, post-test only, control group design study to investigate the effects of *SACR* instruction on the self-advocacy and conflict resolution skills of 50 college students with disabilities attending postsecondary institutions. Results showed *SACR* training produced statistically significant effects for the treatment group ( $n = 26$ ) compared to the control group ( $n = 24$ ) for both self-advocacy and conflict resolution.

Though Palmer and Roessler (2000) conducted a group experimental study, the findings are consistent with the current study in their demonstration of college students' with disabilities ability to acquire the self-advocacy and conflict resolution target behaviors for requesting and negotiating accommodations. Similar to the Palmer and Roessler (2000) study, the current study evaluated the effects *SACR* instruction on students with disabilities in postsecondary educational settings. The current study extends the positive effects of *SACR* instruction to students with hidden disabilities, as well as students' ability to generalize the target behaviors to in-situ conditions.

Second, the findings of this study were also consistent with the study by Walker and Test (2011). Walker and Test (2011) evaluated the effect of *SACR* instruction on three African American college students with LD and/or ADHD. Results indicated a functional relation between *SACR* training and the students' ability to request academic accommodations in a role-play scenario. The current study was similar in that the two participants were students with ADHD and all participants had hidden disabilities; however, in the current study only one participant in the current study was African American. Like the current study, Test and Walker evaluated the skills in an in-situ situation. Students were able to generalize the self-advocacy skills to a meeting with their university instructors. The current study extended the research to include the conflict resolution strategies for use by students in postsecondary educational settings which Test and Walker did not include.

Third, Bethune (2015) conducted a study to evaluate the effects of *SACR Module I* and *Module II* on the ability of three high school students with ASD to request and negotiate academic accommodations in postsecondary education. Results indicated a

functional relation between *SACR* instruction and students' ability to request and negotiate academic accommodations. The current study is similar to Bethune (2015) in it used both modules of the *SACR*; however, the current study was conducted with college students with hidden disabilities and the lessons were condensed from seven lessons to four lessons. The procedures used by Bethune (2015) are similar to the procedures used in the current study. For example, both studies utilized a pre-intervention instructional multi-media presentation explaining students' rights and responsibilities in postsecondary education, explicit instruction, scripted notecards, and role play scenarios to teach the target behaviors of the *SACR*. Bethune (2015) extended the literature by examining the effects of *SACR* instruction on high school students with ASD. The current study extends the Bethune (2015) study by teaching the skills to students enrolled in college and by conducting in-situ generalization measures with the students' current university instructors.

Most recently, Test, Holzberg, and Rusher (in press) examined the effect of *SACR* instruction using *Module I* and *Module II* to teach four high school seniors with mild disabilities (e.g., ASD – Level 1, ADHD, and LD) to request academic accommodations and resolve conflicts. Results of the multiple probe across participants design study indicated a functional relation between *SACR* instruction and the students' ability to request academic accommodations and negotiate conflict in role-play scenarios and in an in-vivo setting. Similar to the current study, the participants were individuals with mild (or hidden) disabilities; however, the current study extended the literature by evaluating the effect of *SACR* instruction on students enrolled in college and utilized the students' current instructors to obtain generalization data.

Several factors may have contributed to the immediacy of effect and the speed with which the students acquired and maintained the target behaviors. First, students stated they were eager to learn the strategies in order to more easily access their accommodations. Next, the immediacy of effect could be attributed to the opportunities afforded by the structure of the lessons including the use of explicit instruction to teach the target behaviors (Cole & Cawthon, 2015, Janiga & Costenbader, 2002; Wood et al., 2010). For instance, Lesson One began with explaining the goal of “Introduction” which enabled students to understand the importance of effectively introducing themselves to their instructor by identifying their name, the course they were taking with the instructor, and the day and time of the course. It is interesting to note, baseline data indicated none of the participants identified themselves to the “instructor in either the role-play scenarios or in the baseline generalization probe. When the reason for an appropriate greeting was explicitly explained to participants, each indicated they had not considered the importance of identifying themselves and setting the context for the instructor. Additionally, the role-play scenarios gave students multiple opportunities to practice the dialogue which may have facilitated acquisition of the skills. Finally, on the first day of intervention, each student was given the option using paper notecards or electronic notecards. All students opted for the electronic notecards which enabled them to practice the steps outside of the intervention session; all students indicated they referred to the electronic notecards to practice on their own time.

*What are the effects of a self-advocacy intervention on the students’ generalization of accommodations-requesting and negotiating skills to an in-situ setting?*

Results indicated Daniela generalized 92% of the self-advocacy target behaviors

with her History professor. Daniela also elected to meet with a second professor post-*SACR* instruction; in this meeting, Daniela demonstrated 97% of the self-advocacy target behaviors. During the post-intervention generalization meeting, Marcus demonstrated 88% of the self-advocacy target behaviors while Sam and Tiki demonstrated 100% of the self-advocacy target behaviors. It is interesting to note that because the instructors were accommodating, none of the participants had the opportunity, nor the need to demonstrate conflict resolution behaviors.

Generalization findings in the current study are consistent with the findings found in previous literature (Bethune, 2015; Walker & Test, 2011). For example, in the study by Bethune (2015), students were able to generalize target behaviors to two university instructors. However, as the authors noted, the generalization sessions with the university instructors were conducted in the high school setting. Generalization measures in the current study, were conducted in-situ with the students' current instructors. Similar to Walker and Test (2011) the current study evaluated students' ability to generalize to an in-situ condition. In both the current study and in Walker and Test, data indicated students were able to generalize to meetings with their instructors. However, generalization data in Walker and Test (2011) were gathered via interview with the instructor where in the current study, generalization data were captured via audio-recorded meetings. Therefore, interpretation as to whether or not a participant demonstrated target behaviors was contingent upon the instructors' memory or interpretation.

*What are the university instructors' perspective on the usefulness of using the self-advocacy intervention to assist students with requesting and negotiating academic*

*accommodations?*

Horner et al. (2005) noted that single-subject research not only addresses behavioral changes from a theoretical perspective, but also considers the importance of the behavioral change. In other words, social validity addresses the degree to which the behavioral change is socially significant. Therefore, social validity data were collected in order to determine the university instructors' perceptions of the importance of teaching students with hidden disabilities to request and negotiate academic accommodations as well as their opinions of the students' ability to discuss their accommodations.

Social validity data indicated the university instructors felt teaching students with disabilities to independently request and negotiate academic accommodations was important and necessary. Daniela's selected professor, Dr. P., felt a valuable aspect of the intervention was that it required students to be specific about their requests. Dr. S., who was Marcus' Linear Algebra professor, indicated the interaction between the student and instructor was an important benefit. Dr. C., Tiki's professor, noted she preferred the personal contact with the student as opposed to the anonymity of contact with disability services.

The social validity findings of the current study support earlier literature on *SACR* studies (Bethune, 2015; Walker & Test, 2011). For example, in Walker and Test (2011), a faculty panel rated baseline and intervention videos to determine the social validity of outcomes and procedures; ratings indicated the faculty panel felt self-advocacy instruction was effective. The findings of the current study are also consistent with social validity findings in Bethune (2015) in which the university instructors surveyed indicated they strongly agreed *SACR* instruction was essential for students with disabilities.

Furthermore, the instructors in Bethune (2015) expressed they felt it was important students learn to request and negotiate with their instructors for their accommodations.

The current social validity findings contradict findings in earlier literature (e.g., Nelson et al., 1990; Rao & Gartin, 2003; Sniatecki et al., 2015) which found instructors were often reluctant to provide academic accommodations for a multiplicity of reasons including additional responsibilities and the nature of the student's disability. For example, Rao and Gartin (2003) found Education professors were most willing to provide accommodations while professors in Law, Engineering, Business, and Arts & Sciences tended to be less willing to provide accommodations. Next, Nelson et al. (1990) found Education professors were most likely to support the use of accommodations while professors in Arts & Sciences (i.e., Criminal Justice, Global Studies, and Mathematics) were the least likely to support the use of accommodations. Finally, Sniatecki et al. (2015) found faculty were more likely to hold negative attitudes towards students with mental health disabilities in the areas of students' ability to be successful and students' ability to compete academically in college.

Conversely, while professors in the current study were all from academic areas (i.e., Global Studies, Mathematics, Criminal Justice, Computer Information Sciences) previously identified as most reluctant to provide accommodation, all were willing to provide accommodations when approached by the students in this study. For example, Daniela's professor was from the Global Studies department. His office included a number of posters/flyers for diversity activities on campus indicating his willingness to support diversity in a number of areas including learning. Marcus' professor was in the Mathematics department and had previously worked with ODS; he served on their

advisory board in the past, and was therefore familiar with the accommodations process. Sam's instructor was from the Criminal Justice department and was open to offering accommodations and to support Sam. Finally, Tiki's professor was from the Computer Information Systems department. In a discussion with the researcher about accommodations, she mentioned she was working with the faculty to support students with disabilities. Furthermore, she disclosed she had a grandchild with a disability.

Instructors in the current study willingly accommodated students' needs. Possible explanations for the participants' instructors' willingness to provide academic accommodations in the current study could be related to the instructors' perceptions on diversity, including diverse learning needs, and their personal experiences with individuals with disabilities.

*What are the students' perspectives about the effects of the intervention on their use of advocacy and conflict resolution skills and its success in acquiring and negotiating academic accommodations?*

According to Horner et al., (2005) social validity data to determine if procedures are acceptable and effective should be collected. In order to evaluate the students' feelings about *SACR* instruction as a way to facilitate requesting and negotiating academic accommodations, social validity data were collected.

Student ratings indicated they felt better able to explain their needs and disability, the role-playing sessions were helpful, they would use the steps they learned in the future. Interestingly, the widest range of responses were with regard to the ability to have notecards in the meeting with their instructors. Scores for that question ranged from 2 to 4 with a mean of 2.75. Although students captured images of the notecards on their

smartphones, none of the students utilized those pictures in the generalization meetings with their professors. Additionally, all students strongly agreed they now had the confidence to request their accommodations and to deal with potential conflicts. Students were also given the option include comments about the instruction. Daniela expressed that she felt more confident speaking up about what she needs to succeed. Aside from her written comments, Daniela repeatedly thanked the researcher for providing the “service” and for allowing her to participate in the study. Marcus also frequently thanked the researcher and commented on how helpful knowing what to say and how to say it was for him. In the comment section, Marcus noted he felt the instruction helped him understand how to request help when his instructors did not understand why he needed it. This is especially salient as often faculty are unwilling to provide academic accommodations, particularly for students with psychiatric and attention disabilities (Hindes & Mather, 2007). Prior to *SACR* instruction, none of the participants were able resolve conflicts when requesting accommodations; however, after instruction, all students were able to successfully resolve conflicts and negotiate their accommodations. Similar to research by Bethune (2015), Holzberg et al., (in press), and Walker and Test (2011), the participants in the current study felt the intervention had a positive effect on their ability to advocate for themselves in postsecondary educational settings.

#### Limitations

Several limitations should be noted in the current study. First, students were purposefully selected from students already registered with ODS, so they had already engaged in the initial step of self-advocacy – registering for accommodations. Additionally, they responded to a recruiting advertisement indicating they were open to

learning ways in which they could better access their accommodations. Consequently, students who do not actively seek accommodations were not represented in this study and findings may not generalize to those students. Additionally, SWD enrolled in PSE, but who do not disclose to their school's ODS, were not represented in the current study; therefore, findings may not generalize to those students.

Second, the setting could be perceived as a limitation. The intervention was conducted at a 4-year university where students must meet specific academic admission criteria (i.e., grade point average, college entrance exams). Other settings such as 2-year colleges, vocational training schools, or trade schools may not have academic criteria for admissions. Therefore, the participants in the current study may not represent all students who participate in other types of postsecondary education.

Third, students in the study were compensated with a \$50 Amazon gift card (and \$10 per meeting for up to two additional meetings with professors) for their participation; which may have influenced their willingness to participate in the study. Students may not have been willing to participate had they not been incentivized. However, it is interesting to note that Marcus commented he would have participated regardless of the compensation and Daniela was reluctant to accept the gift card for her participation.

Fourth, the target behaviors were very specific and were not always natural to the flow of the conversation, and may therefore be perceived as a limitation. For example, target behavior 17 (restate the accommodation), may not be necessary when requesting accommodations. It may also not be necessary for students to clarify his or her role (target behavior 18) and may be repetitive. Holzberg et al. (in press) cited this as a limitation in a previous study. While the current study addressed that limitation by

eliminating paper/pencil probes and using role-play scenarios to determine if students acquired the target behaviors, these modifications were not sufficient to mitigate the issue of repetitive or unnatural target behaviors. Future studies should be conducted on *SACR* instruction which excludes repetitive target behaviors.

Fifth, participants were permitted to use their electronic notecards to study or practice the target behaviors. However, data were not captured to indicate the degree to which participants utilized their notecards. Therefore, the impact of using the notecards prior to probes had on participants' performance on the probes.

Finally, during post-*SACR* generalization, instructors were accommodating and did not offer any conflict nor did the students need to negotiate for their accommodations. Therefore, it is not clear if the *Module II* (Conflict Resolution) target behaviors actually generalized.

#### Suggestions for Future Research

Previous studies on *SACR* instruction (Bethune, 2015; Holzberg et al., in press; Palmer & Roessler, 2000; Roessler et al. 1998; Walker & Test, 2011) have demonstrated students' ability to learn the steps of requesting and negotiating academic accommodations in a variety of settings (e.g., high school, college). The current study extended the research of the previous studies by evaluating the effect of *SACR* instruction with students with hidden disabilities in postsecondary educational settings. However, there remain areas to further explore which may extend the use of *SACR* instruction. Specifically, eight areas for continuing *SACR* research are as follows: (a) combining *SACR* with other methods for teaching target behaviors, (b) coaching or mentors who deliver the instruction, (c) using a pared-down list of target behaviors, (d) exploring the

efficacy of *SACR* instruction in other postsecondary educational settings such as 2-year colleges and vocational training programs, (e) evaluating the effect of *SACR* instruction over a longer period of time, (f) studies on culturally and linguistically diverse students with disabilities, (g) the use of a mobile application to access the scripted notecards, and (h) students with intellectual disabilities (ID).

Previous studies (Bethune, 2015; Holzberg et al., in press; Palmer & Roessler, 2000; Roessler et al. 1998; Walker & Test, 2011) have demonstrated the efficacy of *SACR* instruction on the students' with disabilities ability to request and negotiate academic accommodations. *SACR* instruction combined with evidence-based practices such as mnemonics or video modeling could further improve and facilitate *SACR* instruction. First, mnemonics have been shown to help students effectively memorizing steps of a process (Mastropieri & Scruggs, 1989; Scruggs & Mastropieri, 2000, Scruggs, Mastropieri, Berkeley, & Marshak, 2010); it would be worthwhile to investigate the use of a mnemonic to help facilitate the memorization of the steps in *SACR* role plays. "A mnemonic strategy is defined as a word, sentence, or picture device or technique for improving or strengthening memory" (Test & Ellis, 2005). For example, mnemonics have been shown to help students effectively memorize steps of a process (Mastropieri & Scruggs, 1989; Scruggs & Mastropieri, 2000, Scruggs, Mastropieri, Berkeley, & Marshak, 2010); it might be worthwhile to investigate the use of a mnemonic to help facilitate the memorization of the steps in *SACR* role plays. Prater et al. (2014) used a mnemonic to teach five steps for requesting an accommodation to students with LD in high school. It would be worthwhile to evaluate the effects of using mnemonics to teach *SACR* target behaviors as mnemonics may be a way to facilitate *SACR* instruction.

Next, video modeling can be defined as the presentation of a skill or target behavior by a model which is viewed at a later time by a person with the idea that the viewer will replicate the observed behavior (O'Brien & Wood, 2011). Video modeling has demonstrated efficacy for improving behaviors including appropriate interactions and desirable behaviors (Baker, Lang, & O'Reilly, 2009). Therefore, it might be beneficial to evaluate the effect of video modeling on the ability of students to learn *SACR* target behaviors. This could be particularly salient for use settings such as disability services offices where students seeking accommodations could autonomously view videos of peers appropriately demonstrating the target behaviors in role-play scenarios.

Second, because *SACR* instruction is easily implemented with fidelity, it would be worthwhile to investigate the ability of upper class (i.e., juniors and seniors) college students serving as coaches to deliver *SACR* instruction to their younger peers through their university's ODS. Bettinger and Baker (2011) found coaching to be an effective strategy for helping students develop self-advocacy skills. Utilizing upper class students as coaches for teaching self-advocacy skills could facilitate and encourage greater use of *SACR*. Therefore, future research should evaluate the efficacy of *SACR* instruction delivered by peer coaches or mentors.

Third, not all target behaviors may be critical to the student's ability to successfully advocate and negotiate accommodations. For example, it may not be necessary to "invent" an alternative to the accommodation with an instructor. It would be worthwhile to evaluate the effect of a list of target behaviors pared down to the key behaviors needed for effective advocacy and negotiation. Holzberg et al. (in press) found students with mild disabilities successfully acquired the target behaviors after

approximately four 30-minute instructional sessions. Paring down the target behaviors and eliminating not naturally occurring behaviors would enable the instruction to be completed in a shorter period of time, potentially making the intervention more feasible for educators in secondary settings. For example, it may not be necessary nor natural for students to restate the accommodation (target behavior 17). Additionally, because the student has already stated they have received accommodations with ODS, it may not be necessary for them to clarify their role (target behavior 18) again. Finally, target behaviors 4 (identification of previous accommodations) and 5 (explains benefits of past accommodations) may not apply to some students and could be eliminated, particularly for students accessing accommodations for the first time.

Fourth, *SACR* instruction has been evaluated in high school settings (e.g., Bethune, 2015; Holzberg et al., in press), as well as in 4-year postsecondary settings (e.g. Palmer & Roessler, 2000; Walker & Test, 2011); however, it has not been evaluated in other postsecondary settings such as 2-year colleges or vocational training programs. Future studies should evaluate the effect of *SACR* instruction in other postsecondary settings.

Fifth, in order to examine the impact of *SACR* instruction on students' access to and use of accommodations and factors such as GPA and school persistence, future studies should focus on instructing first-year students and following them over the course of their college career (i.e., collecting longitudinal data). Future researchers could examine the impact of *SACR* instruction on students' continued access and use of academic accommodations. Correlational and experimental research could evaluate the effects of increased use of accommodations as they relate to GPA, persistence, and length

of time to degree.

Sixth, while the current study included students with disabilities from diverse backgrounds (e.g., African American, Asian, Hispanic), the sample size is not large enough to be considered representative. Walker and Test (2011) evaluated the effect of *Module I* (i.e., self-advocacy) instruction on three African American males attending a HBCU. Both Walker and Test (2011) and the current study yielded positive results. Future research efforts should look to evaluate the effect of *SACR* instruction on a larger sample of CLD students.

Seventh, allowing students to use electronic notecards may be beneficial in helping them acquire target behaviors. It would worthwhile to investigate the use of a mobile application that captures the frequency and duration participants access the electronic notecards so their use may be measured to determine their efficacy.

Finally, thus far, the effect of *SACR* instruction on students' ability to request and/or negotiate academic accommodations has been evaluated in college students with disabilities (Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011), high school students with ASD (Bethune, 2015), high school students with mild disabilities (Holzberg et al., in press). According to NLTS-2 (2011) data, increasing numbers of students with ID are attending postsecondary educational programs. In 1987, 10.1% of students with ID participated in postsecondary education of any type (*NLTS-2*, 2005; e.g., 2-year, vocational education, 4-year). That number jumped to 28.7% in 2011 (*NLTS-2*, 2011). Therefore, future research should evaluate the use of *SACR* instruction on the ability of students with ID to request and negotiate academic accommodations.

#### Implications for Practice

The results of this study indicated the effectiveness of using *SACR* instruction to teach college students with hidden disabilities self-advocacy and conflict resolution strategies. Based on the current findings, several ways in which practitioners could implement *SACR* instruction in different contexts are suggested.

First, this method of instruction could be adopted by university offices of disability services to teach students who struggle with accessing their accommodations these strategies. This could be done in several different ways. For example, peer mentors could be trained to work with mentees to teach the target behaviors and engage in role-play scenarios. Another way in which this could be implemented at the postsecondary level would be for a university's ODS to collaborate with academic departments to create a mentoring program where graduate students in education or psychology work with undergraduates registered with ODS teaching these strategies. If a university's ODS were to adopt *SACR* instruction for new students, they could introduce it during orientation week so students could go into the semester with their accommodations in place.

Second, participants in this study were permitted to utilize a note card (paper or electronic) to help them master the steps of *SACR* instruction. All participants elected to use electronic notecards. This practice could be extended to help students prepare for other meetings by utilizing note cards with meeting-specific prompts. For example, if a student has a job interview, they could be instructed how to create electronic note cards (or notes) to help remind them of their questions or to prompt them to touch upon important speaking points.

Third, *SACR* instruction could be taught early in high school and practiced as students learn to run their own IEP or Section 504 meetings. While they may not utilize

the conflict resolution strategies, they could be given opportunities to practice negotiating their accommodations (e.g., setting for taking a test). This practice could benefit students as they prepare to transition to postsecondary educational settings.

Finally, it is imperative teachers be equipped with the skills to teach self-advocacy skills. *SACR* instruction has been shown to be easily taught and requires relatively small allocation of resources (time and/or money). Teacher preparation programs should include *SACR* instruction in their curricula.

### Summary

As a result of changes in IDEA (1990), increased numbers of student with hidden disabilities are attending postsecondary education. Historically, students with disabilities struggle with persistence rates and although 89.9% of students with disabilities have a stated goal of completing their postsecondary education program, only 40.7% achieve their goal (Sanford et al., 2011). Academic accommodations have been shown to improve persistence rates, GPAs, and the amount of time spent in postsecondary education (Kim & Lee, 2015; Mamiseishvili & Koch, 2011). Self-advocacy and conflict resolution strategies have been shown to improve students' ability to access accommodations (Bethune, 2015, Holzberg et al., in press; Palmer & Roessler, 2000; Prater et al., 2014). As students with hidden disabilities continue to pursue higher education, they must be equipped to effectively advocate for their accommodations.

Students in the current study were able to successfully acquire the target behaviors of *SACR* instruction and request and negotiate academic accommodations in a role-play situation and with their university instructors. Social validity data gathered from the participants and their instructors indicated students benefitted from and improved

upon their ability to request academic accommodations as a result of *SACR* instruction.

Suggestions for future research and implications for practice set a course for further evaluation of this strategy to improve postsecondary outcomes for students with disabilities.

## References

- Algozzine, R., Browder, D., Karvonen, M., Test, D.W., & Wood, W. (2001). Effects of interventions to promote self-determination for individuals with disabilities. *Review of Educational Research, 71*, 219-277.
- Americans with Disabilities Act of 1990. PL 101-336. 42 U.S.C. § 12101 et seq.
- Ancil, T., Ishikawa, M., & Scott, A. (2008). Academic identity development through self-determination. *Career Development for Exceptional Individuals, 31*, 164-174.
- Baker, S. D., Lang, R., & O'Reilly, M. (2009). Review of video modeling with students with emotional and behavioral disorders. *Education and Treatment of Children, 32*, 403-420.
- Barnard-Brak, L., Lectenberger, D., & Lan, W. Y. (2010). Accommodation strategies of college students with disabilities. *The Qualitative Report, 15*, 411-429.
- Bethune, L. (2015) *The effects of the Self-Advocacy and Conflict Resolution training on ability to request and negotiate academic accommodations with high school students with autism spectrum disorders* (Unpublished doctoral dissertation). University of North Carolina at Charlotte, Charlotte, North Carolina.
- Bethune, L., Regan, T., & Test, D. W. (2015). *Effects of self-advocacy conflict resolution on ability to request academic accommodations with high school students with autism spectrum disorders*. Unpublished manuscript, Department of Special Education and Child Development, University of North Carolina at Charlotte, North Carolina.
- Bettinger, E. P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring (Working Paper No.

- 16881). Retrieved from: [nber.org/papers/w16881](http://nber.org/papers/w16881).
- Brinckerhoff, L. C. (1994). Developing effective self-advocacy skills in college-bound students with learning disabilities. *Intervention in School and Clinic, 29*, 229 – 237.
- Brolin, D. E. (1983). Career education: Where do we go from here?. *Career Development for Exceptional Individuals, 6*, 3-14.
- Carnevale, A. P., & Desrochers, D. M. (2003). *Standards for what? The economic roots of K-16 reform*. Educational Testing Service. Retrieved from [learndoearn.org/For-Educators/Standards-for-What.pdf](http://learndoearn.org/For-Educators/Standards-for-What.pdf)
- Cawthon, S. W., & Cole, E. V. (2010). Postsecondary students who have a learning disability: Student perspectives on accommodations access and obstacles. *Journal of Postsecondary Education and Disability, 23*, 112-128.
- Cole, E. V., & Cawthon, S. W. (2015) Self-disclosure decisions of university students with learning disabilities. *Journal of Postsecondary Education and Disability, 28*, 163.
- Cook, B., Gerber, M., & Murphy, J. (2000). Backlash against the inclusion of students with learning disabilities in higher education: Implications for transition from post-secondary environments to work. *Work, 14*, 31- 40.
- Cook, L., Rumrill, P. D., & Tankersley, M. (2009). Priorities and understanding of faculty members regarding college students with disabilities. *International Journal of Teaching and Learning in Higher Education, 21*, 84-96.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

- Cortiella, C. & Horowitz, S.H. *The State of Learning Disabilities: Facts, Trends and Emerging Issues*. New York: National Center for Learning Disabilities, 2014.
- Dincyurek, S., & Civelek, A. H. (2008). The determination of the conflict resolution strategies of university students that they use when they have conflicts with people. *Behavior Analyst Today*, 9, 215-233.
- Denhart, H. (2008). Deconstructing barriers: perceptions of students labeled with learning disabilities in higher education. *Journal of Learning Disabilities*, 41, 483-497.
- Dong, S., & Lucas, M. S. (2016). An analysis of disability, academic performance, and seeking support in one university setting. *Career Development and Transition for Exceptional Individuals*, 39, 47-56.
- Durlak, C., Rose, E., & Bursuck, W. (1994). Preparing high school students with learning disabilities for the transition to postsecondary education: Teaching the skills of self-determination. *Journal of Learning Disabilities*, 27, 51-59.
- Eckes, S. E., & Ochoa, T. A. (2005). Students with disabilities: Transitioning from high school to higher education. *American Secondary Education*, 33, 6-20.
- Fernald, J.A., Kolin, K., Montie, K., Wallace A., Eksheir, K., Anchia, A., & Gosnell, J. (2014) *2013-2104 Annual Report Office of Disability Services*. University of North Carolina at Charlotte, Office of Disability Services.
- Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998a). *A practical guide to teaching self-determination*. Reston, VA: Council for Exceptional Children.
- Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998b). Self-determination for persons with disabilities: A position statement of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*,

21, 113-128.

- Field, S., Sarver, M., & Shaw, S. (2003). Self-determination: A key to success in postsecondary education for students with learning disabilities. *Remedial and Special Education, 24*, 339-349.
- Finn, D., Getzel, E. E., & McManus, S. (2008). Adapting the self-determined learning model of instruction of college students with disabilities. *Career Development for Exceptional Individuals, 31*, 85-93.
- Floyd, K. K., & Judge, S. L. (2012). The efficacy of assistive technology on reading comprehension for postsecondary students with learning disabilities. *Assistive Technology Outcomes and Benefits, 8*, 48-64.
- Gage, N. A., Lierheimer, K. S., & Goran, L. G. (2012). Characteristics of students with high-incidence disabilities broadly defined. *Journal of Disability Policy Studies, 23*, 168-178.
- Gast, D. L. (2010). *Single subject research methodology in behavioral sciences*. New York: Routledge.
- Getzel, E., & Thoma, C. (2008). Experiences of college students with disabilities and the importance of self-determination in higher education settings. *Career Development for Exceptional Individuals, 31*, 77-84.
- Gregg, N. (2007). Underserved and unprepared: Postsecondary learning disabilities. *Learning Disabilities Research & Practice, 22*, 219-228.
- Hadley, W. M. (2007). The necessity of academic accommodations for first-year college students with learning disabilities. *Journal of College Admission, 195*, 9-13.
- Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position

- statement of the Division on Career Development and Transition, The Council for Exceptional Children. *Career Development for Exceptional Individuals*, 17, 115-124.
- Harrison, T. (2007). My professor is so unfair: Student attitudes and experiences with conflict and faculty. *Conflict Resolution Quarterly*, 24, 349-368.
- Herbert, J. T., Welsh, W., Hong, B. S. S., Kurz, C. A., Byun, S., & Atkinson, H. A. (2014). Persistence and graduation of college students seeking disability support services. *Journal of Rehabilitation*, 80, 22 -32.
- Hindes, Y., & Mather, J. (2007). Inclusive education at the post-secondary level: Attitudes of students and professors. *Exceptionality Education Canada*, 17, 107-128.
- Holzberg, D. G., Test, D.W., & Rusher, D. E. (in press). Effects of self-advocacy and conflict resolution instruction on high school seniors' with mild disabilities ability to request and negotiate academic accommodations. *Remedial and Special Education*.
- Hong, B. S. S. (2015). Qualitative analysis of the barriers college students with disabilities experience in higher education. *Journal of College Student Development*, 56, 209-226.
- Hong, B. S. S., Ivy, W. F., Gonzalez, H. R., & Ehrensberger, W. (2007). Preparing students for postsecondary education. *TEACHING Exceptional Children*, 40(1), 32-38.
- Horner, R. D., & Baer, D. M. (1978). Multiple-probe technique: A variation of the multiple baseline. *Journal of Applied Behavior Analysis*, 11, 189-196.

- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179.
- Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq. (2004).
- Izzo, M. V., Yurick, A., & McArrell, B. (2009). Supported eText: Effects of text-to-speech on access and achievement for high school students with disabilities. *Journal of Special Education Technology, 24*, 9-20.
- Janiga, S. J., & Costenbader, V. (2002). The transition from high school to postsecondary education for students with learning disabilities: A survey of college service coordinators. *Journal of Learning Disabilities, 35*, 463-470.
- Kim, W. H., & Lee, J. (2015). The effect of accommodation on academic performance of college students with disabilities. *Rehabilitation Counseling Bulletin, 1*, 1 – 11  
doi: 0034355215605259
- Kosine, N. R. (2007). Preparing students with learning disabilities for postsecondary education: What the research literature tells us about transition programs. *Journal of Special Education Leadership, 20*, 93-104.
- Kranke, D., Jackson, S. E., Taylor, D. A., Anderson-Fye, E., & Floersch, J. (2013). College student disclosure of non-apparent disabilities to receive classroom accommodations. *Journal of Postsecondary Education and Disability, 26*, 35-51.
- Lightner, K. L., Kipps-Vaughan, D., Schulte, T., & Trice, A. D. (2012). Reasons university students with a learning disability wait to seek disability services. *Journal of Postsecondary Education and Disability, 25*, 145-159.

- Lindstrom, J. H. (2007). Determining appropriate accommodations for postsecondary students with reading and written expression disorders. *Learning Disabilities Research & Practice, 22*, 229-236.
- McLaughlin, M. J. (2012). Access for all six principles for principals to consider in implementing CCSS for students with disabilities. Retrieved January 11, 2017, from [naesp.org/principal-septemberoctober-2012-common-core/access-common-core-all-0](http://naesp.org/principal-septemberoctober-2012-common-core/access-common-core-all-0)
- Madaus, J. W. (2005). Navigating the college transition maze: A guide for students with learning disabilities. *TEACHING Exceptional Children, 37*(3), 32 -37.
- Madaus, J. W. (2011). The history of disability services in higher education. *New Directions for Higher Education, 154*, 5-15.
- Mamiseishvili, K., & Koch, L. (2011). First-to-second-year persistence of students with disabilities in postsecondary institutions in the United States. *Rehabilitation Counseling Bulletin, 54*, 93-105.
- Martin, J., Huber-Marshall, L., & Maxson, L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. *Career Development for Exceptional Individuals, 16*, 53-61.
- Martinez-Marrero, I., & Estrada-Hernandez, N. (2008). Assistive technology: An instructional tool to assist college students with written language disabilities. *Techtrends: Linking Research and Practice to Improve Learning, 52*, 56-62.
- Mason, C., Field, S., & Sawilowsky, S. (2004). Implementation of self-determination activities and student participation in IEPs. *Exceptional Children, 70*, 441-451.

- Mastropieri, M. A., & Scruggs, T. E. (1989). Mnemonic social studies instruction: Classroom applications. *Remedial and Special Education, 10*, 40-46.
- Mirowsky, J., & Ross, C. E. (2010). Self-direction toward health: Overriding the default American lifestyle. In J. M. Suls, K. Davidson, & R. Kaplan (Eds.), *The handbook of health psychology* (pp. 235–250). New York: Guilford Press.
- Morningstar, M., Frey, B., Noonan, P., Ng, J., Clavenna-Deane, B., Graves, P., ... Williams-Diehm, K. (2010). A preliminary investigation of the relationship of transition preparation and self-determination for students with disabilities in postsecondary educational settings. *Career Development for Exceptional Individuals, 33*, 80-94.
- Murray, C., Goldstein, D. E., Nourse, S., & Edgar, E. (2000). The postsecondary school attendance and completion rates of high school graduates with learning disabilities. *Learning Disabilities Research & Practice, 15*, 119-127.
- Nelson, J.R., Dodd, J. M., & Smith, D. J. (1990). Faculty willingness to accommodate students with learning disabilities: A comparison among academic divisions. *Journal of Learning Disabilities, 23*(3), 185-9.
- Newman L. A., & Madaus J. W. (2015). An analysis of factors related to receipt of accommodations and services by postsecondary students with disabilities. *Remedial and Special Education, 36*, 208-219.  
doi:10.1177/0741932515572912
- O'Brien, C., & Wood, C. L. (2011). Video modeling of cooperative discussion group behaviors with students with learning disabilities in a secondary content-area classroom. *Journal of Special Education Technology, 26*, 25-40.

- Pingry O'Neill, L. N., Markward, M. J., & French, J. P. (2012). Predictors of graduation among college students with disabilities. *Journal of Postsecondary Education and Disability, 25*, 21-36.
- Palmer, C., & Roessler, R. T. (2000). Requesting classroom accommodations: Self-advocacy and conflict resolution training for college students with disabilities. *Journal of Rehabilitation, 66*, 38-43.
- Prater, M. A., Redman, A. S., Anderson, D., & Gibb, G. S. (2014). Teaching adolescent students with learning disabilities to self-advocate for accommodations. *Intervention in School and Clinic, 49*, 298-305.  
doi:10.1177/1053451213513958
- Rao, S., & Gartin, B. C. (2003). Attitudes of university faculty toward accommodations to students with disabilities. *Journal for Vocational Special Needs Education, 25*, 47-54.
- Raue, K., & Lewis, L. (2011). *Students with disabilities at degree-granting Postsecondary institutions (NCES 2011-018)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Rehabilitation Act of 1973. PL 93-112. 29 U.S.C. § 794.
- Roessler, R., Brown, P., & Rumrill, P. (1998). Self-advocacy training: Preparing students with disabilities to request classroom accommodations. *Journal of Postsecondary Education and Disability, 13*, 20-31.
- Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary

- transition. *Career Development and Transition for Exceptional Individuals*, 38, 113-126.
- Rumrill, P., Palmer, C., Roessler, R., & Brown, P. (1999). *Self-advocacy & conflict resolution training: Strategies for the classroom accommodation request*. University of Arkansas: Project Accommodations Planning Training (APT).
- Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A.-M., & Shaver, D. (2011). *The post-high school outcomes of young adults with disabilities up to 6 years after high school. Key findings from the National Longitudinal Transition Study-2 (NLTS2)* (NCSE 2011-3004). Menlo Park, CA: SRI International.
- Scruggs, T. E., & Mastropieri, M. A. (2000). The effectiveness of mnemonic instruction for students with learning and behavior problems: An update and research synthesis. *Journal of Behavioral Education*, 10, 163-173.
- Scruggs, T., Mastropieri, M., Berkeley, S., & Marshak, L. (2010). Mnemonic strategies: Evidence-based practice and practice-based evidence. *Intervention in School and Clinic*, 46, 79-86.
- Sireci, S. G., Scarpati, S. E., & Li, S. (2006). Test accommodations for students with disabilities: An analysis of the interaction hypothesis. *Review of Educational Research*, 75, 457-490.
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Forber-Pratt, A. J., Little, T. J., & Lopez, S. (2015). Causal Agency Theory: Reconceptualizing a functional model of self-determination. *Education and Training in Autism and Developmental Disabilities*, 50, 251-263.
- Skinner, M. E. (2004). College students with learning disabilities speak out: What it takes

- to be successful in postsecondary education. *Journal of Postsecondary Education and Disability*, 17, 91-104.
- Skinner, M. E., & Lindstrom, B. D. (2003). Bridging the gap between high school and college: Strategies for the successful transition of students with learning disabilities. *Preventing School Failure*, 47, 132-37.
- Sniatecki, J. L., Perry, H. B., & Snell, L. H. (2015). Faculty attitudes and knowledge regarding college students with disabilities. *Journal of Postsecondary Education and Disability*, 28, 259 -275.
- Snyder, T.D., & Dillow, S.A. (2013). *Digest of Education Statistics 2012* (NCES 2014-015). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Summers, J. A., White, G. W., Zhang, E., & Gordon, J. M. (2014). Providing support to postsecondary students with disabilities to request accommodations: A framework for intervention. *Journal of Postsecondary Education and Disability*, 27, 245 - 260.
- Sweeney, B., & Carruthers, W. L. (1996). Conflict resolution: History, philosophy, theory, and educational applications. *School Counselor*, 43, 326-344.
- Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, NJ: Pearson Education.
- Test, D. W., & Ellis, M. F., (2002). The effects of LAP Fractions on addition and subtraction of fractions with students with mild disabilities. *Education and Treatment of Children*, 28, 11 -24.
- Test, D. W., Fowler, C. H., Wood, W. M., Brewer, D. M., & Eddy, S. (2005). A

conceptual framework of self-advocacy for students with disabilities. *Remedial and Special Education*, 26, 43-54. doi: 10.1177/07419325050260010601

Test, D. W., Mazzotti, V., Mustian, A., Fowler, C. H., Kortering, L., & Kohler, P. (2009).

Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181.

Troiano, P. F., Liefeld, J. A., & Trachtenberg, J. V. (2010). Academic support and college success for postsecondary students with learning disabilities. *Journal of College Reading and Learning*, 40, 35-44.

U.S. Department of Education, Office for Civil Rights. (2007). *Students with disabilities preparing for postsecondary education: Know your rights and responsibilities*.

Retrieved from [ed.gov/about/offices/list/ocr/transition.html](http://ed.gov/about/offices/list/ocr/transition.html).

Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005). *After high school: A first look at the postschool experiences of youth with disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.

Walker, A., & Test, D. W. (2011). Using a self-advocacy strategy intervention on African American college students' ability to request academic accommodations. *Learning Disabilities Research and Practice*, 26, 134-144. doi:10.1111/1540-5826.2011.00333

Ward, M. J. (2005). An historical perspective of self-determination in special education: accomplishments and challenges. *Research and Practice for Persons with Severe Disabilities*, 30, 108-112.

- Webster, D. D. (2004). Giving voice to students with disabilities who have successfully transitioned to college. *Career Development for Exceptional Individuals*, 27, 151-175.
- Wehmeyer, M. L., & Abery, B. H. (2013). Self-determination and choice. *Intellectual and Developmental Disabilities*, 51, 399-411.
- White, G. W., Vo, Y. T. H. (2006). Requesting accommodations to increase full participation in higher education: An analysis of self-advocacy training for postsecondary students with learning and other disabilities. *Learning Disabilities*, 14, 41-56.
- Will, M. C. (1984). Let us pause and reflect – but not too long. *Exceptional Children*, 51, 11-16.
- Wolanin, T. R., & Steele, P. E. (2004). Higher education opportunities for students with disabilities: A primer for policymakers. *Institute for Higher Education Policy, Washington, DC*.
- Wolf, M. M. (1978). Social validity: the case for subjective measurement on how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11, 2, 203-214.
- Wolniak, G. C., & Pascarella, E. T. (2005). The effects of college major and job field congruence on job satisfaction. *Journal of Vocational Behavior*, 67, 233-251.
- Wood, C. L., Kelley, K. R., Test, D. W., & Fowler, C. H., (2010). Comparing audio-supported text and explicit instruction on students' knowledge of accommodations, rights, and responsibilities. *Career Development for Exceptional Individuals*, 33, 115-124.

## APPENDIX A: STUDENT CONSENT

**Student Participation Consent for Effects of Modified *Self- Advocacy and Conflict Resolution Training* on Ability to Request and Negotiate for Academic Accommodations**

**Investigators:**

David W. Test, Ph.D., Professor, UNC Charlotte, dwtest@uncc.edu, 704-687-8853  
Debra G. Holzberg, M.S.Ed., Graduate Research Assistant, UNC Charlotte, dholzber@uncc.edu, 704-687-1987

The people named above are doing a research study.

**These are some things we want you to know about research studies:**

You may choose if you want to be in this study. Your parent does not need to give permission for you to be in this study, since you are 18 years old or over.

You may stop being in the study at any time. If you decide to stop, no one will be angry or upset with you.

Sometimes good things happen to people who take part in studies, and sometimes things happen that they may not like. We will tell you more about these things below.

**Why are they doing this research study?**

The reason for doing this research is to help college students learn how to ask for classroom accommodations and to learn how to deal with conflicts when they happen.

**Why are you being asked to be in this research study?**

We are asking you to be in this study so you can learn the steps on how to ask for academic accommodations and how to resolve conflicts if they should happen when attending a college or university.

**How many people will take part in this study?**

If you decide to be in this study, you will be one of 3-5 students in this research study.

**What will happen during this study?**

This study will take place at *the Office of Disability Services at UNC Charlotte* and will last for approximately three weeks.

During this study you will:

- Work with people on the study learning the steps of the training program that will help you learn how to ask a university professor for classroom accommodations and how to deal with conflicts.
- Work with people on the study on a questionnaire at the end of the study.

**Who will be told the things we learn about you in this study?**

Only people working on this project will be told what we learn about you in this study. We will not tell anyone what you tell us without your permission unless there is something that could be dangerous to you or someone else.

**What are the good things that might happen?**

Research is designed to help people by gaining new knowledge. The benefits to you from being in this study may be learning more about yourself, have more say about your future, and develop the skills to self-advocate for classroom accommodations once you attend a college or university.

**What are the bad things that might happen?**

Sometimes things happen to people in research studies that may make them feel bad. These are called “risks.” These are the risks of this study:

- You might feel nervous about working with others
- You might feel frustrated when you are learning new skills.

Not all of these things may happen to you. None of them may happen or things may happen that the researchers don’t know about. You should report any problems to the researcher.

**Will you get any money or gifts for being in this research study?**

No

**Who should you ask if you have any questions?**

If you have questions you should ask the people listed on the first page of this form. If you have other questions, complaints or concerns about your rights while you are in this research study you may contact the Institutional Review Board at 704-687-1888 or by email to [uncc-irb@uncc.edu](mailto:uncc-irb@uncc.edu).

If you sign your name below, it means that you agree to take part in this research study.

Sign your name here if you want to be in the study:

Date:

---



---

Print your name here if you want to be in the study:

Date:

---



---

Signature of Research Team Member Obtaining Consent:

Date:

---



---

Printed Name of Research Team Member Obtaining Consent:

Date:

---



---

**Participant's Agreement:**

I have read the information provided above. I have asked all the questions I have at this time. By initialing or not initialing above, I have indicated my choice for use of the video recordings of myself.

\_\_\_\_\_  
Signature of Research Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Research Participant

\_\_\_\_\_  
Date

## APPENDIX B: INSTRUCTOR CONSENT

**Student Participation Consent for Effects of Modified *Self- Advocacy and Conflict Resolution Training* on Ability to Request and Negotiate for Academic Accommodations**

**Investigators:**

David W. Test, Ph.D., Professor, UNC Charlotte, [dwttest@uncc.edu](mailto:dwttest@uncc.edu), 704-687-8853  
Debra G. Holzberg, M.S.Ed., Graduate Research Assistant, UNC Charlotte, [dholzber@uncc.edu](mailto:dholzber@uncc.edu), 704-687-1987

The people named above are doing a research study.

**These are some things we want you to know about research studies:**

You may choose if you want to be in this study. Your parent does not need to give permission for you to be in this study, since you are 18 years old or over.

You may stop being in the study at any time. If you decide to stop, no one will be angry or upset with you.

Sometimes good things happen to people who take part in studies, and sometimes things happen that they may not like. We will tell you more about these things below.

**Why are they doing this research study?**

The reason for doing this research is to help college students learn how to ask for classroom accommodations and to learn how to deal with conflicts when they happen.

**Why are you being asked to be in this research study?**

We are asking you to be in this study so you can be an instructor from whom the student requests academic accommodations.

**How many people will take part in this study?**

If you decide to be in this study, you will be one of 3-5 instructors in this research study.

**What will happen during this study?**

This study will take place at *your office at UNC Charlotte* and will last for approximately three weeks; however, you will meet with students in the study two times.

During this study you will:

- Role-play with a student who first has not learned the steps for asking for accommodations (pre-intervention generalization measure) and who has learned the steps for asking for accommodations (post-intervention generalization measure) who has learned the steps for asking for accommodations.
- Complete questionnaire at the end of the study.

**Who will be told the things we learn about you in this study?**

Only people working on this project will be told what we learn about you in this study.

We will not tell anyone what you tell us without your permission unless there is something that could be dangerous to you or someone else.

**What are the good things that might happen?**

Research is designed to help people by gaining new knowledge. The benefits to you include advancing the study of self-advocacy for students in postsecondary education with mild disabilities.

**What are the bad things that might happen?**

Sometimes things happen to people in research studies that may make them feel bad. These are called “risks.” These are the risks of this study:

- You might have to create time to meet with students about their accommodations which could be inconvenient.

Not all of these things may happen to you. None of them may happen or things may happen that the researchers don’t know about. You should report any problems to the researcher.

**Will you get any money or gifts for being in this research study?**

No

**Who should you ask if you have any questions?**

If you have questions you should ask the people listed on the first page of this form. If you have other questions, complaints or concerns about your rights while you are in this research study you may contact the Institutional Review Board at 704-687-1888 or by email to uncc-irb@uncc.edu.

If you sign your name below, it means that you agree to take part in this research study.

Sign your name here if you want to be in the study:	Date:
_____	_____

Print your name here if you want to be in the study:	Date:
_____	_____

Signature of Research Team Member Obtaining Consent:	Date:
_____	_____

Printed Name of Research Team Member Obtaining Consent:	Date:
_____	_____

**Participant's Agreement:**

I have read the information provided above. I have asked all the questions I have at this time. By initialing or not initialing above, I have indicated my choice for use of the video recordings of myself.

\_\_\_\_\_  
Signature of Research Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Research Participant

\_\_\_\_\_  
Date

## APPENDIX C: PERMISSION TO CONDUCT THE STUDY



UNC CHARLOTTE

Office of Disability Services

9201 University City Blvd, Charlotte, NC 28223-0001  
Voice/TDD/ 704.687.0040 / 704.687.1395  
www.ds.uncc.edu

August 22, 2016

University of North Carolina at Charlotte  
Institutional Review Board  
9201 University City Boulevard  
Charlotte, NC 28223-0001

University IRB Office:

As Director of the Office of Disability Services, I have given Ms. Debra Holzberg permission to conduct her research in our school. I have spoken with Ms. Holzberg and understand the scope of her research and how she will collect and present her data. All information to be gathered will be done in a confidential and appropriate manner. I further understand that Ms. Holzberg's study is expected to run from September 2016 to February 2017.

Should you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in cursive that reads "Gena Smith".

Gena Smith, M.Ed.  
Director, Office of Disability Services  
University of North Carolina at Charlotte

The UNIVERSITY of NORTH CAROLINA at CHARLOTTE

An Equal Opportunity/Affirmative Action Employer

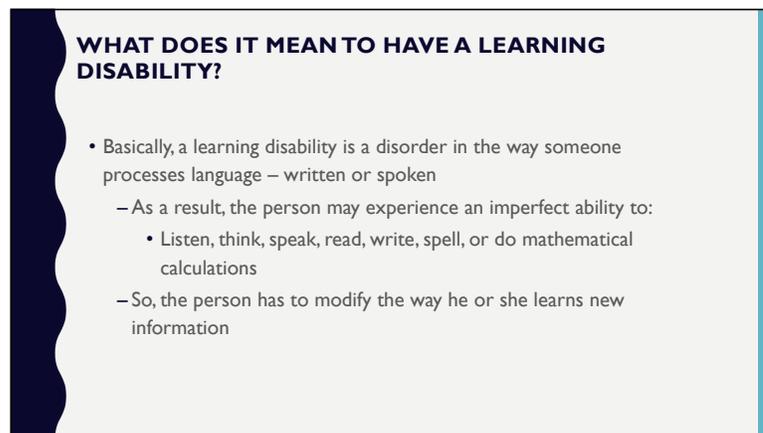


## APPENDIX D: MULTIMEDIA PRESENTATION



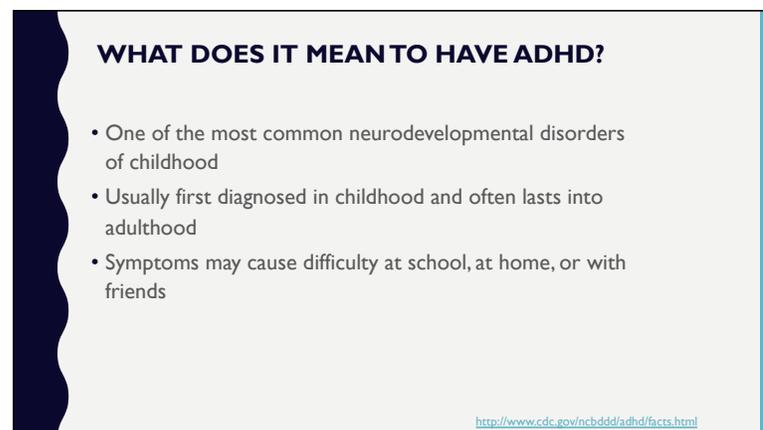
**THE CIVIL RIGHTS OF STUDENTS WITH  
HIDDEN DISABILITIES UNDER SECTION 504  
OF THE REHABILITATION ACT OF 1973:  
KNOW YOUR RIGHTS AND RESPONSIBILITIES**

Debra G. Holzberg, M.S.Ed.



**WHAT DOES IT MEAN TO HAVE A LEARNING DISABILITY?**

- Basically, a learning disability is a disorder in the way someone processes language – written or spoken
  - As a result, the person may experience an imperfect ability to:
    - Listen, think, speak, read, write, spell, or do mathematical calculations
  - So, the person has to modify the way he or she learns new information



**WHAT DOES IT MEAN TO HAVE ADHD?**

- One of the most common neurodevelopmental disorders of childhood
- Usually first diagnosed in childhood and often lasts into adulthood
- Symptoms may cause difficulty at school, at home, or with friends

<http://www.cdc.gov/ncbddd/adhd/facts.html>

### WHAT DOES IT MEAN TO HAVE ADHD?

- A person with ADHD may:
  - Daydream a lot
  - Forget or lose things a lot
  - Squirm or fidget
  - Talk too much
  - Make careless mistakes or take unnecessary risks
  - Have a hard time resisting temptation
  - Have trouble taking turns
  - Have difficulty getting along with others

<http://www.cdc.gov/ncbddd/adhd/facts.html>

### WHAT DOES IT MEAN TO HAVE MILD AUTISM?

- Mild autism spectrum disorder (ASD Level 1) is one of a distinct group of complex neurodevelopment disorders characterized by social impairment, communication difficulties, and restrictive, repetitive, and stereotyped patterns of behavior.

[http://www.ninds.nih.gov/disorders/asperger/detail\\_asperger.htm](http://www.ninds.nih.gov/disorders/asperger/detail_asperger.htm)

### WHAT DOES IT MEAN TO HAVE MILD AUTISM?

- Difficulty knowing what to say or how to behave in social situations. They may appear awkward or rude, and unintentionally upset others.
- Trouble with “theory of mind,” that is, trouble perceiving the intentions or emotions of other people, due to a tendency to ignore or misinterpret such cues as facial expression, body language, and vocal intonation.
- Challenges with “executive functioning,” that is, organizing, initiating, analyzing, prioritizing, and completing tasks.
- A tendency to focus on the details of a given situation and miss the big picture.

[http://www.aane.org/about\\_asperger\\_syndrome/what\\_is\\_asperger\\_syndrome.html](http://www.aane.org/about_asperger_syndrome/what_is_asperger_syndrome.html)

### WHAT DOES IT MEAN TO HAVE MILD AUTISM?

- Intense, narrow, time-consuming personal interest(s) — sometimes eccentric in nature — that may result in social isolation, or interfere with the completion of everyday tasks.
- Inflexibility and resistance to change. Change may trigger anxiety, while familiar objects, settings, and routines offer reassurance.
- Feeling somehow different and disconnected from the rest of the world and not “fitting in”—sometimes called “wrong planet” syndrome.
- Extreme sensitivity—or relative insensitivity—to sights, sounds, smells, tastes, or textures.

[http://www.aane.org/about\\_asperger\\_syndrome/what\\_is\\_asperger\\_syndrome.html](http://www.aane.org/about_asperger_syndrome/what_is_asperger_syndrome.html)

### HOW WILL MY RIGHTS CHANGE IN COLLEGE?

- Individual with Disabilities Education Act (IDEA; 2004)
- In high school, you got your accommodations either through your IEP (i.e., IDEA) or through a Section 504 (Rehabilitation Act) or through the American with Disabilities Act [ADA], 1973).
- In high school, your counselor made sure you had your accommodations, in college, you are responsible for accessing your accommodations.

### HIGH SCHOOL TO COLLEGE

- In college, the school's only requirement is to give you academic accommodations like extra time on tests, a separate setting, or a note-taker.
  - Your professors may not recognize when you are having difficulty and they may not seek you out in order to encourage you to get help or to advocate.

### YOUR CIVIL RIGHTS IN COLLEGE

- Section 504 of the Rehabilitation Act of 1973 states the following:  
**"No otherwise qualified individual with handicaps in the United States . . . shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...."**
- That means that any institution receiving federal funds must provide individuals the accommodations they need to access their course content, a building, etc.

### YOUR CIVIL RIGHTS IN COLLEGE

- First, it is your responsibility to disclose your disability to the University.
  - You have made an excellent decision to disclose to the University!
- You may be required to show documentation to support the need for the accommodations you request.
  - This is especially true for students with hidden disabilities (e.g., learning disabilities, ADHD, emotional/behavioral disorders, respiratory conditions, visual impairment, hearing impairment, etc.)

### ACADEMIC ACCOMMODATIONS IN COLLEGES/UNIVERSITIES

- Academic accommodations are based on your disability and your specific needs
- For example these may include:
  - Extended time on tests
  - Separate setting for tests
  - Note-takers
  - "Live readers" (i.e., having the test read to you)
  - Ability to record lectures
  - Professor-provided notes
  - Preferential course selection

### WHAT DOES IT MEAN TO BE A SELF-ADVOCATE?

- Self-advocacy means understanding yourself
  - Strengths, interests, needs, goals
- Knowledge of rights
  - Understanding personal, community, consumer rights, resources
- Good communication
  - Using effective body language, listening skills, understanding how to deal with differences of opinion, understanding/reading non-verbal language
- Leadership
  - Advocating for others, knowledge of groups' rights and resources

### LET'S HEAR FROM COLLEGE STUDENTS WITH A LD AND/OR ADHD



### TEACHING SELF-ADVOCACY SKILLS

- I'm here to teach you a very specific set of skills to help you request academic accommodations from your professors and to learn how to handle the situation if the professor is not willing to grant your accommodations.
- My goal is to help you become an excellent self-advocate!

### **BECOMING AN EFFECTIVE SELF-ADVOCATE**

- Self-advocacy skills are important for every person because we all have to self-advocate throughout our lives, not just in school.
- As an adult, you are the one who needs to advocate for yourself – not your parents or your friends!

### **ACCOMMODATION SELECTION**

- Previous accommodations
- Course/professor
- Accommodation needed for the course

### **REFERENCES**

- Bethune, L., (2015). Unpublished dissertation. Department of Special Education and Child Development. University of North Carolina at Charlotte, North Carolina.
- U.S. Department of Education, Office for Civil Rights, *The civil rights of students with hidden disabilities under Section 504 of the Rehabilitation Act of 1973*, Washington, D.C., 1995.

## APPENDIX E: THE CIVIL RIGHTS OF STUDENTS WITH HIDDEN DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

U.S. Department of Education  
Office for Civil Rights  
Washington, D.C. 20202-1328

### INTRODUCTION

If you are a student with a hidden disability or would like to know more about how students with hidden disabilities are protected against discrimination by Federal law, this pamphlet is for you.

Section 504 of the Rehabilitation Act of 1973 protects the rights of persons with handicaps in programs and activities that receive Federal financial assistance. Section 504 protects the rights not only of individuals with visible disabilities but also those with disabilities that may not be apparent.

Section 504 provides that: **"No otherwise qualified individual with handicaps in the United States . . . shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...."**

The U.S. Department of Education (ED) enforces Section 504 in programs and activities that receive financial assistance from ED. Recipients of this assistance include public school districts, institutions of higher education, and other state and local education agencies. ED maintains an Office for Civil Rights (OCR), with ten regional offices and a headquarters office in Washington, D.C., to enforce Section 504 and other civil rights laws that pertain to recipients of ED funds. (The addresses and telephone numbers of the OCR regional offices are included at the back of this pamphlet.)

This pamphlet answers the following questions about the civil rights of students with hidden disabilities and the responsibilities of ED recipients:

- What disabilities are covered under Section 504?
- What are hidden disabilities?
- What are the responsibilities of ED recipients in preschool, elementary, secondary, and adult education?
- What are the responsibilities of ED recipients in postsecondary education?
- How can the needs of students with hidden disabilities be addressed?
- 

### DISABILITIES COVERED UNDER SECTION 504

The ED Section 504 regulation defines an "individual with handicaps" as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment. The regulation further defines a physical or mental impairment as (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting

one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The definition does not set forth a list of specific diseases and conditions that constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of any such list.

The key factor in determining whether a person is considered an "individual with handicaps" covered by Section 504 is whether the physical or mental impairment results in a substantial limitation of one or more major life activities. Major life activities, as defined in the regulation, include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The impairment must have a material effect on one's ability to perform a major life activity. For example, an individual who has a physical or mental impairment would not be considered a person with handicaps if the condition does not in any way limit the individual, or only results in some minor limitation. However, in some cases Section 504 also protects individuals who do not have a handicapping condition but are treated as though they do because they have a history of, or have been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. For example, if you have a history of a handicapping condition but no longer have the condition, or have been incorrectly classified as having such a condition, you too are protected from discrimination under Section 504. Frequently occurring examples of the first group are persons with histories of mental or emotional illness, heart disease, or cancer; of the second group, persons who have been misclassified as mentally retarded. Persons who are not disabled may be covered by Section 504 also if they are treated as if they are handicapped, for example, if they are infected with the human immunodeficiency virus.

### **WHAT ARE HIDDEN DISABILITIES?**

Hidden disabilities are physical or mental impairments that are not readily apparent to others. They include such conditions and diseases as specific learning disabilities, diabetes, epilepsy, and allergy. A disability such as a limp, paralysis, total blindness or deafness is usually obvious to others. But hidden disabilities such as low vision, poor hearing, heart disease, or chronic illness may not be obvious. A chronic illness involves a recurring and long-term disability such as diabetes, heart disease, kidney and liver disease, high blood pressure, or ulcers.

Approximately four million students with disabilities are enrolled in public elementary and secondary schools in the United States. Of these 43 percent are students classified as learning disabled, 8 percent as emotionally disturbed, and 1 percent as other health impaired. These hidden disabilities often cannot be readily known without the administration of appropriate diagnostic tests.

### **THE RESPONSIBILITIES OF ED RECIPIENTS IN PRESCHOOL, ELEMENTARY, SECONDARY, AND ADULT EDUCATION**

For coverage under Section 504, an individual with handicaps must be "qualified" for service by the school or institution receiving ED funds. For example, the ED Section 504 regulation defines a "qualified handicapped person" with respect to public preschool, elementary, secondary, or adult education services, as a person with a handicap who is:

- of an age during which persons without handicaps are provided such services;
- of any age during which it is mandatory under state law to provide such services to persons with handicaps; or
- a person for whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act.

Under the Section 504 regulation, a recipient that operates a public elementary or secondary a education program has a number of responsibilities toward qualified handicapped persons in its jurisdiction. These recipients must:

- Undertake annually to identify and locate all unserved handicapped children;
- Provide a "free appropriate public education" to each student with handicaps, regardless of the nature or severity of the handicap. This means providing regular or special education and related aids and services designed to meet the individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met;
- Ensure that each student with handicaps is educated with nonhandicapped students to the maximum extent appropriate to the needs of the handicapped person;
- Establish nondiscriminatory evaluation and placement procedures to avoid the inappropriate education that may result from the misclassification or misplacement of students;
- Establish procedural safeguards to enable parents and guardians to participate meaningfully in decisions regarding the evaluation and placement of their children; and
- Afford handicapped children an equal opportunity to participate in nonacademic and extracurricular services and activities.

A recipient that operates a preschool education or day care program, or an adult education program may not exclude qualified handicapped persons and must take into account their needs of qualified handicapped persons in determining the aid, benefits, or services to be provided under those programs and activities.

Students with hidden disabilities frequently are not properly diagnosed. For example, a student with an undiagnosed hearing impairment may be unable to understand much of what a teacher says; a student with a learning disability may be unable to process oral or written information routinely; or a student with an emotional problem may be unable to concentrate in a regular classroom setting. As a result, these students, regardless of their intelligence, will be unable to fully demonstrate their ability or attain educational benefits

equal to that of nonhandicapped students. They may be perceived by teachers and fellow students as slow, lazy, or as discipline problems.

Whether a child is already in school or not, if his/her parents feel the child needs special education or related services, they should get in touch with the local superintendent of schools. For example, a parent who believes his or her child has a hearing impairment or is having difficulty understanding a teacher, may request to have the child evaluated so that the child may receive appropriate education. A child with behavior problems, or one who is doing poorly academically, may have an undiagnosed hidden disability. A parent has the right to request that the school determine whether the child is handicapped and whether special education or related services are needed to provide the child an appropriate education. Once it is determined that a child needs special education or related services, the recipient school system must arrange to provide appropriate services.

### **THE RESPONSIBILITIES OF ED RECIPIENTS IN POSTSECONDARY EDUCATION**

The ED Section 504 regulation defines a qualified individual with handicaps for postsecondary education programs as a person with a handicap who meets the academic and technical standards requisite for admission to, or participation in, the college's education program or activity.

A college has no obligation to identify students with handicaps. In fact, Section 504 prohibits a postsecondary education recipient from making a preadmission inquiry as to whether an applicant for admission is a handicapped person. However, a postsecondary institution is required to inform applicants and other interested parties of the availability of auxiliary aids, services, and academic adjustments, and the name of the person designated to coordinate the college's efforts to carry out the requirements of Section 504. After admission (including the period between admission and enrollment), the college may make confidential inquiries as to whether a person has a handicap for the purpose of determining whether certain academic adjustments or auxiliary aids or services may be needed.

Many students with hidden disabilities, seeking college degrees, were provided with special education services during their elementary and secondary school years. It is especially important for these students to understand that postsecondary institutions also have responsibilities to protect the rights of students with disabilities. In elementary and secondary school, their school district was responsible for identifying, evaluating, and providing individualized special education and related services to meet their needs. At the postsecondary level, however, there are some important differences. The key provisions of Section 504 at the postsecondary level are highlighted below.

At the postsecondary level it is the student's responsibility to make his or her handicapping condition known and to request academic adjustments. This should be done in a timely manner. A student may choose to make his or her needs known to the Section

504 Coordinator, to an appropriate dean, to a faculty advisor, or to each professor on an individual basis.

A student who requests academic adjustments or auxiliary aids because of a handicapping condition may be requested by the institution to provide documentation of the handicap and the need for the services requested. This may be especially important to an institution attempting to understand the nature and extent of a hidden disability.

The requested documentation may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations to verify the need for academic adjustments or auxiliary aids.

### **HOW CAN THE NEEDS OF STUDENTS WITH HIDDEN DISABILITIES BE ADDRESSED?**

The following examples illustrate how schools can address the needs of their students with hidden disabilities.

- A student with a long-term, debilitating medical problem such as cancer, kidney disease, or diabetes may be given special consideration to accommodate the student's needs. For example, a student with cancer may need a class schedule that allows for rest and recuperation following chemotherapy.
- A student with a learning disability that affects the ability to demonstrate knowledge on a standardized test or in certain testing situations may require modified test arrangements, such as oral testing or different testing formats.
- A student with a learning disability or impaired vision that affects the ability to take notes in class may need a notetaker or tape recorder.
- A student with a chronic medical problem such as kidney or liver disease may have difficulty in walking distances or climbing stairs. Under Section 504, this student may require special parking space, sufficient time between classes, or other considerations, to conserve the student's energy for academic pursuits.
- A student with diabetes, which adversely affects the body's ability to manufacture insulin, may need a class schedule that will accommodate the student's special needs.
- An emotionally or mentally ill student may need an adjusted class schedule to allow time for regular counseling or therapy.
- A student with epilepsy who has no control over seizures, and whose seizures are stimulated by stress or tension, may need accommodation for such stressful activities as lengthy academic testing or competitive endeavors in physical education.
- A student with arthritis may have persistent pain, tenderness or swelling in one or more joints. A student experiencing arthritic pain may require a modified physical education program.

These are just a few examples of how the needs of students with hidden disabilities may be addressed. If you are a student (or a parent or guardian of a student) with a hidden

disability, or represent an institution seeking to address the needs of such students, you may wish to seek further information from OCR.

U.S. DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS  
**REGIONAL CIVIL RIGHTS OFFICES**

Date of Document 01/01/1995

\*U.S. GOVERNMENT PRINTING OFFICE: 1995-0-396-916

[2.ed.gov/about/offices/list/ocr/docs/hq5269.html](http://2.ed.gov/about/offices/list/ocr/docs/hq5269.html)

## APPENDIX F: OPERATIONAL DEFINITIONS SACR

## OPERATIONAL DEFINITIONS OF SACR TARGETED BEHAVIORS

Target Behavior	Demonstrated: Circle Yes or No
<p>1. <b>Greets Professor</b></p> <ul style="list-style-type: none"> <li>✓ Student verbally states a greeting, such as “<i>Hello, Good Morning, Good Afternoon</i>”</li> <li>✓ States name to the instructor</li> <li>✓ States the class he/she is taking with the instructor</li> </ul>	Yes or No
<p>2. <b>Identifies Disability Status</b></p> <ul style="list-style-type: none"> <li>✓ Student makes a general statement about his/her disability (e.g., <i>I have accommodations from the Office of Disability Services [ODS].</i>)</li> </ul>	Yes or No
<p>3. <b>Explains Disability in Functional Terms</b></p> <ul style="list-style-type: none"> <li>✓ Student makes a verbal statement that explains how the disability affects him/her. (e.g., <i>I have difficulty with paying attention to lectures and need to audio-record sessions or I have difficulty with testing and need extended time</i>)</li> </ul>	Yes or No
<p>4. <b>Identification of Previous Accommodations</b></p> <ul style="list-style-type: none"> <li>✓ Student makes a verbal statement identifying an accommodation used in school (e.g., <i>I have extra time on exams to help me process the material</i>).</li> <li>✓ If a student did not receive an accommodation in the past, he/she might make a statement such as: (e.g., <i>If I had the opportunity to receive an accommodation, I would like to have extended time on examinations</i>).</li> </ul>	Yes or No
<p>5. <b>Explains Benefits of Past Accommodations</b></p> <ul style="list-style-type: none"> <li>✓ Student explains the benefit of the past or hypothetical accommodation in class (e.g., <i>having extra time on the exams allows for me to think through the questions more thoroughly or having a note-taker will help me concentrate on the discussion more</i>).</li> </ul>	Yes or No

**6. Request Use of Accommodations**

- ✓ Student verbally states that he/she thinks the accommodation will be helpful once in college (e.g., *I think have extra time on my exams will help me process the information better in your course*) Yes or No

**7. Identify Resources and How they Help**

- ✓ Student verbally states who or what will be able to help in providing accommodations (e.g., *the Office of Disability Services is a center that helps students with disabilities with the accommodation process*). Yes or No

**8. Student Explains Their Role**

- ✓ Student verbally states what his/her responsibility for implementing the accommodations (e.g., *I will make arrangements with ODS to have extended time on tests*). Yes or No

**9. Ask for Agreement**

- ✓ Student asks the instructor if the accommodation sounds suitable (e.g., *Is this accommodation plan workable for you?*) Yes or No

**10. Professor Voices Concerns**

- ✓ In response to the professor's concerns, the student elicits more information from the instructor.
- ✓ States a question such as "what are your concerns about this accommodation?", "what is it about this accommodation that bothers you?", or "okay you've said that you do not give people extra time on tests, have you had bad experiences before with this?" Yes or No
- ✓ Student controls own emotions and does not show angry or contempt.

**11. Reflecting – Student Validates Professor's Concerns**

- ✓ Student makes a statement to convey that he/she understands the nature of the professor's objections.
- ✓ Makes a statement such as "oh, I see, you feel that giving extra time to take our exams will involve a lot more of your personal time" or "so, you feel that this will give me an unfair advantage over other students." Yes or No
- ✓ Communicates acceptance with appropriate facial expressions, tone-of-voice, and body language.

## 12. Mutualizing

- ✓ Student directs the conversation to focus on areas of shared interests and common ground.
  - ✓ Makes a statement such as “from our conversation, I can tell that we are both genuinely concerned with my learning this material.”
  - ✓ Demonstrates appropriate body language, and tone-of-voice.
- Yes or No

## 13. Collaborating – Student Works with Professor to Reach an Agreement

- ✓ Student indicates to the professor the importance of collaborating by generating a variety of options that are suitable for both parties.
  - ✓ Collaborating statements might include “so, can we take a few minutes and try to come up with some alternatives that will be fair for us both?” or “you know, I bet if we brainstormed on this, we could come up with a number of fair solutions.
  - ✓ Demonstrates appropriate tone- of-voice and body language.
- Yes or No

## 14. Inventing – Student Works with Professor to Problem Solve

- ✓ Student communicates with the professor on creating as many alternative solutions to the problem.
  - ✓ Student demonstrates flexibility to new ideas
  - ✓ Inventing statements might include “this accommodation may have worked before but I’ll bet we can come up with a number of different ways to do this” or “the accommodation I requested is my advisor’s suggestion, but we can come up with others.”
- Yes or No

## 15. Summarizing

- ✓ Student informs the professor of the alternatives that we identified within the inventing stage.
  - ✓ Student lists the options without prioritization.
  - ✓ Summarizing statements might include “okay, these are the possible solutions we have generated thus far” or “wow, this was hard,
- Yes or No

**16. Selecting**

- ✓ Student asks the professor which alternative is his/her preference.
- ✓ Then, student identifies 1 or 2 options that both parties agree will be beneficial. Yes or No
- ✓ Selecting statements might include “of the options we generated, what would be your preference?” or “perhaps we can try this one, and if it doesn’t work, then we can select another.”

**17. Restate Accommodation**

- ✓ Student verbally states the accommodation to be used to the instructor (e.g., *Great, I’ll plan to take my tests in the ODS*). Yes or No

**18. Clarify your Role**

- ✓ Student verbally states what he/she will do to arrange for the accommodation to take place (e.g., *I will contact the ODS and inform the staff I will need to take the exam in their office with extended time*). Yes or No

**19. Close with a Positive Statement**

- ✓ Student makes a general statement and expresses appreciation (e.g., *I look forward to your class and I am happy we were able to discuss these arrangements, thank you!*) Yes or No

APPENDIX G: STUDENT SOCIAL VALIDITY QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle Your Choice	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The <i>SACR</i> intervention helped me to explain my needs and my disability. [outcome]	1	2	3	4
2. The steps of <i>SACR</i> were easy to use. [procedure]	1	2	3	4
3. The role-playing sessions were helpful. [procedure]	1	2	3	4
4. I will have the confidence to ask my instructors for accommodations and deal with conflicts. [outcome]	1	2	3	4
5. When asking for accommodations, I will follow the steps I was taught for requesting accommodations. [outcome]	1	2	3	4
6. I am more aware of my needs now. [outcome]	1	2	3	4
7. I understand the importance of learning how to request for accommodations in postsecondary education. [outcome]	1	2	3	4
8. When problems happen, I will follow the steps I was taught to resolve conflicts when requesting accommodations. [outcome]	1	2	3	4
9. During instruction, I found the notecards to be useful. [procedure]	1	2	3	4
10. I wish I had the notecards when I met with my professor to request accommodations. [procedure]	1	2	3	4

Additional Comments:

---



---



---

APPENDIX H: UNIVERSITY INSTRUCTOR SOCIAL VALIDITY QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle Your Choice		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Teaching students with learning disabilities (LD), attention deficit hyperactivity disorder (ADHD) and mild autism how to independently request and negotiate for academic accommodations is important and necessary. [goal]	1	2	3	4
2.	The students explained his/her disability and needs clearly. [outcome]	1	2	3	4
3.	The students specifically identified the accommodation needed. [outcome]	1	2	3	4
4.	The students followed the steps learned to problem solve when the accommodation was denied. [outcome]	1	2	3	4
5.	The students maintained a positive tone of voice, appeared to be confident, and assertive when requesting and negotiating the academic accommodation. [outcome]	1	2	3	4

6. What do you feel was most useful about the *SACR* intervention as a tool to teach accommodation requesting and negotiating skills to students with disabilities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## APPENDIX J: SCRIPTED NOTECARDS

**Example:****#1**

1. Hi, Dr. Plum, I'm Anne Teak from your Monday/Wednesday History 1100 class.
2. I wanted to talk to you about my accommodations from the Office of Disability Services (ODS).
3. I have difficulty paying focusing during quizzes and tests and it impacts my grades.

**Example:****#2**

4. Last year, in high school, I took my tests in a separate setting.
5. It really helped me concentrate on the quiz or test material.
6. I think having a separate setting for quizzes and tests in your class would be extremely helpful as well.
7. Before the semester, I registered with the Office of Disability Services (ODS) in order to get accommodations in my classes.
8. I will let ODS know I have asked you for a separate setting for quizzes and tests.
9. Does that sound like a good plan?

**Example:****#3**

10. I understand you have some concerns about this accommodation, may I ask what bothers you?
11. So, giving me a separate setting for my quizzes and tests would be an unfair advantage over other students and it is extra work for you?
12. From what we've discussed, I can tell that we both want me to do well in your class, but we are coming at it from different perspectives.
13. Maybe we can come up with some possible solutions that work for both of us.
14. A separate setting is something I have used in the past that has been very helpful. I understand you are not comfortable with me taking my tests in a separate setting. What if I were to take quizzes and tests in your office during office hours? That way you would be able to supervise me and you wouldn't have to deal with getting the test materials to ODS?
15. So, I can either take my quizzes and tests at ODS or in your office during your office hours.

**Example:****#4**

16. Of the two choices we discussed, which is your preference?
17. Great, I will take my quizzes and tests in your office during your office hours.
18. I will let ODS know that we have made these arrangements and that you agree to administer the tests and quizzes during your office hours.
19. Thank you so much for working with me; I appreciate your time and help with this. I am really looking forward to your class!  
Thanks again!

## APPENDIX K: LESSON PLANS

## Modified Self-Advocacy and Conflict Resolution Training • Lesson Plans

<p style="text-align: center;"><b>Day 1</b></p> <p><b>Targeted Behavior:</b> <b>#1</b> <b>*Notecard #1</b></p> <p>Introduction/Greet Instructor</p>	<p><b>1. Create the notecard</b></p> <p><b>2. Skill Description: Introduction</b></p> <ul style="list-style-type: none"> <li>• “Okay, so do you remember at our first meeting, we watched a PowerPoint that gave information on the differences between high school and college. We also selected something that you said helps you to learn better in the classroom.</li> <li>• Do you remember what that was? [<i>student’s response</i>].</li> <li>• Today, we are going to learn how to introduce yourself and greet your professor when you are in their class. Remember to be relaxed and try not to say “uh” or “ummm”.</li> <li>• You also want to remember to shake hands.</li> </ul> <p><b>3. Goal of the Skill</b></p> <p>The goal of the introduction is to establish a friendly basis for interaction and let the professor know who you are and your relationship to him or her.</p> <p><b>4. Skill Examples</b></p> <p>Usually, you would start by saying, “Hi, I’m Joe Smith and I’m in your 10am Tuesday/Thursday English 101 class.</p> <p><b>5. Model Skill</b></p> <p>Okay, let me give you an example of a good introduction. [<i>Instructor models an introduction for the students</i>]</p> <ul style="list-style-type: none"> <li>• Notice how I spoke directly to the professor.</li> <li>• Hi Dr. Test, my name is Jane Smith and I’m in your 10am Tuesday/Thursday English 101 class.</li> </ul> <p>So, I greeted the professor, gave them my name, and then said the class that I am taking with the professor.</p> <p><b>6. Student Practice</b></p> <p>Let’s practice the introduction. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>7. Role-play</b></p> <p>Ok, let’s do the role-play</p> <ul style="list-style-type: none"> <li>• Pretend I am your instructor that you are introducing yourself to.</li> <li>• Try different greetings so you can become more comfortable with rather than just one.</li> </ul> <p>[Student practices with instructor until he/she has become proficient with the introduction.]</p> <p><b>8. Summary</b></p> <p>Excellent! That was the first step – greeting your instructor!</p>
---	---

<p>Day 1</p> <p>Targeted Behavior: #2 and #3</p> <p>*Notecard #1</p> <p>Explanation of Disability in Functional Terms</p>	<p><b>1. Skill Description: Disclosure</b> Next, are going to learn how to explain your disability. You are going to learn how to tell your professor how your disability affects your ability to function in the classroom.</p> <p><b>2. Goal of the Skill</b> The goal of this skill is to explain your disability in functional terms, that is to be able to tell your professor how your disability affects you in the classroom.</p> <p><b>3. Skill Examples</b> Basically, you need to explain how the disability affects you. For example, you can say, <i>“I wanted to talk to you about my accommodations from the Office of Disability Services. It is difficult for me to take notes and listen to the lecture at the same time.”</i> By saying this, you are telling the professor what needs you have in the classroom and this does not focus on your disability itself.</p> <p><b>4. Model Skill</b> I’m going to show you an introduction and disclosure together. [Instructor models an introduction and disclosure for the student].</p> <ul style="list-style-type: none"><li>• Notice, how I used the introduction skills we talked about last time, and then explained how the disability affects me and what accommodation I needed. First, I stated the that I wanted to discuss my accommodations from the Office of Disability Services, and then moved to what I need to help me in the classroom.</li></ul> <p><b>5. Student Practice</b> Now, let’s practice telling the professor about your accommodations from the Office of Disability Services and how your disability affects your learning. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b> Ok, let’s do the role-play</p> <ul style="list-style-type: none"><li>• Your job is to tell the professor about your accommodations from the Office of Disability Services and explain how your disability affects your learning.</li><li>• Remember to begin with an introduction and then make your disclosure statement. [Student practices with instructor until he/she is able to make comfortable and effective disclosure statements.]</li></ul> <p><b>7. Summary</b> Great job, you have just learned how tell your professor about your accommodations from the Office of Disability Services, and explain how your disability affects your learning.</p>
---	--

<p style="text-align: center;"><b>Day 2</b></p> <p><b>Targeted Behaviors: #4, #5, and #6</b></p> <p><b>Notecard #2</b></p> <p>Identification of previous accommodations, explains benefits of past accommodations, and requests use of accommodations</p>	<p><b>Review: [Evaluation]</b></p> <ul style="list-style-type: none"> <li>• Last time, you explained how your disability affects your learning.</li> <li>• Let’s go through that as a refresher.</li> <li>• <b>[Student role-plays the targeted behavior].</b></li> <li>• <i>If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></li> </ul> <p><b>1. Create the notecard</b></p> <p><b>2. Skill Description: Solution</b></p> <p>Today, you are going to learn how to explain what accommodation you have used in the past that has worked and how to request to use that (or a similar) accommodation in a college class.</p> <p><b>3. Goal of the Skill</b></p> <ul style="list-style-type: none"> <li>• The goal of the solution       <ul style="list-style-type: none"> <li>○ To explain to the professor what accommodation you have identified as effective</li> <li>○ Why that accommodation is helpful to you</li> <li>○ Request to use that accommodation in his/her class</li> </ul> </li> </ul> <p><b>4. Skill Examples</b></p> <ul style="list-style-type: none"> <li>• First, give an example of an accommodation.       <ul style="list-style-type: none"> <li>○ For example, you can say <i>“I have used a note-taker in my other classes before.”</i></li> <li>○ Then, explain how the accommodation helps you           <ul style="list-style-type: none"> <li>▪ You may say <i>“this helps me keep up with the lecture, and I can be more certain that I am reviewing accurate notes when I study.”</i></li> <li>▪ Finally, you need to request for the accommodation as a help to you in the class. You may say, <i>“I think having a note taker would be helpful in your class as well.”</i></li> </ul> </li> </ul> </li> </ul> <p><b>5. Model Skill</b></p> <p>I’m going to show you how this plays out.</p> <ul style="list-style-type: none"> <li>• [Model an introduction, disclosure, and solution for the students]. Notice how I told the professor the accommodation that helps me learn better, gave an example of why it was helpful to me, and then suggested a solution.</li> <li>• Also, I had a positive and confident tone.</li> </ul> <p><b>6. Student Practice</b></p> <ul style="list-style-type: none"> <li>• Now, let’s practice providing an accommodation, explaining how this accommodation helps you, and requesting a solution. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</li> </ul> <p><b>7. Role-play</b></p> <p>Ok, let’s do the role-play</p>
---	--

	<ul style="list-style-type: none"> <li>• So, start with the introduction, next is the disclosure, and then suggest an accommodation that has been helpful, and request to use that accommodation in the classroom.</li> <li>• Pretend I am your professor.</li> <li>• Now, tell me what accommodation has helped you in the past, explain how the accommodation helps you, and request a solution. [Student practices with instructor until he/she is able to make comfortable and effective solution statements.]</li> </ul> <p><b>8. Summary</b> Great job, you have just learned how to tell a professor an accommodation that has worked in the past, explained how this accommodation has helped you, and request the use of the accommodation in the professor’s class.</p>
--	---

<p style="text-align: center;"><b>Day 2</b></p> <p><b>Targeted Behavior:</b> <b>#7 and #8</b></p> <p><b>Notecard #2</b></p> <p>Identification of resources and how these resources would help; explanation of role</p>	<p><b>1. Skill Description: Resources</b></p> <ul style="list-style-type: none"> <li>• Next, you are going to learn to describe resources available that will help you with your accommodation in the classroom.</li> <li>• You will also learn your role in the process.</li> <li>• You should provide an explanation of what persons, offices, or agencies that can help you with using your accommodation in the classroom, and will help you with your role in the process.</li> </ul> <p><b>2. Goal of the Skill</b> The goal of explaining the resources is to describe the resources available to implement the accommodation and what your role will be in the process.</p> <p><b>3. Skill Examples</b></p> <ul style="list-style-type: none"> <li>• First, state who (or what office) will be able to assist in providing you an accommodation. <ul style="list-style-type: none"> <li>○ You might say, <i>“The Office of Disability Services (ODS) is an office on campus that assists students with disabilities with the accommodations they need.</i></li> <li>○ <i>They can help me with getting accommodations in your class. I am also registered with the ODS, which is an office that assists students with disabilities.</i></li> </ul> </li> <li>• Then tell the professor your responsibility for implementing the accommodation.</li> <li>• You might say, <i>“I will organize a note-taker to take notes for me during classes.”</i></li> </ul> <p><b>4. Model Skill</b> Okay, watch me state an introduction, disclosure, solution, and share available resources. <ul style="list-style-type: none"> <li>○ [Instructor models an introduction, disclosure, solution, and resources for the student].</li> </ul> </p>
--	---

	<p>o Notice I provided information about the resources and I also said the name of the place. I also described my role in arranging the accommodation</p> <p><b>5. Student Practice</b> Next, we will practice providing information about resources available to help you implement the accommodation. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b> Ok, let's do the role-play</p> <ul style="list-style-type: none"> <li>• Remember to begin with the introduction, disclosure, and solution.</li> <li>• Now, tell me information about the resources available to help you with arranging the accommodation, and explain what you will do to get the accommodation in place. [Student practices three time with the instructor until he/she is able to effectively present information about the resource and fully explain their role in the implementation of the accommodation]</li> </ul> <p><b>7. Summary</b> Great job, you have just learned how to tell the professor what resources are available to help with accommodations, and explained your role in the process.</p>
--	---

<p style="text-align: center;"><b>Day 2</b></p> <p><b>Targeted Behavior:</b> #9</p> <p><b>Notecard #2</b></p> <p style="text-align: center;">Asking for agreement</p>	<p><b>1. Skill Description: Agreement</b> Next, you are going to learn how to ask the professor if the accommodations and arrangements would be acceptable to use in the classroom. At this point, you know more information about your disability, how it affects your learning, the accommodation that you believe is helpful to you, and the resources available to help you obtain that accommodation. Now you are ready to ask for confirmation, which means getting approval from the professor that this accommodation will assist you in doing well in the class.</p> <p><b>2. Goal of the Skill</b> The goal of the agreement is to ask for agreement from the professor and confirm the agreement with an affirming statement.</p> <p><b>3. Skill Examples</b> First, you would ask if the accommodation plan sounds agreeable. You might ask a question like, <i>"Do these suggestions sound alright to you?"</i></p> <p><b>4. Model Skill</b> Okay, Watch me. I will give you an example of how to ask for agreement as part of the self-advocacy process. [<b>Instructor models an introduction, disclosure, solution, resources, and agreement for the student</b>]. Notice that I used a positive tone of voice in asking for and confirming an agreement. Remember to use a confident attitude.</p>
---	---

	<p><b>5. Student Practice</b> Now, let's practice asking for agreement for your accommodation plan and then affirming the agreement [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b> Ok, let's do the role-play</p> <ul style="list-style-type: none"> <li>Remember to begin with the introduction, disclosure, solution, and resources. Pretend I am your professor.</li> <li>Now, tell me how you would confirm the agreement with an affirming statement. [Student practices with the instructor until they are able to effectively ask for agreement and confirm with a positive remark].</li> </ul> <p><b>7. Summary</b> Great job, you have just learned how to ask for confirmation or agreement to use the accommodation, and made an affirming statement.</p>
--	---

<p style="text-align: center;"><b>Day 3</b></p> <p><b>Conflict Resolution: Targeted Behavior: #10</b></p> <p><b>Notecard #3 Specifying</b></p>	<p><b>1. Skill Description: Specifying</b> “Okay, so now that you know how to request for an academic accommodation when meeting with your instructor, let's learn how to deal with conflicts or issues. Sometimes, the instructor will have concerns with your request and this can cause some problems. You might feel angry, upset, or confused when this happens. These lessons will help you to control your emotions and deal with the situation. This first lesson is to help you understand the instructor's point of view when he/she has concerns regarding your request.</p> <p><b>2. Goal of the Skill</b> “The goal of specifying is to understand the instructor's interest (point of view) in objecting to this accommodation”.</p> <p><b>3. Skill Examples</b> Okay, so when the instructor says he/she has some concerns to your accommodation, you will want to ask him/her a question about the concern. You might ask a question like “<b>What are your concerns about this accommodation?</b>” or “<b>What is it about this accommodation that bothers you?</b>” or “<b>Okay, you've said that you don't give people extra time on exams, have you had some bad experiences before doing this?</b>” Be aware of your posture and facial expressions. Also, it's a good idea to use a positive tone-of-voice to help relax the instructor.</p> <p><b>4. Model Skill</b> “Okay, let me give you an example. [<i>Instructor models: Specifying</i>] “Notice the tone of what I said, it was relaxed, and I did not pause, or use the words “umm” or “uhh”, and maintained positive tone of voice and spoke directly to the professor. [<i>Professor Clark, what concerns do</i></p>
--	---

	<p><i>you have regarding my accommodation to receive extra time on my exams?]</i></p> <p><b>5. Student Practice</b> Now, let’s practice this skill. It is your turn to ask the instructor about his/her concerns. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b> Ok, let’s do the role-play</p> <ul style="list-style-type: none"> <li>• Remember to begin with the introduction and go through all of the steps.</li> <li>• Try different questions so you can become more comfortable with rather than just one. [Student practices with instructor until he/she has become proficient with “specifying”.]</li> </ul> <p><b>7. Summary</b> “Great job, you have just learned the first step in conflict resolution process, asking the instructor to elaborate on the objection he/she has to your request”</p>
--	--

<p style="text-align: center;"><b>Day 3</b></p> <p><b>Targeted Behavior: #11</b></p> <p><b>Notecard #3</b> <b>Reflecting</b></p>	<p><b>Review [Evaluation]</b></p> <p>“Last time, you learned how to ask the instructor for further elaboration on the objection to his/her concerns regarding your request for an academic accommodation. Show me how you would ask the instructor for further clarification. [<b>Student role- plays the targeted behavior</b>]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p><b>1. Skill Description: Reflecting</b> “Today, you are going to learn how to let the instructor know that you understand where he is coming from regarding his objections. The word, <b>objections</b>, means disagreeing with something. Today, you are going to learn how to let your instructor know that you understand the reason why he/she has said no to your request for an academic accommodation.</p> <p><b>2. Goal of the Skill</b> “The goal of reflecting is to give instructors the knowledge that you understand their objections.”</p> <p><b>3. Skill Examples</b> “To do this, you might make a statement such as “Oh, I see, you feel that giving me extra time to take our exams will involve a lot more of your personal time” or “So, you feel that this will give me an unfair advantage over the other students.”</p>
--	---

	<p><b>4. Model Skill</b></p> <p>“Now, it’s my turn to show how to let the instructor know that you do understand the reason why he/she has said no to your request for an academic accommodation.” [Instructor models how to specify and reflect on the objection]. “Notice, how I used the specifying skills we used last time and then made a statement about letting the professor know that I understood his objections.” Remember, you don’t have to agree with an opinion to accept it as being valid for the other person. You want to also be sure your facial expression, tone-of-voice, and body gestures are positive.</p> <p><b>5. Student Practice</b></p> <p>Now, let’s practice specifying (asking for further clarification) and reflecting (providing the instructor knowledge that you understand his/her objection).</p> <p>[Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b></p> <p>Ok, let’s do the role-play</p> <ul style="list-style-type: none"> <li>• Now, you can practice with me.</li> <li>• Pretend I am your instructor that has just denied your request for your accommodation.</li> <li>• Your job is to ask for further clarification and provide knowledge that you understand his/her objection to your request.</li> </ul> <p>[Student practices with instructor until he/she is able to make comfortable and effective statements.]</p> <p><b>7. Summary</b></p> <p>“Great job, you have just learned how to describe what you understand about the instructor’s objection, from their point- of- view. You accurately reflected the instructor’s interest.”</p>
--	---

<p style="text-align: center;"><b>Day 3</b></p> <p><b>Targeted Behaviors: #12</b></p> <p><b>Notecard #3</b></p> <p style="text-align: center;"><b>Mutualizing</b></p>	<p><b>Review: [Evaluation]</b></p> <p>“Last time, you learned how to provide the instructor will knowledge that you understand their objections. Show me how you would let the instructor know that you understand his/her objections to your request for an academic accommodation. <b>[Student role-plays the targeted behavior]</b>. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p><b>1. Skill Description: Mutualizing</b></p> <p>“Mutualizing occurs when the student directs the discussion to focus on areas of shared interest previously identified. This is where you will focus on common ground.”</p>
---	--

	<p><b>2. Goal of the Skill</b>  “The goal of mutualizing is to consolidate the discussion such that it is seen as a shared difficulty which both parties are invested in resolving fairly.”</p> <p><b>3. Skill Examples</b>  “To make a mutualizing statement, you might say statements such as “From our conversations, I can tell that we are both genuinely concerned with my learning this material” or “It appears that we are really after the same thing but coming at it from different directions.” Again, communicate acceptance of the instructor through positive tone-of-voice, and body gestures.</p> <p><b>4. Model Skill</b>  “Okay, let me give you an example of you would let the instructor know that you see this issue has a shared difficulty and it requires knowledge of common interests. Watch me. [Instructor models the skills specifying, reflecting, and mutualizing]. Notice how I asked the professor for further clarification as to his/her objection, providing knowledge that I understood the instructor’s objections, and provided knowledge that this is a shared difficulty between both parties. Also, I had a positive and confident tone.”</p> <p><b>5. Student Practice</b>  Now, let’s practice the mutualizing step, letting the instructor know that this is a shared difficulty and you are invested in resolving this issue fairly.  [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b>  Ok, let’s do the role-play</p> <ul style="list-style-type: none"> <li>• Now, you can practice with me.</li> <li>• Remember to begin with the introduction.</li> <li>• Now, tell me how you would ask the instructor for further explanation as to the objection, provide the instructor with knowledge that you understand the objection, and knowledge that you agree this is a shared difficulty among both parties.</li> <li>• [Student practices with instructor until he/she is able to make comfortable and effective statements.]</li> </ul> <p><b>7. Summary</b>  “Great job, at this stage, you pulled together the common ground and shared interests of each party and are becoming more prepared to deal with conflicts in this process.”</p>
--	---

<p style="text-align: center;"><b>Day 3</b></p> <p><b>Targeted Behavior:</b> <b>#13</b> <b>Notecard #3</b></p> <p style="text-align: center;"><b>Collaborating</b></p>	<p><b>Review: [Evaluation]</b></p> <p>Last time, you learned how to let the instructor know that you agree this is a shared difficulty and you are aware of his/her interests. You learned how to look for the common ground in the situation. Show me how you would let the instructor know this is a shared difficulty, the mutualizing statement. <b>[Student role-plays the targeted behavior]</b>. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p><b>1. Skill Description: Collaborating</b></p> <p>“Collaborating is making statements which encourage both parties to act upon previously identified shared interests; it is setting the resolution stage in an “us against the problem” format, not in a “you against me” format. The goal being a “fair solution”, not a solved problem. You will learn to offer reasonable suggestions and be open to reasonable ideas.”</p> <p><b>2. Goal of the Skill</b></p> <p>“The goal of collaborating is calling upon the participants to actively generate a variety of options for mutual gain using fair standards.”</p> <p><b>3. Skill Examples</b></p> <p>“To make collaborating statements, you might say “So, can we take a couple of minutes and try to come up with some alternatives that will be fair for both of us?” or “I have no doubt if we put our heads together, we could come up with some other solutions to this problem that would be fair to both of us” or “You know, I’ll bet if we did a little brainstorming right now, we could come up with a number of fair solutions.” Remember your body language is key. Leaning forward indicates more involvement, a closer relationship with that person.</p> <p><b>4. Model Skill</b></p> <p>“Okay, watch me start from the beginning. When the instructor expresses concern to your request an academic accommodation, notice how I ask for further elaboration as to the objection, then I provide the instructor will knowledge that I understand his/her objection, then I let the instructor know that I am aware of the shared interests among both parties, and how I make collaborating statements on generating a variety of options for mutual gain <b>[Instructor models the following skills: specifying, reflecting, mutualizing, and collaborating]</b>. Notice my body language and tone-of-voice.</p> <p><b>5. Student Practice</b></p>
--	---

	<p>Now let’s practice collaborating with the instructor to come up with alternatives for the accommodation you requested. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b> Ok, let’s do the role-play</p> <ul style="list-style-type: none"> <li>• Now, you can practice with me. Remember to begin with the introduction.</li> <li>• Tell me how you’d ask for further elaboration as to the objection, then provide the instructor will knowledge that you understand his/her objection, then let the instructor know that you are aware of the shared interests among both parties, and how you make collaborating statements on generating a variety of options for mutual gain. [Student practices with the instructor until he/she is able to effectively present statements]</li> </ul> <p><b>7. Summary</b> “Great job, you have just learned how to “call” for fair action on what both parties have identified as a mutual interest.”</p>
--	--

<p style="text-align: center;"><b>Day 3</b></p> <p><b>Targeted Behavior:</b> <b>#14</b> <b>Notecard #3</b> <b>Inventing</b></p>	<p><b>Review: [Evaluation]</b> “Last time, you learned how to let the instructor know that you are willing to collaborate on a variety of options to reach mutual gain [Student role-plays the targeted behavior]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i>”</p> <p><b>1. Skill Description: Inventing</b> “Inventing is to create as many alternative solutions to the problem as possible. This can only be done when we separate the generation of a variety of options for mutual gain. This is where you will work with the instructor to come up with options to solve the issue. This is also where you want to avoid searching for a single answer, avoid thinking that the instructor’s problem is their problem and not both parties. Inventing means creating something, which means coming up with something new. It doesn’t mean making and judging a decision.</p> <p><b>2. Goal of the Skill</b> “The goal of inventing is to create as many alternative solutions to be the problem as possible. This can only be done when we separate the act of inventing options from the act of judging them.”</p> <p><b>3. Skill Examples</b></p>
---	--

	<p><i>“To make an inventing statement to the instructor, you might say “Tell you what, instead of thinking too much about one particular idea, how about if we spend the next five minutes just brainstorming as many different ideas as possible. We can decide how good or bad they are when we’re done.” You will also need to remain open and flexible to new ideas. You might say a statement such as “You know, the accommodation I requested is one my advisor suggested but we may be able to come up with something new” or “This accommodation may have worked before but I’ll bet we can come up with a number of different ways to do this.”</i></p> <p><b>4. Model Skill</b>  “Okay, Watch me. When the instructor says no to your request for an academic accommodation, notice how I ask for further elaboration as to the objection, then I provide the instructor will knowledge that I understand his/her objection, then I let the instructor know that I am aware of the shared interests among both parties, and how I make collaborating statements on generating a variety of options for mutual gain, and how I invent new options to help solve the problem that is helpful for the instructor and myself. <b>[Instructor models the following skills: specifying, reflecting, mutualizing, collaborating, and inventing].</b> Notice that I used a positive tone of voice, a confident attitude, and positive body language.</p> <p><b>5. Student Practice</b>  Now, let’s practice inventing new solutions to help solve the problem. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b>  “Now, you can practice with me. Remember to begin with Step #1, Specifying. Your job is to ask for further elaboration as to the objection, then provide the instructor with knowledge that you understand his/her objection, then let the instructor know that you are aware of the shared interests among both parties, and how you make collaborating statements on generating a variety of options for mutual gain, and how you invent new options to help solve the problem that is helpful for the instructor and for yourself.” <b>[Student practices with the instructor until they are able to effectively role-play all skills].</b></p> <p><b>7. Summary</b>  “Great job, you have just learned how to agree on a common interest, remain open to new ideas, and separate creating options from deciding outcomes.”</p>
--	--

Day 4	Review: [Evaluation]
-------	----------------------

<p><b>Targeted Behavior:</b> <b>#16</b></p> <p><b>Notecard #4</b> <b>Selecting</b></p>	<p>“Last time, you learned how to make a summarizing statement. In the summary statement, you listed all of the possible solutions you and the instructor generated together. Show me how you would do this again. [<b>Student role-plays the targeted behavior</b>]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p><b>1. Skill Description: Selecting</b> “Selecting is the identification of 1 or 2 generated options from the summarized list which objectively address the shared interest. You want to ask for the instructor’s preference first in this skill.”</p> <p><b>2. Goal of the Skill</b> “The goal of selecting to choose one or two of the generated options to implement in a manner which affords mutual gain and is fair to both, you and the instructor.”</p> <p><b>3. Skill Examples</b> “To make a selection statement, you might say “Of the options we generated, what would be your preference?” or “Perhaps, we could try one choice and if it doesn’t work out for either of us, give the other choice a try. You can pick which one to start with.” Remember to maintain a relaxed body posture and appropriate tone of voice.</p> <p><b>4. Model Skill</b> “Okay, Watch me. I will provide a selecting statement. Also, watch me practice all of the skills. So, when the instructor says he/she has concerns to your request for an academic accommodation, notice how I ask for further elaboration as to the objection, then I provide the instructor will knowledge that I understand his/her objection, then I let the instructor know that I am aware of the shared interests among both parties, and how I make collaborating statements on generating a variety of options for mutual gain, and how I invent new options to help solve the problem that is helpful for the instructor and myself, and then provided a summary statement, and lastly, I ask the instructor which he/she would prefer for a solution to the problem [<b>Instructor models the following steps: specifying, reflecting, mutualizing, collaborating, inventing, summarizing, and selecting</b>].</p> <p><b>5. Student Practice</b> Now, let’s practice making a selecting statement. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b></p>
--	---

	<p>“Now, you can practice with me. Remember to start with the introduction. Your job is to ask for further elaboration as to the objection, then provide the instructor with knowledge that you understand his/her objection, then let the instructor know that you are aware of the shared interests among both parties, and how you make collaborating statements on generating a variety of options for mutual gain, and how you invent new options to help solve the problem that is helpful for the instructor and for yourself, make a summarizing statement, and then ask the professor which he/she prefers as a solution to the problem.” <b>[Student practices with instructor until he/she is able to make role-play each step successfully].</b></p> <p><b>7. Summary</b></p> <p>“Great job, Selecting is the final stage of resolving problems. You have now learned the entire conflict resolution process when the instructor expresses concerns to your request for an academic accommodation and you now know how to deal with conflicts when they happen without getting upset.”</p>
--	--

<p style="text-align: center; color: #e91e63;">Day 4</p> <p><b>Targeted Behaviors: #17-19</b></p> <p style="color: #e91e63;"><b>Notecard #4</b></p> <p style="text-align: center;"><b>Restate Accommodation, clarify role, close with a positive statement</b></p>	<p><b>1. Skill Description: Restate Accommodation, Clarify Role, Close with a Positive Statement</b></p> <p>“Restate the accommodation, clarifying role, and closing with a positive statement involve the student verbally confirming the selected accommodation, explaining his or her role in arranging the accommodation, and makes a general statement and expresses appreciation.”</p> <p><b>2. Goal of the Skills</b></p> <p><b>Restate accommodation:</b> The goal is to confirm the selected accommodation with the instructor.</p> <p><b>Clarify role:</b> The goal is to explain your role in securing the agreed upon accommodation.</p> <p><b>Close with a positive statement:</b> The goal is to express appreciation and conclude the meeting on a positive note.</p> <p><b>3. Skill Examples</b></p> <p><b>Restate accommodation:</b></p> <p>“Great, I will plan to take my tests with extended time in the Office of Disability Services”</p> <p><b>Clarify role:</b></p> <p>“I will contact the Office of Disability Services and inform the staff I will take my exams in their office with extended time.”</p> <p><b>Close with a positive statement:</b></p> <p>“Thank you so much for your time and for working with me; I’m looking forward to your class.”</p> <p><b>4. Model Skill</b></p>
--	---

	<p>“I will restate the accommodation, clarify my role, and close with a positive statement. Notice how I specifically repeat the agreed upon accommodation, I tell the instructor that I am going to let the Office of Disability Services know that I will be taking my tests there with extended time, and then I thank the instructor for his or her time and tell them I am looking forward to their class.”</p> <p><b>5. Student Practice</b> Now, let’s practice restating the accommodation, clarifying your role, and closing with a positive statement. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p><b>6. Role-play</b> “Now you can practice with me. Remember to start with an introduction, and go through all of the steps of the accommodation request process all the way through to the end to the expression of appreciation.”</p> <p><b>7. Summary</b> “Awesome job! You have learned the entire self-advocacy and conflict resolution process!”</p>
--	--

Bethune, L. K., (2015). *The effects of the self-advocacy and conflict resolution training on ability to request and negotiate academic accommodations with high school students with autism spectrum disorders* (Unpublished doctoral dissertation). University of North Carolina at Charlotte, North Carolina.

## APPENDIX L: PROCEDURAL FIDELITY CHECKLIST

**Procedural Fidelity Checklist****Researcher:** \_\_\_\_\_**Date/Time:** \_\_\_\_\_**Activity:** \_\_\_\_\_ **Student:** \_\_\_\_\_**Yes    No**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The computer is charged and ready to use (for the multimedia presentation).   |
| <input type="checkbox"/> | <input type="checkbox"/> | The target behavior was explicitly explained verbally and using the student/teacher prepared notecards.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | The researcher demonstrates (models) the appropriate target behavior.   |
| <input type="checkbox"/> | <input type="checkbox"/> | Each new target behavior role-play activity incorporates previously learned target behaviors (i.e., is recursive in nature).        |
| <input type="checkbox"/> | <input type="checkbox"/> | The researcher asks the student to practice the target behavior.  |
| <input type="checkbox"/> | <input type="checkbox"/> | If the skill was not demonstrated correctly, the researcher reviewed the skill and asked the student to repeat the target behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | The student practiced the target behaviors through role-play with the researcher.   |
| <input type="checkbox"/> | <input type="checkbox"/> | The researcher reviewed the skill taught in the lesson.   |
- 

Other observations:

*Note:* Adapted from Walker (2007)

APPENDIX M

**Student Recruitment Flyer**

**RESEARCH STUDY SEEKING:**

**COLLEGE STUDENTS (UNDERGRADUATES) WITH A LEARNING DISABILITY, ADHD, AUTISM SPECTRUM DISORDER – LEVEL 1, and/or EMOTIONAL DISABILITY (e.g., depression, anxiety)**

College freshmen or sophomores with a learning disability, ADHD, Autism – Level 1 (formerly Asperger Syndrome), and/or an emotional disability are needed to participate in a research study to help students learn how to request academic and negotiate academic accommodations from their instructors. We are particularly interested in providing students with the self-advocacy skills they will need to feel comfortable talking to their instructors about their academic accommodations.

Participation includes watching a brief video, participating in approximately 7 – 10 sessions that will last approximately 30 - 45 minutes. In addition, participants will be asked to complete a short survey upon completion of the study. Participants who complete the study will be given a \$50 gift card.

To participate you must:

- College freshman, sophomore, or newly transferred student
- Have a diagnosed learning disability, ADHD, Autism Level 1 (formerly Asperger Syndrome), and or emotional disability
- Have had difficulty talking to your instructors in the past about your academic accommodations in college
- Have never had the experience of asking an instructor for an academic accommodation in college

If you are interested, please contact:

Debbie Holzberg • dholzber@uncc.edu

*Participant’s identity will remain confidential throughout the entire study.*

Self-Advocacy Study Information: Contact: dholzber@uncc.edu				
--	--	--	--	--

## APPENDIX N

**Student Recruitment Flyer****RESEARCH STUDY SEEKING:****COLLEGE UNDERGRADUATES WITH A LEARNING DISABILITY,  
ADHD, AUTISM SPECTRUM DISORDER – LEVEL 1, and/or  
EMOTIONAL DISABILITY (e.g., depression, anxiety)**

College freshmen, sophomores, or newly transferred students with a learning disability, ADHD, Autism – Level 1 (formerly Asperger Syndrome), and/or an emotional disability are needed to participate in a research study to help students learn how to request academic and negotiate academic accommodations from their instructors. We are particularly interested in providing students with the self-advocacy skills they will need to feel comfortable talking to their instructors about their academic accommodations.

Participation includes watching a brief video, participating in approximately 7-12 sessions that will last approximately 30 - 45 minutes. In addition, participants will be asked to complete a short survey upon completion of the study. Participants who complete the study will be given a \$50 gift card.

To participate you must:

- College freshman, sophomore, or newly transferred student
- Have a diagnosed learning disability, ADHD, Autism Level 1 (formerly Asperger Syndrome), and or emotional disability
- Have had difficulty talking to your instructors in the past about your academic accommodations in college
- Have never had the experience of asking an instructor for an academic accommodation in college

If you are interested, please contact:  
Debbie Holzberg • dholzber@uncc.edu  
or call 704•687•1978

## APPENDIX O RECRUITMENT EMAIL FROM OFFICE OF DISABILITY SERVICES

UNC Charlotte Mail - Fwd: Self-Advocacy Research Study Seeks ...

<https://mail.google.com/mail/u/0/?ui=2&ik=5ef8573608&view=p...>



Holzberg, Debra <dholzber@uncc.edu>

---

### Fwd: Self-Advocacy Research Study Seeks Volunteers

---

**Gena Smith** <Gena.Smith@uncc.edu>  
To: Debra Holzberg <dholzber@uncc.edu>

Fri, Oct 21, 2016 at 4:33 PM

Here you go, Debbie -  
Gena

----- Forwarded message -----

From: **Gena Smith** <Gena.Smith@uncc.edu>  
Date: Fri, Oct 21, 2016 at 3:32 PM  
Subject: Self-Advocacy Research Study Seeks Volunteers  
To:

Dear Student:

In the past several months, you have submitted documentation to the UNC Charlotte Office of Disability Services. We realize that since that time, your circumstances may have changed. However, we wanted to let you know about a **Self-Advocacy Research Study** being conducted by UNC Charlotte graduate student, Debbie Holzberg.

The Self-Advocacy Research Study seeks currently enrolled UNC Charlotte students with hidden disabilities. Research shows students with hidden disabilities who use academic accommodations have higher GPAs, and the Self-Advocacy Research Study is an opportunity to learn self-advocacy skills.

Disability Services has provided no information to Ms. Holzberg regarding students. **Participation in this study is voluntary and confidential; if you choose to participate, you will need to contact Ms. Holzberg directly.** We only want to share the information with you and give you the following details.:

### RESEARCH STUDY SEEKING:

#### **COLLEGE FRESHMEN OR SOPHOMORES WITH A LEARNING DISABILITY, ADHD, AUTISM SPECTRUM DISORDER – LEVEL 1, and/or EMOTIONAL DISABILITY (e.g., depression, anxiety)**

College freshmen, sophomores, or newly transferred students with a learning disability, ADHD, Autism – Level 1 (formerly Asperger Syndrome), and/or an emotional disability are needed to participate in a research study to help students learn how to request academic and negotiate academic accommodations from their instructors. We are particularly interested in providing students with the self-advocacy skills they will need to feel comfortable talking to their instructors about their academic accommodations.

Participation includes watching a brief video, participating in approximately 12 sessions that will last approximately 30 - 45 minutes. In addition, participants will be asked to complete a

UNC Charlotte Mail - Fwd: Self-Advocacy Research Study Seeks ...

<https://mail.google.com/mail/u/0/?ui=2&ik=5ef8573608&view=p...>

short survey upon completion of the study. To participate you must:

- College freshman, sophomore, or newly transferred student
- Have a diagnosed learning disability, ADHD, Autism Level 1 (formerly Asperger Syndrome), and or emotional disability
- Have had difficulty talking to your instructors in the past about your academic accommodations in college
- Have never had the experience of asking an instructor for an academic accommodation in college

**If you are interested in participating, please contact Debbie Holzberg at [dholzber@uncc.edu](mailto:dholzber@uncc.edu) or call 704-687-1978**

Thank you -  
Gena Smith

---

Gena Smith, M.Ed. | Director  
UNC Charlotte | Fretwell 230E | Office of Disability Services  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: [704-687-0046](tel:704-687-0046) | Fax: [704-687-1395](tel:704-687-1395)  
[Gena.Smith@uncc.edu](mailto:Gena.Smith@uncc.edu) | <http://www.ds.uncc.edu>

---

*If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-0046. Thank you.*