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

by

Lauren Kathleen Bethune

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

2015

Approved by:

_____
Dr. David W. Test

_____
Dr. Wendy M. Wood

_____
Dr. Charles L. Wood

_____
Dr. Chance W. Lewis

ABSTRACT

LAUREN KATHLEEN BETHUNE. 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.
(Under direction of DR. DAVID W. TEST)

Over the past few decades, more persons with disabilities, including students with Autism Spectrum Disorders, are enrolling and attending postsecondary education. With this increase, as students with ASD transition to postsecondary education, these students are faced with various challenges to this transition, specifically acquiring self-advocacy and conflict resolution skills and gaining an understanding of how their disability affects their learning. Recently, more attention has focused on critical predictors of post-school success in the area of postsecondary education (Rowe et al., 2014), such as self-advocacy skills, however, not all students are equipped with these skills in the transition to post-school situations. Self-advocacy has been identified as a predictor of post-school success in the area of postsecondary education (Rowe et al., 2014; Test, Fowler et al., 2009). Furthermore, previous literature in the area of self-advocacy indicate the need for more attention on the acquisition of self-advocacy skills focusing on requesting and negotiating academic accommodations with students with low-incidence disabilities, particularly students with ASD (Hendricks & Wehman, 2009; Pinder-Amaker, 2014; Roberts, 2010).

The purpose of this study was to investigate the effects of the *SACR* training on ability to request and negotiate academic accommodations with high school students with Autism Spectrum Disorders. Findings showed a functional relation between the self-advocacy intervention and students' ability to request and negotiate academic accommodations in a role-play setting. In addition, students were able to generalize most

of the targeted behaviors to an in-vivo setting with two university instructors. Lastly, social validity data indicated the social significance of the independent variable on the dependent variables.

DEDICATION

I would like to dedicate this dissertation to my parents, Suzanne and John Bethune. Through unconditional love and support, you have engrained in me the importance of persistence and determination as I fulfill my dreams. To my Mum, thank you for your endless support, love, strength, and for laying the foundation for me to be the person I am today. You are my biggest cheerleader and through tough times, you have taught me to cherish the small moments in life. To my Dad, thank you for your unwavering support, love, and most importantly, the courage to keep going when times were tough. After all, kiwis are always tough. To my Nana and Grand, you have been with me through this entire process, every step of the way. To my twin brother Ross, thank you for always believing in me. I could not have done this without all of you and for that, I will forever be grateful.

ACKNOWLEDGMENTS

I would like to thank my committee, Drs. Wendy M. Wood, Charles L. Wood, and Chance W. Lewis. Most importantly, I would like to thank Dr. David W. Test, my dissertation chair, my advisor, and my mentor. Not only have you taught me the importance of conducting research using a critical lens, you have taught me to believe in myself as a teacher and leader in the field. I will forever be grateful to have called you my advisor. Thank you for taking the time out of your busy schedule to always guide me in the right direction. I would not be here if it were not for your unwavering support.

I would also like to thank Dr. Catherine H. Fowler, Florence Parkhill, Dr. Jennifer Cease-Cook, Tosha L. Owens, and my NSTTAC family for your continued support and encouragement throughout this entire process. You will always be my family away from home.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

Statement of Problem

Over the past few decades, persons with disabilities have continually experienced low participation and attendance in postsecondary education, poor employment rates, and poor high school graduation rates (National Council on Disability: Social Security Administration, 2000). Since Madeline Will's (1984) call for a transition initiative, legislation has placed increasing emphasis on enhancing transition planning and service delivery for persons with disabilities. Specifically, federal policy has recently focused on promoting college-and-career ready standards for all students, including those with disabilities, with the Obama Administration's Blueprint for Reform Initiative (Blueprint, 2010). As a result of these increased efforts, postsecondary education has become more of a viable post-school option for persons with disabilities.

According to Cameto, Levine, and Wagner (2004), attending a two-or-four year postsecondary institution has become a primary postsecondary goal for four out of five high school students with transition plans. The National Longitudinal Transition Study-2 (Newman et al., 2011) reported participation within postsecondary education to be most common for persons with high-incidence disabilities. According to this longitudinal data, enrollment in postsecondary education was reported to be most common for persons with learning disabilities (67%), other health impairments (66%), and speech/language impairments (67%) and least likely for persons with multiple disabilities (33%) and for persons with Autism Spectrum Disorders (ASD; 44%).

Research suggests access and participation within postsecondary education for persons with disabilities has been positively correlated with increased job wages, regardless if a degree was obtained upon graduation (Marcotte, Bailey, Borkoski, & Kienzel, 2005). Grubb (2002) asserted that with at least one year of participation in higher education, individuals are more likely to earn up to 10% more annual earnings. It is projected by 2018; only 38% of all careers/jobs will be available for individuals who do not hold some degree of postsecondary education and/or training credentials (Carnevale, Rose, & Cheah, 2011). Additionally, it is reported that over a lifetime, a high school dropout will expect to earn $973,000, while an employee with even some degree of postsecondary education/training, will earn up to $1.5 million (Carnevale et al., 2011). These statistics suggest the need for secondary students with and without disabilities to become college-and-career ready prior to entering adulthood.

Federal legislation, such as amendments to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 and the recent reauthorization of the Higher Education Opportunity Act of 2008 (HEOA) have played a role in increasing and enhancing postsecondary education opportunities for persons with intellectual and developmental disabilities (IDD). According to Madaus, Kowitt, and Lalor (2012), the HEOA of 2008 provides opportunity for participation in postsecondary education for students with disabilities through the development of: (a) enhanced teacher quality with the use of scientifically-based research-to-practice strategies with the use of mentorship programs; (b) expansion of available technology in the classroom; (c) access for persons with IDD to work-study funds, Pell grants, and Supplemental Educational Opportunity

grants; and (d) federal assistance with the development of a National Center for Information and Technical Support for Postsecondary Students with Disabilities.

While IDEA plays an important role up until students graduate from high school, the Americans with Disabilities Act (ADA) takes over in postsecondary education. However, the ADA does not have specific guidelines, like IDEA, on determining disability category and services needed in higher education. ADA only ensures that an individual with a disability has access to the necessary accommodations that would allow for that person to function at the same caliber as someone without a disability (Cawthon & Cole, 2010). For example, specific accommodations that may be needed, such as personal aides and individualized/modified support, become the responsibility of the self-advocate to obtain rather than provided by the school system and/or university (Gil, 2007). Once in postsecondary education, responsibility falls on the student to inform and self-disclose their disability to university professors and disability services by providing appropriate documentation in order to obtain academic accommodations needed (Roberts, 2010).

Despite several advances in legislation and federal mandates, persons with disabilities continue to experience unique challenges in the transition from secondary to postsecondary education (Brinkerhoff, McGuire, & Shaw, 2002; Gil, 2007; Newman et al., 2011; Roberts, 2010). Because self-disclosure of a disability is voluntary upon entering postsecondary education, research indicates persons with disabilities do not disclose their disability to appropriate personnel upon enrollment, and consequently, are not receiving appropriate and necessary supports for classroom success (Newman et al., 2011). According to NLTS-2 findings (2011), 63% of students identified as having a

disability in secondary education did not consider themselves to have a disability upon enrollment in postsecondary settings and an additional nine percent of students with disabilities chose not to self-disclose their disability to disability services. Since it is the student's responsibility at the college-level to be knowledgeable of their academic needs, the need for students to fully understand their disability and how it affects their academic learning is essential. Skinner and Lindstrom (2003) asserted the importance of educating students on their disability, strengths, and needs and how this knowledge can evade specific challenges that may arise at the postsecondary level.

Challenges associated with obtaining appropriate accommodations in higher education are not limited to the self-advocates' experience, but university professors also encounter difficulties with the accommodation-requesting and self-disclosure process. As a result, postsecondary education professors recommend acquisition of self-advocacy skills to be a priority for transition plans for students. Also, the lack of preparation for professors on providing special education accommodations and knowledge of the accommodation requesting and self-disclosure process should be addressed (Eckes & Ochoa, 2005; Lehmann, Davies, & Laurin, 2000). Concerns associated with disclosure in higher education may include professors questioning a student's ability to be successful with course requirements, especially if the professor believes the request for that accommodation may change the way curriculum is received (Lynch & Gussel, 2001). This strengthens the need to educate students on conflict resolution strategies to use when differences of opinion arise in the process. The goal of conflict resolution is to increase a student's ability to manage conflict, increase perspective-taking ability, and reduce aggressive and hostile behavior that have the potential to cause social difficulties in all

areas of an individual's life (Bodtker, 2001). Together, these issues point to the need to teach student with disabilities strategies to request academic accommodations and address conflicts that may arise in the process.

Empirical evidence has demonstrated the effectiveness of self-advocacy instruction, specifically requesting academic accommodations and conflict resolution, in postsecondary situations and its success with students with disabilities (Bethune, Test, & Regan., in preparation; Lamb, 2004; Palmer & Roessler, 2000; Roessler, Brown, & Rumrill, 1998; Walker & Test, 2011; White & Vo, 2006). However, within the field of special education and rehabilitation, a consensus has not been met regarding solidifying a common definition of self-determination and self-advocacy to assist educators and researchers in this effort. For example, Field, Martin, Miller, Ward, and Wehmeyer (1998) defined self-determination as the following "a combination of skills, knowledge, and beliefs that enable a person in goal-directed, self-regulated autonomous behavior" (p. 2). More recently, Rowe et al. (2014) conducted a Delphi study in the effort to operationally define predictors of post-school success; one predictor identified as self-determination. Rowe et al. (2014) defined self-determination as "the ability to make choices, solve problems, set goals, evaluate opinions, take initiative to reach one's goals, and accept consequences of one's actions" (p. 8).

Many definitions have also evolved for the term self-advocacy within the special education and rehabilitation field. For example, Martin, Huber-Marshall, and Maxson (1993) asserted self-advocacy includes "the realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions" (p. 56). In addition, self-advocacy is one's ability to know his/her needs, strengths, and ability to

communicate such needs with others (Shore, 2010). Due to the many definitions of self-advocacy and the confusion it may lead researchers and educators in the promotion of self-advocacy skills in secondary and postsecondary settings, Test, Fowler, Wood, Brewer, and Eddy (2005) conducted a literature review and developed a comprehensive conceptual framework of self-advocacy based on literature from the field and stakeholder input. The framework included (a) knowledge of self, (b) knowledge of rights, (c) communication, and (d) leadership. For example, knowledge of self and knowledge of rights are viewed as the primary foundation for the development of self-advocacy skills according to Test et al. (2005). It is essential for individuals to have knowledge of self and rights as prerequisite skills before having the ability to inform others of their preferences, interest, strengths, and needs in post-school situations. As a result of the literature review, Test et al. (2005) discovered 75% of the data-based intervention studies on self-advocacy attended to the effects of the intervention on self-awareness. For example, Brinckerhoff (1994) examined the use of a self-advocacy intervention on students' ability to describe their disability and learning preferences, as well as, identify disability-related terminology to assist with requesting academic accommodations at the college level.

Similarly, Algozzine, Browder, Karvonen, Test, and Wood (2001) conducted a comprehensive literature review using meta-analytical methods to examine (a) frequency of interventions used to teach self-determination and self-advocacy, (b) the disability populations taught these skills, and (c) outcome data on the effectiveness of the interventions. Findings revealed majority of interventions focused on teaching students with learning disabilities self-advocacy and was not used with other disability

populations. Results of this meta-analysis strengthened the need for self-advocacy interventions to be targeted for other disability populations, including persons with ASD in secondary and postsecondary settings.

According to research, several studies have demonstrated the use of self-advocacy interventions to inform students of rights and responsibilities and students' ability to use self-advocacy skills to request and negotiate academic accommodations with high-incidence disabilities (Bethune, Test, and Regan, in preparation; Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011; White & Vo, 2006). First, Roessler et al. (1998) conducted a multiple-baseline with replication design to investigate the effects of the *Self-Advocacy and Conflict Resolution* (*SACR*) training on ability to request academic accommodations at the postsecondary level with three-college aged students with varying disabilities (i.e., learning disability, severe rheumatoid arthritis, visual impairment). Using a multiple baseline design, participants were taught 17 targeted self-advocacy behaviors (e.g., greeting, disclosure, solution, resources) within seven-scripted training sessions using modeling and role-playing strategies. Results were positive illustrating an increase in targeted behaviors learned across all participants.

Next, Palmer and Roessler (2000) conducted a group experimental study to investigate the effects of the *SACR* training on the ability of 50 college-aged students with disabilities (i.e., learning disabilities, orthopedic disabilities) to request academic accommodations and resolve conflicts in 2-and-4 year postsecondary institutions. Fifty students with disabilities participated in the *SACR* training and were randomly assigned to a treatment or control group. Twenty-four self-advocacy and conflict resolution targeted behaviors were addressed across both modules. Results indicated a statistically

significant difference among the treatment group with an increase in mean scores on self-advocacy behaviors (M=8.83) and conflict resolution behaviors (M=4.96) as compared to the control group with a mean score of 2.22 and 0.31. Additionally, participants reported feeling to have gained more knowledge of rights and responsibilities as a result of the intervention and felt more capable to successfully request academic accommodations at the postsecondary level. The use of the *SACR* intervention was found to be effective at improving students' ability to request and negotiate for academic accommodations.

In 2011, Walker and Test used a multiple probe across participants design to investigate the effects of the *SACR* training on the ability to request academic accommodations for African American college students with learning disabilities (LD) and/or Attention Deficit Hyperactivity Disorder (ADHD) in postsecondary education. Participants were first exposed to a multi-media presentation featuring the transition to postsecondary education for students with LD/ADHD and then were explicitly taught 13 targeted behaviors (e.g., greeting, disclosure, identification of past accommodations and its benefit) of the *SACR* for requesting academic accommodations. Results indicated a functional relation between the intervention and students' ability to independently request academic accommodations and students generalized skills to an in vivo setting. In addition, social validity data indicated all participants rated the intervention as an effective tool for learning how to request accommodations and the director of disability support services felt the intervention was a practical resource for college-aged students with disabilities.

Most recently, Bethune et al. (in preparation) conducted a study to investigate the effects of the *SACR* training on students' ability to request academic accommodations

with three high school students with ASD. Participants were taught 13 targeted self-advocacy behaviors across seven-scripted lessons. Each lesson incorporated the use of role-playing, modeling, and scripted note-cards as visual support. Results indicated a functional relation between the self-advocacy training and students' ability to request academic accommodations. All participants made gains in scores after the introduction of the *SACR* training. In addition, social validity data reported participants felt more confident with the accommodation-requesting process and reported to be more aware of their disability needs and strengths. However, students were not taught what to do if a conflict arose in the process of requesting accommodations.

Although evidence has documented the effectiveness of self-advocacy interventions to teach students with high-incidence disabilities how to access accommodations and resolve conflicts at the postsecondary level, a paucity of literature and research exists on teaching these skills to persons on the autism spectrum at the postsecondary level. Even more so, effective instructional practices and programming is often inhibited by limited strategies and curricula for this population (Simpson et al., 2005). Additionally, research on educational strategies specifically targeting adolescents and young adults is narrow as most empirical data have documented the effectiveness of published curricula with young children with ASD (Goin-Kochel, Myers, Hendricks, Carr, &Wiley, 2007). According to Roberts (2010), it is essential for young adults on the autism spectrum to become aware of what type of accommodations and academic supports are available for use in postsecondary education. Similarly, Hendricks and Wehman (2009) emphasized the need for secondary transition planning to focus on empowering youth on the autism spectrum to become active change agents for their lives

in post-school situations. For persons on the autism spectrum, the cumulative effect of the social, communication, and academic deficits characteristic of the disability has the potential to deter students' ability to successfully transition to adulthood, self-advocate for one's needs, and problem solve in comparison to other disability categories (Pinder-Amaker, 2014). As a result of these challenges, the need for self-advocacy interventions targeted at the accommodation-requesting and conflict resolution process are essential skills needed to be taught to ensure post-school success of this population.

Purpose of the Study

The purpose of this study was to investigate the effects of the *SACR* training on knowledge to request and negotiate academic accommodations with high school students with autism spectrum disorders.

Research Questions

This study answered the following research questions:

1. What are the effects of a self-advocacy intervention on knowledge of skills to request academic accommodations with secondary level students with ASD in a role-play setting?
2. What are the effects of a self-advocacy intervention on knowledge of skills to resolve conflicts and negotiate academic accommodations with secondary level students with ASD in a role-play setting?
3. What are the effects of a self-advocacy intervention on the target students' generalization of accommodations-requesting and negotiating skills to an in-vivo setting?
4. What are the university instructors' perspective on the usefulness of

using the self-advocacy intervention to assist students with requesting and negotiating academic accommodations?

5. 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: "postsecondary education is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware (U.S. Department of Education, Office for Civil Rights "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities, http://www2.ed.gov/about/offices/list/ocr/transition.html)

Autism Spectrum Disorder*s*: "Persistent deficits in social communication and social interactions across multiple contexts, as manifested by the following,

currently or by history…deficits in social-emotional reciprocity, ranging, for example from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions…restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history: stereotyped or repetitive motor movements, use of objects, or speech, insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior changes" (DSM-5: Autism Spectrum Disorder 299.00- F84.0).

Conflict Resolution: "to increase a students' ability to manage conflict, increase perspective-taking ability, and reduce aggressive and hostile behavior that have the potential to cause social difficulties in all areas of an individual's life (Bodtker, 2001)".

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)]…is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education,

adult services, independent living, or community participation; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)].

Self-Determination: "combination of skills, knowledge, and beliefs that enable a person in goal-directed, self-regulated autonomous behavior" (Field, Martin, Miller, Ward, & Wehmeyer, 1998, p. 2).

Self-Advocacy: "means that the student understands his or her disability, is as aware of the strengths as of the weaknesses resulting from the functional limitation imposed by the disability, and is able to articulate reasonable need for academic or physical accommodations" (Hartman, 1993, p. 354, in Lynch & Gussel, 2001).

Section 504 of the 1973 Rehabilitation Act: "…No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her 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 or under any program or activity conducted by any Executive agency or by the United States Postal Service" (http://www.dol.gov/oasam/regs/statutes/sec504.htm).

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" (http://www.ada.gov/2010_regs.htm).

CHAPTER 2: REVIEW OF LITERATURE

The following review of the literature is designed to provide a comprehensive overview of empirical research as a rationale for the need to conduct the current study. This review will reflect seminal and recent research and publications. The primary focus of the following literature review will be the transition from secondary to postsecondary education for persons with disabilities and specifically persons with ASD. The following literature review will examine variables that influence the transition from secondary to postsecondary education, self-advocacy for persons with ASD, academic accommodations at the postsecondary level and how this relates to the process for requesting and negotiating academic accommodations.

Transition from Secondary to Postsecondary Settings

Transition planning, as mandated by the Individuals with Disabilities Education Act of 1990 (IDEA, 1990), and subsequent amendments (1997; 2004), has evolved throughout the years. Its inception began with Madeline Will's call for a transition initiative in 1984 with the development of the Office of Special Education and Rehabilitative Services (OSERS) "bridges" model. This OSERS transition model identified three "bridges" for the transition from high school to employment (i.e., no special services, time-limited services, and ongoing services). Not long after, Halpern (1985) expanded Will's transition model to include community adjustment as a destination with additional focus on residential environments, social/interpersonal skills, and the quality of life for persons with disabilities (Test, Apsel, & Everson, 2006).

During this critical time, the U.S. Department of Education initiated the "school-to-work" initiative as a priority within special education programs (Will, 1983). It was during this period that reports of unemployment, lack of socialization, and economic hardship for persons with disabilities were on the rise and required attention (Mithaug, Horiuchi, & Fanning, 1985).

At this time, numerous published studies surfaced in the field investigating the post-school outcomes of all secondary students with disabilities (Blackorby & Wagner, 1996; Hasazi, Gordon, & Roe, 1985; Mithaug et al., 1985; Roessler, Brolin, & Johnson, 1990; Wehman, Kregel, & Seyfarth, 1985). For example, Wehman et al. (1985) surveyed 117 secondary students with moderate/profound mental retardation on variables related to types of employment, annual wages earned, and unemployment rates. Findings indicated less than 12% of persons surveyed were employed in non-sheltered workshops with an 88% unemployment rate for persons with moderate/profound mental retardation. In addition, 46% of respondents reported if they received vocational training and supports, they would feel more prepared and successful at their places of employment. Similarly, Hasazi et al. (1985) conducted a follow-up study investigating employment outcomes for persons with learning disabilities and mild mental retardation which revealed similar poor post-school outcomes. Findings indicated participation in vocational education was found to be a predictor of successful employment and students who graduated from resource programs were more likely to be employed.

In the area of postsecondary education, Mithaug et al. (1985) also conducted a follow-up study investigating employment, postsecondary education, and community living outcome variables. Findings of the survey reported 50% of students with

disabilities did not report enrolling in any type of postsecondary education course after high school. From these investigations, the status of the field of special education at this time indicated a strong need for the improvement and enhancement of in-school experiences to improve post-school outcomes for all transition-aged students with disabilities.

Since P. L. 94-142 (The Education for All Handicap Children Act, 1975) mandated all children, ages 3-21, receive a free and appropriate public education (FAPE), federal legislation has attempted to answer the call for a "school-to-work" initiative with the authorization of P. L. 101-476, the Individuals with Disabilities Education Act (IDEA), signed into law on October 30th, 1990. Specifically, this amendment added a transition component to the IEP required on the original P. L. 94-142. In this law, a student's IEP must include the following: (a) students' present level of performance, (b) specific related services and extent of participation in the general education, (c) short-term objectives, (d) annual goals, (e) projected dates for initiation of related services, and (f) appropriate objective criteria for evaluative measures. This specific transition component mandated by the time the student reaches the age of 16, there must be evidence that transition services are being coordinated with schools and other service providers. Furthermore, IDEA (1990) included the first formal definition of transition (Grigal, Test, Beattie, & Wood, 1997) defined as the following

> a coordinated set of activities for a student, designed within an outcome oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation…the coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living

> objectives, and when appropriate, acquisition of daily living skills and functional evaluation. [Section 626, P. L. 101-476]

The most recent reauthorization in 2004, the Individuals with Disabilities Education Improvement Act (P. L. 108-446) added the following transition requirements: (a) appropriate, measurable, postsecondary goals; (b) age-appropriate transition assessments; (c) elimination of the requirement to include short-term objectives; (d) a change from an "outcome-oriented" to a "results-oriented" process; and (e) a summary of performance (Test et al., 2006). According to Morningstar, Bassett, Kochhar-Bryant, Cashman, and Wehmeyer (2012), transition under IDEA legislation has evolved over the years from the delivery of limited and uncoordinated transition services to a comprehensive, coordinated, and individualized delivery of evidence-based secondary transition practices across communities and school systems for secondary students with disabilities.

Although transition service and delivery for transition-aged students with disabilities has evolved with legislative support, students continue to experience poor post-school outcomes in the transition from secondary to postsecondary environments (National Council on Disability: Social Security Administration, 2000). In the K-12 education system under IDEA, students with disabilities are guaranteed a free and appropriate education with individualized transition supports in the least restrictive environment (Test et al., 2006). However, access to postsecondary education with transition supports is not an entitlement for students as higher education does not provide free and appropriate education for all (Madaus & Shaw, 2004).

According to current disability employment statistics, only 18% of persons with disabilities participated in the labor force, while 68% of individuals without disabilities

remain active participants (Bureau of Labor Statistics, 2014a). Meanwhile, unemployment rates for persons with disabilities, ages 16 and over, were 13% compared to 6.8% of persons without disabilities (Bureau of Labor Statistics, 2014b). As these statistics suggest, post-school employment outcomes continue to remain poor for persons with disabilities and suggests the need for students, with and without disabilities, to pursue a college education in the hope to increase the opportunity for employment and salary advancement. According to Carnevale et al. (2011), by the year 2018, it is projected that only 38% of all jobs will be available to persons without some level of postsecondary education/training. Furthermore, research has suggested that access to postsecondary education is also positively correlated with increased employment wages, even if a degree is not obtained (Carnevale et al., 2011; Grubb, 2002; Marcotte et al., 2005).

According to the National Center for Education Statistics (NCES) Digest, 18-to-24 year old students without disabilities enrolled in college has increased from 36 percent in 2001 to 42 percent in 2011 (U.S. Department of Education, 2013). By the year 2021, NCES projects an increase in college enrollments of 13% for students under the age of 25 and an increase in college enrollments of 14% for students over the age of 25. According to Ewell and Wellman (2007), "postsecondary enrollments are at an all-time high" for youth without disabilities (p. 2). As statistics suggest, secondary students in the general population continue to enroll in college at a rapid pace and the increase is not surprising due to the many financial and academic benefits that pursuing a college education entails.

While an increase in college enrollment is evident for students without disabilities, students with disabilities continue to lag behind their counterparts in this

area. From the years 2007-2008, 10% of undergraduate students with disabilities were enrolled in postsecondary institutions, while 89% of students without disabilities were enrolled in postsecondary institutions (U.S. Department of Education, 2013). Additionally, the National Longitudinal Transition Study-2 reported 60% of persons with disabilities pursued postsecondary education within 8 years after high school, while 67% of persons without disabilities pursued postsecondary education (Newman et al., 2011). Moreover, this longitudinal data also reported participation and access within postsecondary education to be most common for persons with high-incidence disabilities. More specifically, enrollment in postsecondary education was reported to be most common for persons with learning disabilities (67%), other health impairments (66%), and speech/language impairments (67%), and least likely for persons with ASD (44%) and persons with multiple disabilities (33%). The post-school employment rates of students with ASD continue to remain dismal when compared to other disability populations (Shattuck et al., 2012). For example, the employment rates of students with ASD ranged from 4% to 11% and postsecondary students with ASD who have completed a college degree still report high rates of unemployment and underemployment long after graduation (Hendricks & Wehman, 2009; Hurlbutt & Chalmers, 2004). Research has indicated a potential reason for these challenges can be attributed to the lack of academic preparedness and college readiness for students with ASD while in high school (Roberts, 2010; Wehman et al., 2014).

Although a relatively new ideology, postsecondary education for persons with intellectual and developmental disabilities is becoming more widespread across university campuses with the support and attention from federal legislature and advocacy

stakeholders (Grigal & Hart, 2013; Madaus et al., 2012). Furthermore, participation in postsecondary education for persons with intellectual and developmental disabilities have been shown to positively impact the post-school outcomes for this population (Migliore, Butterworth, & Hart, 2009). For young adults with intellectual and developmental disabilities who attended and participated in some type of postsecondary education, their weekly earnings totaled $316, while students who did not receive postsecondary education services, received weekly earnings of $195 (Migliore et al., 2009). Additionally, from national vocational rehabilitation data (RSA 911), youth with intellectual and developmental disabilities who attended and participated in postsecondary education were 26% times more likely to acquire a paid job with 73% higher weekly earnings than those who did not.

Several legislative mandates have also increased the ability for students with disabilities to enroll in postsecondary education and have played a critical role in increasing and enhancing postsecondary opportunities and the quality of transition services (Test et al., 2006). First, Section 504 of the 1973 Rehabilitation Act mandated "colleges may not, on the basis of handicap, exclude any qualified handicapped student from any course, course of study, or other part of its educational program or activity" (34 C.F.R. Sec. 104.43[c]). This act provided a student with full course offerings in a college course of study, however, did not provide support for the transition from secondary to postsecondary education (Test et al., 2006).

Second, the Americans with Disabilities Act of 1990 (ADA) extended the protection set forth in Section 504 to include civil rights protection in the areas of public accommodations, transportation, telecommunication, and employment (Test et al., 2006).

Additionally, ADA mandates all universities and colleges make reasonable accommodations for persons with disabilities designed to provide equal access to educational opportunities available to students without disabilities (Rothstein, 2003). Next, the Higher Education Opportunity Act of 2008 (HEOA) provided opportunities for participation in postsecondary education for college-aged students with intellectual and developmental disabilities through the development of: (a) enhanced teacher quality with the use of scientifically-based research-to-practice strategies, (b) the use of mentorship programs, (c) the expansion of available technology in the classroom, (d) access for persons with intellectual and developmental disability to work-study funds, Pell grants, and Supplemental Educational Opportunity grants, and (e) federal assistance with the development of a National Center for Information and Technical Support for Postsecondary Students with Disabilities. In addition, this reauthorization included postsecondary education options for persons with intellectual and developmental disabilities with the development of the Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities grant (Madaus et al., 2012).

Differences Between Secondary and Postsecondary Education Environments

One of the primary differences between secondary and postsecondary settings is the change in federal laws that govern the educational rights of students with disabilities. The entitlements defined by IDEA (e.g., FAPE) are no longer applicable to the provisions set forth by higher education (Brinckerhoff et al., 1992; Gil, 2007; Roberts, 2010; Test et al., 2006). According to Brinckerhoff et al. (1992), secondary and postsecondary education are both “quantitatively and qualitatively” (p. 417) different entities. For

example, instructional time in postsecondary education is typically 12 to 15 hours per week as compared to 25-30 hours of instructional time in high school (McGuire, 1998). In addition, postsecondary education requires a higher level of academic performance and self-initiated decision-making unlike the level of supervision that occurs in high school (Dexter, 1982). According to Hong, Ivy, Gonzalez, and Ehrensberger (2007), postsecondary students are expected to perform many academic tasks, such as: (a) actively participating in lectures and course activities, (b) self-managing assignments and readings, and (c) synthesizing course content and material independently. College-aged students with disabilities often have the most difficulty with these postsecondary academic demands (Hong et al., 2007).

In addition to the structural and quantitative differences between high school and postsecondary education, the delivery of services is different. In the K-12 public school system, IDEA mandates educators develop comprehensive IEPs with concrete goals, objectives, accommodations, and modifications to course curricula. Whereas in postsecondary education, students are not automatically provided with individualization of course content as some students and families may be accustomed to in K-12 education (Brinckerhoff et al., 1992; Cawthon & Cole, 2010; Gil, 2007). According to Barnard-Brak, Davis, Tate, and Sulak, (2009), it is the college-aged student's responsibility to seek academic supports and services once in postsecondary education unlike the level of supports under IDEA in K-12 education. Students with disabilities, including students with ASD and their families, often struggle with this change in how services are provided when transitioning to postsecondary settings. In turn, these challenges may cause these students to not receive the needed supports for academic success (Roberts, 2010).

The ADA and Section 504 of the Rehabilitation Act extend civil rights protection to persons with disabilities with assistance in the form of reasonable accommodations in postsecondary education (Test et al., 2006). According to Fuller and Wehman (2003), accommodations are adjustments and adaptations that allow persons with disabilities to fully access educational programs they are unable to access through typical means. Reasonable accommodations are those accommodations that "generally will not pose a financial or administrative burden on the institution" (Test et al., 2006, p. 119). For example, reasonable accommodations may include extended time on examinations, alternative testing options, admissions accommodations, and accessibility options for housing, transportation and other postsecondary activities. In accordance with Section 504, any "reasonable" accommodation must not cause unjustifiably costs and/or disruptions to the postsecondary institution and must be individualized to each student's needs (Roberts, 2010).

In postsecondary education, it is the student's responsibility to obtain official documentation to receive services, and also demonstrate the ability to request and negotiate instructional accommodations with faculty (Test et al., 2006). However, recent data suggests postsecondary students with disabilities are not disclosing their disability upon entering postsecondary education and receiving academic supports needed. According to NLTS-2 findings (2011), 63% of postsecondary students identified as having a disability in secondary education did not consider themselves to have a disability upon enrollment and an additional 9% of students with disabilities chose not to self-disclose their disability to disability services (Newman et al., 2011). In postsecondary education, self-advocacy skills are critical for success in the classroom,

specifically necessary for students' self-disclosure of one's disability. Students with disabilities struggle with initiating the process for receiving academic accommodations at the postsecondary level as secondary students are accustomed to receiving services with minimal effort under IDEA legislation (Foley, 2006). A college-aged student with ASD must be able to articulate his/her strengths, needs, and supports to appropriate personnel, therefore, requiring students with ASD to have a clear understanding of their strengths and areas of need prior to college enrollment (Roberts, 2010).

Providing multiple opportunities for students with disabilities to assume an active decision-making role as it relates to future goals, strengthens the use and instruction of self-determination and self-advocacy strategies in the school system (Test et al., 2004). Research also suggests the use of published research-based self-determination curricula and student-centered planning to be an effective method for explicitly teaching self-advocacy skills for students with disabilities (Test et al., 2004). According to Test et al. (2006), self-disclosure means students with disabilities must "contact the Office of Disability Services division of the school, provide appropriate documentation of his or her disability, and request accommodations and modifications" (p. 201). This process requires self-determination and self-advocacy skills, knowledge of disability needs and strengths, and adequate negotiation skills (Carroll & Johnson-Brown, 1996; Shaw, Madaus, & Banjeree, 2009). In many occasions, students with disabilities may feel fearful of the self-disclosure process and become concerned about discrimination and stigma (Aune & Friehe, 1996). Since it is the student's responsibility at the college-level to be knowledgeable of their academic needs and strengths, the need for students to fully understand their disability and how it affects their academic learning is essential.

Issues Related to Transition from Secondary to Postsecondary Education Environments for Students on the Autism Spectrum

With the increase in attendance and participation in postsecondary education for persons with ASD, research has been conducted to examine the barriers to a successful transition, such as the struggle with maintaining the academic rigor of college (Hart, Grigal, & Weir, 2010), the social and communication deficits characteristic of ASD and the poor postsecondary employment outcomes (Wehman et al., 2014), and data have indicated these challenges continue to remain a concern (Schall, Wehman, & McDonough, 2012; Wehman et al., 2014). Several concerns to the transition to postsecondary education for students with ASD should be noted. First, types of high school curricula and models of service delivery (e.g., participation in general and special education curriculum) have been reported to negatively impact students' transition as data suggests ambiguity on whether students with ASD are fully accessing the high school curriculum (Wehman et al., 2014). According to Newman et al. (2007), secondary students with ASD receive the majority of their education in special education environments. The postsecondary education environment is intended to provide a natural, inclusive, and integrated environment for learning (Hart et al., 2010). However, with the majority of secondary students with ASD being served in special settings, the transition to integrated postsecondary environments may cause issues in adaptation (Newman et al., 2007). In addition, although Newman et al. (2007) reported students with ASD have some of the highest grade point averages (GPA) and low-to-nonexistent academic failure rates than any other disability group, research suggests students with ASD primarily struggle with the social and organizational adjustment to postsecondary environments.

For example, Vanbergijk, Klin, and Volkmar (2008) emphasized the importance of exposing secondary students with ASD to college curriculum while still in high school as a way to maximize students' success in postsecondary education.

Second, secondary students with ASD are reported to have some of the lowest rates of attendance and participation in transition planning when compared to any other disability group (Shogren & Plotner, 2012). In fact, students with ASD participate in their own transition planning far less than any other disability population (Cameto, Levine, & Wagner, 2004; Shogren & Plotner, 2012). According to NLTS-2 data, approximately 67% of secondary students with ASD reported having minimal participation in their planning or did not even attend their own individualized transition plan meetings (Cameto et al., 2004). As these data suggest, minimal attendance and participation in transition planning may contribute to the poor post-school outcomes of this disability group.

Third, the cumulative effect of the social, academic, and communication deficits characteristic of ASD also exacerbates the challenges students with ASD experience in the transition to adulthood (Pinder-Amaker, 2014; Wehman, Smith, & Schall, 2009). ASD is a pervasive developmental disability characterized by deficits in the areas of communication and social interactions with the onset of repetitive, stereotypical behaviors (Schall & Wehman, 2009). Having adequate interpersonal skills, the ability to socialize appropriately with others and the ability to adjust to new environments is all encompassing within postsecondary education. For postsecondary students with ASD who lack adequate interpersonal skills, such as the ability to maintain a conversation and understand facial expressions and body language, often times can feel like "outsiders,"

thus perpetuating the inability for a smooth transition (Pawlby, Mills, Taylor, & Quinton, 1997). In addition, the lack of time management and organizational skills is an ongoing issue that students with ASD struggle with in all post-school areas. According to Roberts (2010), postsecondary schedules are drastically different from K-12 education as sometimes class times can change without notice. This unexpected schedule change can create anxiety and conflict for students with ASD and Roberts (2010) suggests high school programs provide opportunities to work on time management skills as a way to better equip these students for the transition.

Next, with the shift to a more student-initiated process in postsecondary education with requesting academic accommodations, students with disabilities, including ASD, struggle with this process (Roberts, 2010; Test et al., 2006). According to Roberts (2010), teaching secondary students with ASD to identify their accommodation needs is one of the most critical aspects to a successful postsecondary experience. One way for students with ASD to identify their accommodation needs is to become cognizant of accommodations in their IEP and the benefits (Roberts, 2010; Test et al., 2006). Several strategies have been demonstrated effective for students with ASD in the transition from secondary to postsecondary education settings.

Strategies for Successful Transition of Students with Autism Spectrum Disorders from Secondary to Postsecondary Education Settings

Research has suggested several strategies for a smooth transition to postsecondary education for students with ASD (Hart et al., 2010; Hendricks & Wehman, 2009; Hewitt, 2011; Roberts, 2010; Wehman et al., 2014). First, Hart et al. (2010) emphasized the importance of: (a) incorporating universal design elements in the development of college

courses and materials; (b) enhancing social, communication, and interpersonal skills; and (c) providing support coaching. In addition, the ability to increase and enhance self-determination and self-advocacy skills is a valuable strategy for success in post-school environments (Roberts, 2010; Test et al., 2006; VanBergeijk et al., 2008; Wehman et al., 2014). Roberts (2010) emphasized the importance of using direct instruction and role-playing activities to teach how to request accommodations as a primary strategy for increasing the self-determination skills of this population.

The supports needed for success in postsecondary education have recently been reviewed for students with ASD. In a descriptive study, Pinder-Amaker (2014) asserted research and literature have recently started to focus on identifying specific interventions and strategies to meet the needs of college-aged students with ASD. A push for identifying best practices to increase student retention at the postsecondary level has become prevalent in the transition from secondary to postsecondary education. For example, using strategies to increase self-advocacy skills with the inclusion of Universal Design for Learning (UDL) at the postsecondary level has been demonstrated to be effective at meeting the needs of students with ASD (Pinder-Amaker, 2014). Furthermore, research suggests early student involvement in the IEP process, explicit instruction on how to request academic accommodations, and the use of role-playing activities can support students with ASD successfully develop self-advocacy skills prior to exiting secondary school (Roberts, 2010; Shore, 2010). Research has shown that through instruction in self-monitoring, exploration of students' strengths, knowledge of beneficial academic accommodations, and areas for improvement, students with disabilities, including ASD, are more likely to be equipped to communicate their future

goals, desires, and needs in IEP meetings and post-school environments (Torgerson, Miner, & Shen, 2004).

Briel and Getzel (2009) asserted students with ASD need a unique set of skills to assist with adjusting and remaining in postsecondary education. Such skills include (a) time and organizational management, (b) study skills, (c) choice-making, (d) independent living skills, and (e) social and interpersonal skills training. Although research has alluded to the difficulties of helping students with ASD manage their own academic programs, disability service coordinators have been known to utilize approaches to assist with the adoption of self-determination skills. These approaches include support groups facilitated by college-aged students, peer mentoring, and use of self-determination and self-advocacy training modules to help students understand the accommodation process (Getzel & McManus, 2005; Getzel & Thoma, 2006). In recent years, more specific programs designed for college-aged students with ASD have surfaced on college campuses (Duffy & Gugerty, 2005).

Another effective strategy known to assist with the transition to postsecondary education for students with ASD is exposure to assistive technologies that have the potential to combat academic challenges in college classrooms (Briel & Getzel, 2009). Due to the specific characteristics of Autism, students with ASD tend to be visual learners and technologies such as visual planners, graphic organizer software, and personal digital assistants (PDAs) can be greatly beneficial (Oggel & Palko, 2004). Because responsibility shifts to the student when requesting accommodations at the postsecondary level, several effective instructional practices for teaching this process to students with ASD are (a) direct instruction, (b) role-playing, (c) modeling (Cox, 2013;

Hart et al., 2010; Roberts, 2010), and (d) the use of scripting (Fleury, 2013), an evidence-based practice involving the presentation of verbal and/or written descriptions about a specific skill that serves as a model for the individual.

Summary of Transition from Secondary to Postsecondary Education Settings

Based on national statistics, it is projected by 2021, college enrollments for students under the age of 25 will have a 13% increase. Additionally, by the year 2018, it is projected that only 38% of all jobs will be available to persons without some level of higher education. Therefore, it is expected more students, with and without disabilities, will be pursuing a college education. Research has also suggested access and participation in postsecondary education has been positively correlated with increased employment wages, regardless if a degree was obtained. It is also projected that more students with intellectual and developmental disabilities, such as students with ASD will pursue higher education in the years to come (Hart et al., 2010). With this increase in attendance and participation in postsecondary education for students with disabilities, more attention has been placed on the transition from secondary to postsecondary education. Research has identified differences in the environments from secondary to postsecondary education in the effort to help students with disabilities, including ASD, to better prepare for the transition (Brinckerhoff et al., 1992; Cawthon & Cole, 2010; Gil, 2007; Roberts, 2010). In addition, several instructional practices (i.e., direct instruction, role-playing, modeling, and scripting) have been effective for teaching students with ASD how to request for accommodations (Cox, 2013; Fleury, 2013; Hart et al., 2010; Roberts, 2010).

Self-Determination and Self-Advocacy for Students with Disabilities

Knowledge of self-determination and self-advocacy skills prior to enrolling in postsecondary education is essential and necessary for students with disabilities to fully benefit from accommodations and services offered at the postsecondary level (Hart et al., 2010; Shaw et al., 2009; Van Dycke, Martin, & Lovett, 2006). The self-determination and self-advocacy movement remains a critical initiative for the field of education (Test et al., 2006). Significant changes to the Individuals with Disabilities Education Act amendments, the Americans with Disabilities Act of 1990, and the Rehabilitation Act Amendments of 1992 have placed a heavy focus on the promotion of self-determination skills for secondary youth with disabilities. IDEA (2004) requires the delivery of a set of coordinated activities to be aligned with students' preferences, interests, strengths, and needs, and mandates students be notified of the transfer of rights upon reaching the age of majority, therefore, requiring the acquisition of self-determination skills (Test et al., 2006). Research continues to suggest secondary students with disabilities are more likely to obtain competitive employment and live more independent lives if acquisition of self-determined behavior has been attained during the transition planning period (Wehmeyer & Palmer, 2003). Furthermore, Kohler and Field (2003) suggested students with disabilities are more likely to achieve and maintain academic and personal goals if they adopt a self-advocacy role early on within secondary education.

Self-Advocacy Movement

Origins of the self-advocacy movement can be traced to Scandinavia in the early 1960s where young adults with disabilities met socially in various leisure and recreation clubs (Traustadottir, 2006; Williams & Shoultz, 1982). In 1974 in Salem, Oregon, the

first national/global conference for persons with disabilities was held and marked the beginning of the "People First" movement. At this conference, a total of 560 attendees with disabilities participated and led events (Williams & Shoultz, 1982). This conference acted as a catalyst for various self-advocacy groups to advocate for group rights of persons with disabilities (Brooke, Barcus, & Inge, 1991). Furthermore, the deinstitutionalization and normalization of marginalized populations (e.g., women, African Americans, and other ethnic groups) in the early 1970s helped paved the way for the self-advocacy movement of persons with disabilities (Test et al., 2006).

Williams and Shoultz (1982) asserted the self-help movement of the 1970s also served as a model for many self-advocacy groups across the nation. Moreover, many of these self-advocacy programs advocated for the right to live in shared communities where opportunities for persons with disabilities to assert their needs were provided and accepted into societal norms (Traustadottir, 2006). As a result of the self-advocacy movement, an increase in research studies demonstrating the effectiveness of various self-advocacy interventions and the development of self-advocacy skills for students with disabilities had been conducted (Aune, 1991; Lamb, 2004; Wehmeyer, 1992). With the increase in self-advocacy interventions for students with disabilities, an effort has been made to operationally define self-determination and self-advocacy to better serve students with disabilities.

Definitions of Self-Advocacy and Self-Determination

Numerous definitions of the terms self-advocacy and self-determination have evolved over time. For example, Field et al. (1998) defined self-determination as the following

> a combination of skills, knowledge, and beliefs that enable a person in 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. 2).

Additionally, Field and Hoffman (1999) defined self-determination as "one's ability to define and achieve goals based on a foundation of knowing and valuing oneself" (p. 64). More recently, a community of experts conducted a Delphi study in the efforts to operationally define self-determination for the field. Rowe et al. (2014) 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. 8).

Throughout the literature, many definitions have evolved for self-advocacy in special education and the rehabilitation field. For example, Balcazar, Fawcett, and Seekins (1991) defined self-advocacy as "the ability to communicate with others to acquire information and recruit help in meeting personal needs and goals" (p. 31). Furthermore, Martin et al. (1993) stated self-advocacy includes "the realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions" (p. 56). In other words, self-advocacy is one's ability to know his/her needs, strengths, and ability to communicate such needs with others (Shore, 2010). As illustrated previously, a consensus has not been developed regarding solidifying a common definition of self-determination and self-advocacy in the field of special education.

Conceptual Framework for Self-Advocacy

Due to the many definitions of self-advocacy and the confusion it may lead researchers and educators in the promotion of self-advocacy skills in secondary and postsecondary settings, Test, Fowler et al. (2005) conducted a literature review and developed a comprehensive conceptual framework of self-advocacy based on literature from the field and stakeholder input. The framework included (a) knowledge of self, (b) knowledge of rights, (c) communication, and (d) leadership. Knowledge of self and knowledge of rights are viewed as the primary foundation for the development of self-advocacy skills according to Test et al. (2005). It is essential for individuals to have knowledge of self and rights as prerequisite skills before having the ability to inform others of their preferences, interest, strengths, and needs in post-school situations. As a result of the literature review, Test et al. (2005) discovered 75% of the data-based intervention studies on self-advocacy attended to the effects of the intervention on self-awareness. For example, Brinckerhoff (1994) examined the use of a self-advocacy intervention on students' ability to describe their disability and learning styles, as well as, identify disability-related terminology to assist with requesting academic accommodations at the college level. In addition, 40% of the 20 studies reviewed examined the effects of a self-advocacy intervention on students' knowledge of his/her own rights. For example, Aune (1991) examined the effects of a self-advocacy intervention on students' knowledge of legal rights.

The third component of the conceptual framework is communication of one's knowledge of rights and self. This component involves having the ability to communicate and relay information effectively through negotiation and problem solving strategies.

Within the Test et al. (2005) review, all 20 studies included the development and promotion of communication skills. For example, the ability to communicate effectively across groups and different settings was represented across various self-advocacy interventions (VanReusen & Bos, 1994; Wehmeyer & Lawrence, 1995).

The final component is leadership which allows for an individual to shift from self-advocacy for him/herself to advocate for others. Only 20% of the data-based intervention studies reviewed measured leadership skills across transition domains (Allen, Smith, Test, Flowers, & Wood, 2001; Snyder & Shapiro, 1997; Wehmeyer & Lawrence, 1995). For example, Allen et al. (2001) examined the effects of the *Self-Directed IEP* on students' ability to demonstrate leadership skills in mock and actual IEP meetings with students with moderate intellectual disability. Along with understanding the components of self-advocacy, it is also critical for educators to be cognizant of methodologies for teaching these skills to students with disabilities, including ASD.

Methodologies for Teaching Self-Advocacy Skills to Students with Disabilities

Students with high-incidence disabilities (e.g., learning disabilities) encounter difficulties with (a) prioritization, (b) organization, (c) comprehension of academic content, and (d) time management at the high school level. These difficulties are often made worse by reluctance to self-disclose and to the significant changes in services offered at the postsecondary level (Janiga & Costenbader, 2002). Algozzine et al. (2001) conducted a comprehensive literature review using meta-analytical methods to examine (a) frequency of interventions used to teach self-advocacy and self-determination, (b) the disability populations typically taught these skills in the school environment, and (c) outcome data on the effectiveness of such interventions. Researchers found the majority

of interventions focused on students with learning disabilities in secondary and/or postsecondary settings, thereby, concluding many self-advocacy and self-determination interventions were not used with other disability populations (Algozzine et al., 2001). This reinforces the need for more empirical intervention studies to teach self-advocacy skills to students with low-incidence disabilities. A paucity of research and literature exists on students' knowledge of rights and responsibilities as it relates to ADA mandates at the postsecondary level for students with ASD (Pinder-Amaker, 2014). Prior data-based studies have suggested the use of various self-advocacy interventions to teach knowledge of rights and responsibilities for students with high-incidence disabilities. Three studies address knowledge of ADA (Lamb, 2004; White & Vo, 2006; Wood, Kelley, Test, & Fowler, 2010) and demonstrated the effectiveness of an ADA training package on knowledge of ADA and students' rights and responsibilities in secondary and postsecondary settings.

First, Lamb (2004) conducted a qualitative study to investigate the effects of "College Success Class" on the acquisition of students' self-advocacy skills with 20 college-aged students with disabilities. Of the 20 college-aged students, only one student had ASD. The "College Success Class" was designed to assist students with the transition to postsecondary education by actively teaching 10 self-advocacy skill components with the development of a self-advocacy plan. The self-advocacy plan included students' learning styles, strengths, needs, and academic accommodations needed for success. Lamb (2004) aimed to investigate the impact that college courses had on students' confidence, ability, and willingness to self-advocate. Results indicated all 20 students reported the class was helpful for learning skills and providing them with encouragement.

Sixteen students developed self-advocacy plans and 12 students reported feeling more prepared and confident when communicating with university professors and/or disability service personnel about academic supports and needs. In addition, 40% of students reported independently communicating with professors on academic needs and accommodations.

Next, White and Vo (2006) conducted a study to investigate the effects of a self-advocacy skill training program on students' knowledge of ADA, rights, responsibilities, and ability to request accommodations with three postsecondary students with disabilities. Session materials included an adapted version of *The Mentoring Handbook* (Balcazar et al., 1992) manual for intervention implementation with the use of additional ADA-related training documents. Using a multiple baseline design across behaviors and participants, seven behaviors (e.g., opening the meeting, asking for suggestions, asking for referral, summarizing) were assessed across 38 different role-playing situations assessing students' knowledge of ADA rights and responsibilities before and after the intervention. For each session, researchers documented the occurrence and nonoccurrence of the seven targeted behaviors for each participant. Results indicated a functional relation between the ADA training program and students' ability to acquire skills to request for academic accommodations. In addition, social validity data indicated all participants strongly agreed the training was effective and students reported to feel more confident in using their newly acquired skills to request academic accommodations in future postsecondary situations.

Finally, Wood et al. (2010) used a simultaneous treatments design to compare the effects of an audio-supported text and explicit instruction on the ability of students with

disabilities to understand academic accommodations, rights, and responsibilities once in postsecondary education with four high school seniors with mild disability. This study was designed to teach students the laws governing postsecondary education and students' rights and responsibilities for independently requesting accommodations. Researchers used the U.S. Department of Education, Office of Civil Rights "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities" document for training purposes. The intervention included scripted lesson plans with definitions, examples and non-examples of rights and responsibilities, and specific vocabulary referenced from the OCR document. During the audio-supported training sessions, students were instructed to listen to a CD-ROM with text read-aloud verbatim from the OCR document. During explicit instruction training sessions, students were presented with 10 scripted lesson plans addressing accommodations, rights and responsibilities using role-playing techniques. Using a simultaneous treatments design with an initial baseline and a final best treatment phase, results indicated use of explicit instruction to be a more effective intervention in comparison to audio-supported text. The explicit instruction training produced increased scores for all participants. In addition, participants were also able to generalize knowledge of accommodations to mock interviews.

Summary of Self-Determination and Self-Advocacy for Students with Disabilities

The self-determination movement continues to remain a critical initiative, particularly as IDEA amendments (1990, 1997, and 2004), the ADA, and the Rehabilitation Act amendments continue to support the adoption of self-determination skills for youth with disabilities. Research and literature affirm the many benefits of

adopting self-determined behavior at a young age as secondary students with disabilities are more likely to obtain competitive employment and increase independence if self-determination is taught during the transition period (Wehmeyer & Palmer, 2003). The self-advocacy movement has become a leading topic in the field of special education as it has equipped individuals with disabilities with the means to articulate strengths, needs, and assume active roles in decision-making. Test et al. (2005) developed a conceptual framework to illustrate four components of self-advocacy (i.e., knowledge of self, knowledge of rights, communication, and leadership). Several research studies have demonstrated the effectiveness of self-advocacy strategies and methodologies used to teach the four self-advocacy components of the framework.

Academic Accommodations at the Postsecondary Education Level

The ability to advocate for oneself, self-disclose, and identify beneficial academic accommodations and supports are critical skills for success when transitioning to postsecondary settings (Adreon & Durocher, 2007). Persons with ASD not only need common academic supports in postsecondary education, such as preferential seating, audio-recorded lectures, and extra time on tests, but also need organizational strategies as well (Adreon & Durocher, 2007; Williams & Palmer, 2003). In order to identify effective academic accommodations for students with disabilities, including ASD, it is critical to examine the effectiveness and frequency of use regarding postsecondary supports and services at the university level.

Support Services for Students with Disabilities

Research has been conducted to examine the types of effective postsecondary support services for students with disabilities and its frequency of use (Kundu, Dutta,

Schiro-Geist, & Crandall, 2003; Stodden, Whelley, Chang, & Harding, 2001; Tagayuna, Stodden, Chang, Zeleznick, & Whelley, 2005*)*. For example, the National Center for the Study of Postsecondary Educational Supports (NCSPES) conducted a national survey in 1999 and a follow-up study in 2001 to examine and compare the types of postsecondary supports and their frequency of use by postsecondary students with disabilities in two-to-four year education programs (Tagayuna et al., 2005). In 1999, the survey was distributed to approximately 1,500 disability support coordinators providing services in various postsecondary institutions. Of the 1,500 sampled, 650 participants responded to the survey, while only 412 respondents were surveyed in 2001.

Results of the 1999 survey indicated the top three most common postsecondary supports used were note-takers, academic counseling, and advocacy assistance to which all were offered more than 75% of the time to postsecondary students with disabilities. In addition, testing accommodations were reported to be offered most frequently to postsecondary students with disabilities with 84% of respondents reporting that this service was offered more than 75% of the time. In regards to advocacy assistance, according to the National Center for the Study of Postsecondary Educational Supports project, students with disabilities indicated more attention should be placed on promoting self-advocacy skills at this level as opposed to allowing others to advocate on their behalf.

Results from the 2001 survey, indicated an increase in common supports services, particularly academic accommodations and advocacy support. For example, in 1999 84% of respondents indicated disability support staff offered testing accommodations more than 75% of the time, and findings of the 2001 survey showed this percentage increased

to 89%. Additionally, generic support services also increased in the 2001 findings with tutorials showing a 7.5% increase and advocacy services, resulting in a large increase with 68% of improvement in 1991 and 71% in 2001.

Similarly, Kundu et al. (2003) conducted a survey to determine the perception of college-aged students' need and level of satisfaction with on-campus disability support services. Four universities, two from southern states and two from northern states, were sampled with 1,355 students with disabilities receiving the survey. Of that, 445 (33%) responded. Survey variables were formatted into a four-part survey instrument which included disability-related issues (e.g., knowledge of ADA, knowledge of civil rights), and disability-related services needs and satisfaction (e.g., academic support services, group support, career counseling). While the majority of respondents reported satisfaction with the quality and quantity of disability services, findings indicated 65 respondents reported receiving self-advocacy training in conjunction with faculty and staff, while 233 students did not report receiving such training across the four universities.

Several studies have investigated the types of service delivery and goals offered at various two-or-four year colleges for students with high-incidence disabilities, such as learning disabilities (Bursuck, Rose, Cowen, & Yahaya, 1989; Janiga & Costenbader, 2002; Yos, Shaw, Cullen, & Bigaj, 1994). For example, Yos et al. (1994) conducted a survey to examine the service delivery practices and attitudes of practitioners towards service delivery in postsecondary education for students with learning disabilities. The survey was distributed to 694 practitioners serving postsecondary students with learning disabilities with a 73% response rate (n = 510). Findings revealed a high-usage of learning strategies (e.g., note-taking, study skills, time management) were reported to

assist in promoting self-reliance, however, respondents felt these practices were often seen as a crutch and fostered dependence among students. Additionally, results indicated a need to encourage the use of practices that foster self-determination and self-advocacy for use in postsecondary settings.

Similarly, Janiga and Costenbader (2002) conducted a survey examining the perceptions of college service coordinators on their level of preparedness for the transition to postsecondary education and the types of services offered for postsecondary students with disabilities. The survey was distributed to college service coordinators at 174 universities and colleges in New York State and yielded a 41% response rate. Findings indicated the most common services offered to postsecondary students with disabilities as the following (a) extended time on examinations (76%), (b) note-takers (76%), (c) advocacy for students with university faculty (58%), (d) alternative testing options (66%), and counseling (43%). In addition, respondents also commented on their satisfaction with receipt of up-to-date evaluations for eligibility from the high schools, however, they rated self-advocacy instruction in high school very low with a mean of 2.18 on a 5-point Likert Scale. These findings suggest the need for high schools to attend to self-advocacy preparation for all students with disabilities.

Although a paucity of research exists on effective postsecondary supports specific for students with ASD (Pinder-Amaker, 2014; Wehman et al., 2014), the following published articles (VanBergeijk et al., 2008; Zager & Alpern, 2010) have recently investigated postsecondary supports for students with ASD. First, VanBergeijk et al. (2008) presented a descriptive case study of various postsecondary supports unique to the needs of students with ASD. Such supports include counseling supports, modifications in

the classroom, organizational help, mental health support and social and executive functioning. This published study stressed the importance of paying close attention to the unique postsecondary supports students with ASD will need for a successful transition. Then, Zager and Alpern (2010) described a Campus-Based Inclusion Model (CBIM) program designed to meet the unique postsecondary needs of students with ASD highlighting effective supports specific to this population. This overview of literature indicated social and communication supports and perspective taking skills using scripted role-playing activities to be critical components of successful postsecondary education programs for students with ASD.

Faculty Willingness to Provide Academic Accommodations to Postsecondary Students with Disabilities

While research has documented the types of postsecondary supports used and its effectiveness with postsecondary students with disabilities (Bursuck et al., 1989; Janiga & Costenbader, 2002; Yos et al., 1994), faculty willingness to provide such accommodations remains a concern (Hill, 1996; Rao, 2004). According to Hill (1996), postsecondary students with disabilities need assistance from not only the university disability office for accommodations, but there must also be a willingness on behalf of the faculty member to accommodate students in their classroom. Unfortunately, such willingness has not always been documented in past decades. Leyser (1989) asserted faculty members of postsecondary institutions tend to be more accepting towards students with sensory needs as opposed to students with learning disabilities, mental retardation and emotional disabilities. Additionally, Nelson, Dodd, and Smith (1990) emphasized the importance of faculty willingness as faculty members ultimately have the control to accept or deny instructional accommodations to students with disabilities.

Previous studies have examined the perceptions regarding faculty willingness to participate in the accommodation requesting and negotiating process with students with disabilities (Hill, 1996; Nelson et al., 1990). Nelson et al. (1990) distributed questionnaires to 107 faculty members examining faculty willingness to provide academic accommodations and analyzed if differences existed across colleges of four-year postsecondary institutions (e.g., Colleges of Education, Business, and Arts and Sciences). The questionnaire was divided into four categories: (a) special assistance, such as use of proofreaders for instructional purposes; (b) instructional modifications, such as tape-recording classroom lectures; (c) examination modification, such as alternative testing; and (d) assignment modification, such as extension of assignment deadlines. Findings revealed faculty members across colleges were willing to provide accommodations; however, fewer faculty members were willing to provide certain ones (e.g., extra credit, copies of lecture notes, permission to turn in tape-recorded assignments). For example, 50% of faculty members were willing to provide alternative assignments. In regards to differences among colleges, college of education faculty responded more favorably to all categories in comparison to the other colleges.

Similarly, Hill (1996) conducted a study to examine the perceptions of postsecondary students with disabilities associated with their satisfaction of services provided and faculty members' willingness to provide academic accommodations. The author distributed a questionnaire to 21 institutions that met inclusion criteria which resulted in a total of 264 respondents with a mean response rate of 66%. Results of the questionnaire indicated approximately two-thirds of students reported faculty were willing to provide instructional accommodations, one-third of students indicated the lack

of instructional accommodations from faculty was a hindrance. Furthermore, 12% of students indicated faculty members were not willing to provide instructional accommodations and 9% reported filing complaints against the infraction.

Faculty members have been found to be willing to provide academic accommodations to students with disabilities throughout the years, however, some faculty report concerns with maintaining course integrity and fear this action will lower course standards and expectations (Eckes & Ochoa, 2005; Lehmann et al., 2000; Lynch & Gussel, 2001; Nelson et al., 1990). With these apprehensions reported by faculty, the potential for conflicts in the academic accommodation requesting process can surface. Lynch and Gussel (2001) asserted faculty members may question a students' ability to successfully complete course requirements, which can result in conflict. This strengthens the need to educate students on conflict resolution strategies to use when differences of opinion arise in the process. The goal of conflict education is to increase a students' ability to manage conflict, increase perspective-taking ability, and reduce aggressive and hostile behavior that have the potential to cause social difficulties in all areas of an individual's life (Bodtker, 2001).

For example, Bodtker (2001) conducted a study to investigate the effects of a conflict resolution education program on students' emotional management and perspective-taking ability for 13 classes of students with emotional behaviors and/or autism/pervasive developmental disorders. The conflict resolution program consisted of six components (a) resolving interpersonal conflict, (b) conflict management styles, (c) effective communication strategies, (d) ways of managing hostility, (e) ways to approach problems creatively, and (f) basic negotiation skills. Findings indicated no impact on

perspective-taking and emotional management, but provide strong support for reducing hostility when conflicts arose. In order for persons with ASD to successfully resolve conflicts associated with requesting academic accommodations in postsecondary education, teaching essential self-advocacy and conflict resolution strategies prior to postsecondary enrollment is indispensible.

Current Research Examining Student Request of Academic Accommodations in Postsecondary Education Environments

Despite faculty willingness to provide academic accommodations to students with disabilities at the postsecondary level (Hill, 1996; Nelson et al., 1990; Rao, 2004), it still remains the primary responsibility of the self-advocate to access, request, and negotiate academic accommodations and needed services through the university's Disability Services Office at the college level. Several studies have demonstrated the effectiveness of the *SACR* training on ability to request and negotiate academic accommodations with students with disabilities (Bethune et al., in preparation; Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011).

The *Self-Advocacy and Conflict Resolution Training: Strategies for Classroom Accommodations Request* Training (*SACR*: Rumrill, Palmer, Roessler, & Brown, 1999) is a two-module intervention used to explicitly teach students with disabilities to request and negotiate academic accommodations offered in postsecondary education, access these accommodations on campus, and acquire essential conflict resolution skills to negotiate accommodations. The *SACR* is a product of the Office of Special Education Programs (OSEP) within the Project Accommodations Planning Training, a three-year transition grant developed by Project Career. The *SACR* includes a two-part training on self-advocacy and conflict resolution for youth with disabilities in postsecondary

education. Module I: "Self-Advocacy Skills" introduces 17 targeted advocacy behaviors (e.g., greeting, disclosure, solution, resources) across seven-scripted lesson plans in the context of requesting academic accommodations. For example, one of the targeted behaviors focuses on the introduction and appropriate greeting with university professors. In all sessions, participants have numerous opportunities to role-play situations and practice requesting accommodations with the instructor acting as a university professor (Rumrill et al., 1999).

Module II: "Conflict Resolution Skills" introduces the strategies for negotiation to mitigate any conflicts that participants might encounter with the implementation of reasonable academic accommodations. The module consists of seven conflict resolution skills (e.g., specifying, reflecting, summarizing). In all sessions, participants are introduced to the targeted skills, model various conflict resolution situations, and role-play negotiation skills with the interventionist. In addition, the *SACR* provides students with information on barriers to success in the classroom, reasonable accommodations, and rights and responsibilities under federal legislation (Palmer & Roessler, 2000; Rumrill et al., 1999; Walker & Test, 2011). Four studies (Bethune et al., in preparation; Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011) have demonstrated the effectiveness of the *SACR* on ability to request for academic accommodations in postsecondary settings with students with disabilities.

First, Roessler et al. (1998) conducted a multiple-baseline with replication design to investigate the effects of the *SACR* on ability to request for academic accommodations at the postsecondary level with three-college aged students with varying disabilities (i.e., learning disability, severe rheumatoid arthritis, visual impairment). Using a multiple

baseline with replication design, participants were taught 17 targeted self-advocacy behaviors (e.g., greeting, disclosure, solution, resources) within seven-scripted training sessions using modeling and role-playing strategies. Results were positive illustrating an increase in targeted behaviors learned across all participants.

Second, Palmer and Roessler (2000) conducted a group experimental study to investigate the effects of the *SACR* intervention on the ability of 50 students with disabilities to request for academic accommodations and resolve conflicts in 2-and-4 year postsecondary institutions. Fifty students with disabilities participated in the *SACR* training and were randomly assigned to a treatment or control group. Twenty-four self-advocacy and conflict resolution targeted behaviors were addressed across both modules. Results indicated a statistically significant difference among the treatment group with an increase in mean scores on self-advocacy behaviors (M=8.83) and conflict resolution behaviors (M=4.96) as compared to the control group with a mean score of 2.22 and 0.31. Additionally, participants reported feeling to have gained more knowledge of rights and responsibilities as a result of the intervention and felt more capable to successfully request for academic accommodations at the postsecondary level. The use of the *SACR* intervention was found to be effective at improving students' ability to request for academic accommodations.

In 2011, Walker and Test used a multiple probe across participants design to investigate the effects of the *SACR* on the ability to request for academic accommodations for African American college students with learning disabilities (LD) and/or Attention Deficit Hyperactivity Disorder (ADHD) in postsecondary education. Participants were first exposed to a multi-media presentation featuring the transition to

postsecondary education for students with LD/ADHD and then were explicitly taught 13 targeted behaviors (e.g., greeting, disclosure, identification of past accommodations and its benefit) of the *SACR* for requesting academic accommodations. Results indicated a functional relation between the intervention and students' ability to independently request academic accommodations and students generalized skills to an in vivo setting. In addition, social validity data indicated all participants rated the intervention as an effective tool for learning how to request for accommodations and the director of disability support services felt the intervention was a practical resource for college-aged students with disabilities.

Most recently, Bethune et al. (in preparation) conducted a study to investigate the effects of the *SACR* training on students' ability to request academic accommodations with three high school students with ASD. Participants were taught 13 targeted self-advocacy behaviors across seven-scripted lessons. Each lesson incorporated the use of role-playing, modeling, and scripted note-cards as visual support. Results indicated a functional relation between the self-advocacy training and students' ability to request academic accommodations. All participants made gains in scores after the introduction of the *SACR* training. In addition, social validity data reported participants felt more confident with the accommodation-requesting process and reported to be more aware of their disability needs and strengths. However, students were not taught what to do if a conflict arose in the process of requesting accommodations.

Although prior research and literature have demonstrated the effectiveness of self-advocacy interventions to teach student request of academic accommodations and knowledge of rights and responsibilities at the postsecondary level, minimal intervention

studies have empirically investigated its effects using published self-advocacy curricula (Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011). These studies did yield positive results for students with disabilities; however, several limitations should be addressed. Instruction that does not cater to a specific disability has shown to be ineffective at increasing and enhancing the in-school and post-school outcomes of students with disabilities. Future research must ensure instruction focuses on students' specific disability needs and characteristics (White & Vo, 2006). Walker and Test (2011) discussed the benefits of using the *SACR* with high school students. All but two studies provided instruction for students in secondary education, thus presenting a need for interventions conducted with secondary students (Bethune et al., in preparation; Palmer & Roessler, 2000; Walker & Test, 2011; White & Vo, 2006). Furthermore, the majority of participants in the previously mentioned studies were diagnosed with high-incidence disabilities (e.g., ADHD, LD). As noted in research and literature, access to postsecondary education is becoming a more viable option for persons with ASD and other intellectual/developmental disabilities (Roberts, 2010). With this increase in prevalence, the need for this research to be extended to participants with ASD is warranted.

Summary of Academic Accommodations at the Postsecondary Level

Students with disabilities encounter difficulties with initiating academic accommodations and services at the postsecondary level (Foley, 2006). According to the literature, published studies have been conducted examining the types of postsecondary support services and its frequency of use provided to students with disabilities, including students with ASD, at postsecondary education settings (Janiga &

Costenbader, 2002; Tagayuna et al., 2005; VanBergeijk et al., 2008; Zager & Alpern, 2010). These studies indicated several postsecondary support services (e.g., testing accommodations, advocacy assistance, and note-taking) to be the most common services offered by postsecondary institutions (Yos et al., 1994; Janiga & Costenbader, 2002). Prior research has indicated college faculty are willing to provide appropriate academic accommodations at the postsecondary level, although, it is the self-advocate's responsibility to seek services and accommodations prior to interactions with college faculty (Lynch & Gussel, 2001; Nelson et al., 1990). Several studies have investigated college-aged students' ability to request for academic accommodations and its positive outcomes on students' self-advocacy skills using the *SACR* (Bethune et al., in preparation; Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011). Of these studies, only one has empirically investigated its effects on secondary students with ASD, therefore, the need for future research in this area is warranted.

Summary of Literature Review

The transition from secondary school to postsecondary environments has been demonstrated to be challenging for students with disabilities, particularly for students with ASD. For example, unawareness of students' right and responsibilities and knowledge of the differences between high school and postsecondary education continues to remain a challenge. In K-12 education, special education supports and services are automatically provided to students with disabilities, however, in postsecondary education, students with disabilities must independently assume responsibility for obtaining postsecondary supports. A primary way for students to assume such responsibility is by seeking assistance from college disability coordinators in the self-disclosure and

accommodation requesting and negotiation process. Many researchers suggest teaching self-advocacy skills and the requesting and negotiating process for academic accommodations is the key to a successful transition (Roberts, 2010; Test et al., 2006; Wehman et al., 2014). However, the reality is many students with disabilities, especially students with ASD, are not equipped with these self-advocacy skills in the transition from secondary to postsecondary education.

CHAPTER 3: METHOD

The purpose of this study was to investigate the effects of *SACR* training on ability to request and negotiate academic accommodations with high school students with ASD. A multiple-probe across participants design was used to determine if the *SACR* training increases students' ability to request and negotiate academic accommodations. Social validity and generalization data were also collected.

Permission to Conduct the Study

The researcher met with the classroom teacher prior to the start of the study to review inclusion criteria. In addition, the researcher obtained all informed consents (i.e., parents/guardians) and student assents/consents using the template provided by the Institutional Review Board (IRB) at the University of North Carolina at Charlotte.

Institutional review board. Prior to data collection, the researcher obtained study approval for conducting research with human subjects. In addition, the researcher also obtained written consent/commitment from the school's principal/district superintendent, parents/guardians, and the students documenting their willingness to participate in the study. Student consent was obtained using a student consent form (see Appendix A for student consent form). For students under the age of 18, student assent was obtained using a student assent form (see Appendix B for student assent form). In addition, parent consent forms (see Appendix C for parent consent forms) were provided to students under the age of 18 requiring parental permission.

Participants

Participants for this study were three high school students with ASD. A convenience sample was used when selecting participants for this study. Participants had to have received special education services under the North Carolina criteria for autism. Participants were selected based on teacher recommendation and the following inclusion criteria: (a) diagnosis of mild ASD in accordance with the state/federal definition; (b) meet DSM-5's definition of Level I and Level II severity criteria as interpreted by Autism Speaks for verbal and non-verbal communication. Students that met criteria on Level I showed the following

> difficulty initiating social interactions, and clear examples of atypical or unsuccessful response to social overtures of others…may appear to have decreased interest in social interactions...a person who is able to speak in full sentences and engages in communication but whose to-and-fro conversation with others fails, and whose attempts to make friends are odd and typically unsuccessful. Students that meet criteria on Level II show the following marked deficits in verbal and nonverbal social communication skills; social impairments apparent even with supports in place; limited initiation of social interactions; and reduced or abnormal responses to social overtures from others. For example, a person who speaks simple sentences, whose interaction is limited to narrow special interests, and how has markedly odd nonverbal communication (Autism Speaks, 2014);

(c) enrollment in 9th, 10th, and 12th grade; (d) had an IEP postsecondary goal of attending a two-or-four year institution and/or postsecondary transition program for persons with intellectual disability that require students to take regular college classes; and (e) were on-track to receive a high school diploma. Exclusion criteria consisted of participants who do not meet the above inclusion criteria.

Jared. Jared was a 19 year old Caucasian male who was served in the ASD category and enrolled in the Occupational Course of Study leading to his high school

diploma. Jared had strong social skills and easily adapted to new environments with minimal prompting, however he had difficulty with staying organized and reading social cues. In addition, Jared had difficulty with applying strategies to situations without being prompted and understanding the meaning of social interactions. Jared's documented postsecondary education goal was to attend a college program that meets his needs. In addition, Jared's documented accommodations included (a) extended time on tests, (b) separate setting for testing, and (c) having the test read aloud.

Nathan. Nathan was a 16 year old Caucasian male who was served in the ASD category and enrolled in the Future Core Ready Course of Study leading to his high school diploma. Nathan was highly sociable and records indicated he frequently participated in classroom discussions, however had difficulty with working in group settings and coping with transitions. In addition, when Nathan was asked to complete a task that he believed to be challenging or lengthy, he would discontinue his work and become irate and frustrated. In certain instructional settings, Nathan had difficulty with working in a team setting and would often become upset easily. Nathan's documented postsecondary education goal was to attend Syracuse University to study sports broadcasting upon graduating high school. In addition, Nathan's documented accommodations included (a) having the test read aloud, (b) extended time on tests, and (c) use of a peer mentor during group work.

Caleb. Caleb was a 16 year old Caucasian male who was served in the ASD category and enrolled in the Occupational Course of Study leading to his high school diploma. Data indicated Caleb had difficulty with processing information, organizing his thoughts, and coping with transitions as an affect of his disability. Specifically, Caleb had

difficulty with processing information to obtain knowledge, organizing and expressing his thoughts, and coping with his sensitivity to the environment. Records indicated Caleb read on a second-grade reading level and could recall information and details, but had difficulty with identifying main ideas. In addition, Caleb had difficulty understanding abstract questions in a particular passage, such as character's feelings, moods, and the tones of the story. Caleb's documented postsecondary education goal was to continue in a postsecondary transition program upon graduation from high school. In addition, Caleb's documented accommodations included (a) separate setting for testing, (b) extended time on tests, and (c) having the test read aloud.

Setting

All training and intervention sessions (i.e., baseline, intervention, and generalization) occurred in a suburban high school in a school district in the Southeast, United States within an empty conference room. The school's demographics included the following: Total Enrollment, 1,798; Student Ethnicity, White; 73.3%; African American, 14.9%; Hispanic, 7.6%; Asian, 1.4%; Native American, <1%; Male, 52.2%, Female, 47.8%; Free and Reduced Lunch, 29.5%; and Exceptional Children, 9.2%.

Interventionist/Researcher

The researcher was a third-year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. She holds a baccalaureate degree in Deaf Education/Elementary Education and a Master's degree in Special Education with a focus in secondary transition and disability services. In addition, she holds Florida certification in Deaf Education (K-12), Elementary Education (K-6), and Special Education (K-12). She had three years of experience

serving as a transition program coordinator for an 18-21 year old college transition program for students with intellectual disability. In addition, she co-authored several articles that have been submitted for publication that focused on college-and-career readiness for persons with disabilities and the use of self-advocacy in postsecondary education (Bethune et al., in preparation; Test, Cease-Cook, Bethune, Cashman, & O'Cummings, 2014). The researcher was responsible for (a) obtaining IRB approval; (b) communicating and obtaining commitment with the school and the school district to conduct the study; (c) developing all training materials; (d) implementing the intervention; (e) training the individual collecting IOA, procedural fidelity measures, and generalization measures; and (f) communicating progress with the dissertation chair on a consistent basis.

Instructional Materials

There were two sets of instructional materials used in this study. The first set was the "Let's Learn about Postsecondary Education: Know Your Rights and Responsibilities for Students with Autism Spectrum Disorders: PowerPoint ® Presentation" (Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities, 2011) and the second set was the "*Self-Advocacy and Conflict Resolution* Training (*SACR*): *Strategies for the Classroom Accommodation Request*" (Rumrill et al., 1999).

Let's learn about postsecondary education: know your rights and responsibilities for students with autism spectrum disorders: PowerPoint ® presentation. This multi-media presentation was a 20-minute PowerPoint presentation used in pre-baseline procedures and addressed the following: (a) the differences between high school and

postsecondary education, (b) characteristics of autism and how autism can affect students' learning in the classroom, and (c) what it means to be a self-advocate. The PowerPoint was researcher-made using the Office of Civil Rights (OCR) document titled "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities" as a guide (see Appendix D for the PowerPoint presentation).

The OCR document provided questions and answers on specific information about attending postsecondary education and delineated students' rights and responsibilities. For example, the OCR document included the following questions (a) As a student with a disability leaving high school and entering college, will I have different rights?; (b) Can the college deny me admission because of my disability?; (c) Do I need to tell the college that I have a disability?; (d) What academic accommodations are available for me in college?; (e) When do I need to request academic accommodations?; (f) Do I need to prove that I have a disability to obtain an academic accommodation?; (g) If I want an academic accommodation, where do I go and who do I see?, (h) What documentation do I bring?; and (i) Once the school has received the necessary documentation from me, what should I expect?

In addition, the last part of the PowerPoint presentation addressed what it means to be a self-advocate and the purpose of the study. The PowerPoint also embedded two brief YouTube videos featuring students on the autism spectrum and students with intellectual disability attending and participating in postsecondary education. The first YouTube video featured a young college-aged student with Aspergers Syndrome, Ron, who discussed his disability, his needs, and how his university's disability service center assisted him with becoming more independent and integrated within his college classes

(https://www.youtube.com/watch?v=6r5F65AHLaI). The second YouTube video featured Think College's trailer for the film "Rethinking College: The Film." This film illustrated how colleges and universities can provide an educational setting for students with intellectual disability to experience all aspects of college (http://www.youtube.com/watch?v=auIYOb_rptQ).

The *Self-Advocacy and Conflict Resolution* training (*SACR*): Strategies for the classroom accommodation request. The *SACR* training (Rumrill et al., 1999) is a two-module intervention used to teach students with disabilities to request academic accommodations offered in postsecondary education, access these accommodations on campus, and acquire essential conflict resolution skills to negotiate accommodations with university instructors. The *SACR* was a product of the Office of Special Education Programs (OSEP) within the Project Accommodations Planning Training, a 3-year transition grant developed by Project Career through the Department of Rehabilitation at the University of Arkansas. The first module "Self-Advocacy Skills" introduces 17 targeted self-advocacy behaviors (e.g., greeting, disclosure, solution, resources) across seven-scripted lesson plans in the context of requesting academic accommodations. The second module "Conflict Resolution Skills" introduces strategies for negotiation to mitigate any conflicts participants might encounter when requesting academic accommodations. This module consists of seven conflict resolution skills (e.g., specifying, reflecting, summarizing) across seven-scripted lessons. In all sessions, participants are introduced to the targeted skills, skills are modeled by the interventionist, and then students practice and role-play negotiation skills with the interventionist acting as the university professor.

Due to ADA mandates and civil rights protection, university instructors and faculty members are not permitted to deny the accommodation approved by Disability Services, however, conflicts may arise when communicating the best way to accommodate the student in the context of his/her own course using the approved accommodation. Conflicts might also arise if the student is not using the accommodation in the manner for which it was intended (e.g., having a scribe supply answers for the student, instead of simply transcribing what the student is stating).

Each lesson plan included the skills to be taught, the goals of the skills, examples and non-examples, opportunities for the interventionist to model the skills, opportunities for the students to practice and role-play the skills, and then opportunities for the interventionist to summarize the skills/behaviors being taught. The targeted population for this intervention was originally students with high-incidence disabilities, such as learning disabilities and ADHD. Due to the nature of this study's targeted population, the lessons were adapted to be shorter in length, targeted behaviors were presented in smaller segments, and the use of visual supports (e.g., scripted note-cards) were added. For this study, the 17 targeted behaviors of Module I of the *SACR* training were consolidated to 13 targeted behaviors. For Module II of the *SACR* training, all seven targeted behaviors were taught as is. For the purpose of this study, participants received instruction on both modules.

Data Collection Procedures

Dependent variables. The first dependent variable in this study was knowledge of the skill to request an academic accommodation and was measured as percentage of correct targeted self-advocacy behaviors to a 13-item probe given before the lessons (see

Appendix E for 13-item probe: Instructor Agrees). Percentage correct was recorded to report the proportion of total correct responses (Cooper, Heron, & Heward, 2007). Using a data collection instrument, a correct response was represented with a plus sign (+) and an incorrect response was represented with a minus sign (-). For example, a student would receive a plus sign on the data collection instrument for the targeted self-advocacy behavior of providing an accommodation he had identified as being effective if his response was similar to "Receiving extra time on an exam is helpful and/or larger print helps me see things more easily." A student would receive a minus sign if he did not state accommodations that he used in the past that was said to be effective. Refer to Appendix F for operational definitions of each targeted self-advocacy behavior.

The 13-item probe used to measure this dependent variable was only used when the instructor agreed with the student's request for the academic accommodation. Number nine on the 13-item probe stated "How will you ask the instructor if the accommodation sounds reasonable?" and it is at this point, the instructor agrees with the students request requiring no further need for conflict resolution skills to be addressed by both parties (see Appendix G for "Without Conflict Intervention" data collection instrument).

The second dependent variable was knowledge of the skill to negotiate academic accommodations and use conflict resolution skills appropriately in the accommodation-requesting process and was measured as percentage of correct targeted conflict resolution behaviors to a 19-item probe given before each of lessons (see Appendix H for 19-item probe: Instructor's Concerns). Using the data collection instrument, a correct response was represented with a plus sign (+) and an incorrect response was represented with a

minus sign (-). For example, a student would receive a plus sign on the data collection instrument for the targeted conflict resolution behavior of obtaining more information when the instructor expressed concerns if his response was similar to "What are your concerns about this accommodation?" A student would receive a minus if the student did not specify and elicit further information from the instructor on the reason for the concerns. Refer to Appendix I for operational definitions of each targeted conflict resolution behavior.

The 19-item probe used to measure this dependent variable was only used when the instructor expressed concerns on how to best accommodate the student in his/her classroom. Number nine on the probe stated "How will you ask the instructor if the accommodation sounds reasonable?" and it is at this point, the instructor expressed concerns and/or elicit further information regarding the accommodation requiring the need for the student to resolve the conflict with the instructor using conflict resolution and negotiation skills (see Appendix J for "With Conflict Intervention" data collection instrument).

Interobserver reliability. Interobserver agreement (IOA) was collected by a first-year doctoral student in the Department of Special Education and Child Development who listened to audio-recorded sessions by documenting students' demonstration of the targeted behaviors using the data collection instrument. Initially, it was decided to video-record the sessions, however, it was more conducive to the environment and students' learning to audio-record the sessions for IOA and procedural fidelity purposes only. An item-by-item analysis was used on the number of demonstrated and not demonstrated targeted behaviors. IOA was collected on 30% across baseline and intervention phases of

the study. The researcher expected 80% or above IOA. The percentage of agreement between the first and second observer was calculated by dividing the smaller number of agreements by the total (i.e., 13 or 19) and multiplying by 100 (Cooper, Heron, & Heward, 2007). Training on interobserver reliability procedures was conducted prior to the start of the study. The researcher trained the second observer using the form in Appendix F and Appendix I to ensure the observer was skilled in recognizing the skills associated with each targeted self-advocacy and conflict resolution behavior. The training involved discussing each targeted behavior in detail and providing examples and non-examples of each behavior. In addition, the researcher and second observer role-played situations using the 13-item probe and the 19-item probe until the second observer felt comfortable with identifying both sets of targeted behaviors.

Generalization Data

Data was collected to determine if participants could generalize skills learned to a different person, in this case, two different university instructors. The ability to independently request and negotiate academic accommodations with an actual university instructor is critical to success in postsecondary education and mirrors exact procedures for when students meet with their university instructor to request and negotiate classroom accommodations in college.

Two generalization measures were collected for each participant once in baseline and approximately two weeks post-intervention. During baseline, one university instructor (U1) used the 13-item probe (instructor agrees) and the other university instructor (U2) used the 19-item probe (instructor's concerns). For post-generalization measures, U1 then used the 19-item probe (instructor's concerns) and U2 then used the

13-item probe (instructor agrees) to assess each participant. Furthermore, generalization across time allowed for the researcher to investigate if skills had generalized over an extended period of time. Data were collected in the same manner as in all phases of the study. Generalization data from baseline and post-intervention was compared to assess if students generalized the skills learned in the intervention to a new person over an extended period of time.

Social Validity Data

Social validity data was collected on the outcomes and goals of the study by evaluating the university instructors' views on the effects of the self-advocacy intervention and procedures in which the instructor was asked to rate on a 4-point Likert scale (i.e., 1= strongly disagree, 2= disagree, 3= agree, 4=strongly agree) their opinions to several closed-ended questions. In addition, several open-ended questions focused on the use of the self-advocacy intervention as a resource for future college-aged students in need of assistance with requesting and negotiating accommodations in postsecondary settings. In addition, the questionnaire also asked for opinions on the importance of each targeted behavior and its relevance to learning to request and negotiate academic accommodations (see Appendix K for university instructor's social validity questionnaire).

Social validity was also collected on the outcomes and procedures of the study by evaluating the students' perspective of the effectiveness of the self-advocacy intervention in which students were asked to rate on a Likert scale (i.e., 1= strongly disagree, 2= disagree, 3= agree, 4=strongly agree) their opinion on the usefulness of the intervention, particularly focusing on students' confidence with requesting and negotiating academic

accommodations in postsecondary settings (see Appendix L for students' social validity questionnaire).

Experimental Design

A multiple-probe across participants design (Horner & Baer, 1978; Tawny & Gast, 1984) was used to investigate the effects of *SACR* training on ability to request and negotiate academic accommodations with three high school students with ASD. In a multiple probe across participants design, baseline was collected on all participants and the participant with the lowest and/or most stable baseline data entered the first phase of the intervention. Baseline was collected for a minimum of six sessions. Three without conflict probe sessions using Appendix E's 13-item probe for when the instructor agrees with the request and three without conflict probe sessions using Appendix H's 19-item probe for when the instructor expresses concern was used. The probe types were randomly ordered in pairs as to avoid the possibility of the participants anticipating a pattern in the probe sequence. For the person in intervention, data was collected daily throughout the intervention. For those not in intervention phase, probes were conducted on all participants after the person in intervention reached mastery in the first and second phase of the intervention (Cooper, Heron, & Heward, 2007).

The first phase of intervention was the "Without Conflict Intervention" using Appendix E's 13-item probe where the instructor agreed with the accommodation request. The "Without Conflict Intervention" consisted of teaching 13 targeted self-advocacy behaviors and mastery criterion was set at 11 of 13 targeted behaviors or 85% correct. At this point, three new baseline data points were collected using the 19-item probe (instructor's concerns) to check for stability before entering the next phase.

Mastery criterion was set at 16 of 19 targeted behaviors/skills or 85% correct during this phase. Once the student in intervention has demonstrated mastery in the second intervention phase, the student then entered generalization.

Procedures

General procedures. Participants participated in the intervention individually for approximately 14, 30-45 minute sessions. These sessions included time for the student to role-play with the interventionist, practice each targeted behavior, and summarize the material learned. Before the start of each lesson, a probe was administered to evaluate the students' ability to request and negotiate academic accommodations. A probe was not administered before Lessons 1 and 2 of the Without Conflict Intervention as a baseline probe session using the 13-item and 19-item probe questions had been previously given to each student, therefore, it would deem unnecessary and repetitive to conduct another probe session before teaching the first two lessons. The interventionist began with the probe first and then followed with the lessons.

In the Without Conflict Intervention, the interventionist proceeded to teach two lessons per session for the exception of the final lesson. For example, Day 1 = Lessons 1 and 2, Day 2 =Lessons 3 and 4, Day 3 = Lessons 5 and 6, and Day 4 = Lesson 7. After Lesson 7 was taught, the interventionist conducted two consecutive probe sessions to ensure the student reached mastery for two consecutive times. This was done in this sequence only if participants did not reach mastery prior to the completion of the lessons. Once participants reach mastery in the first phase, a second baseline was conducted for three consecutive sessions to check for stability.

Once this was done, students entered the second phase of the intervention, the "With Conflict Intervention." A probe was not administered before Lesson 1 of the With Conflict Intervention as a second baseline using the 19-item probe questions had been previously administered for three consecutive baseline sessions to check for stability before entering the second intervention phase. Therefore, it would deem unnecessary and repetitive to conduct another probe session before teaching Lesson 1 of the With Conflict Intervention. During this phase, students were taught one lesson for each session (seven lessons total) and a probe was administered before each lesson for the exception of the first lesson taught.

Pre-baseline procedures. As a prerequisite for instruction on the *SACR*, students needed to identify an IEP accommodation. Pre-baseline procedures began with participants watching a multi-media presentation using the OCR document titled "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities." After watching the brief multi-media presentation, the interventionist met with each student and discussed their IEP and reviewed strengths, areas of need, and identified an accommodation the student would use for the *SACR* intervention and in postsecondary education settings. In addition, the dependent variable had to correspond to the accommodation selected by the student during the pre-baseline procedures.

Baseline**.** Baseline was collected for a minimum of six sessions, and the participant with the lowest and/or most stable baseline data entered the first phase of the intervention. Three without conflict probe sessions using Appendix E's 13-item probe for when the instructor agreed with the request and three without conflict probe sessions

using Appendix H's 19-item probe for when the instructor expressed concern was used. The probe types were randomly ordered in pairs as avoid the possibility of the participants anticipating a pattern in the probe sequence. No instruction was given to students during baseline. Each session was audio-recorded for interobserver reliability purposes and responses were documented using the data collection instrument. Two generalization baseline probes, one of each probe type, were administered for each student by actual university instructors.

SACR "without conflict intervention" lessons. Using the accommodation identified in pre-baseline procedures, the "Without Conflict Intervention" began. This part consisted of 13 targeted self-advocacy behaviors which included the following: (a) greet instructor, (b) identify disability, (c) explain disability effects, (d) explain the benefits of past accommodations, (e) request the use of accommodations, (f) identify resources that can be helpful, (g) state his/her responsibility for the accommodation, (h) ask for student-instructor agreement, (i) affirm the agreement, (j) restate accommodations, (k) clarify student's role, and (l) close with a positive statement. The second phase of the intervention introduced the "With Conflict Intervention" consisting of seven conflict resolution skills which included the following: (a) specifying, (b) reflecting, (c) mutualizing, (d) collaborating, (e) inventing, (f) summarizing, and (g) selecting.

Lesson one. The goal of this lesson was to teach students how to establish a friendly basis for interaction and inform the instructor of whom the participant is and the relationship to him or her. During this lesson, the researcher provided examples and non-examples of an appropriate introduction. For example, the researcher modeled

appropriate greetings such as “Good morning, hello, my name is Jane Doe, and I am taking your Introduction to Music course on Tuesdays and Thursdays at 1:30 pm.” After modeling, the student used the scripted note-cards with this interaction and role-play making appropriate introductions and greetings. The scripted note-cards were researcher-made, printed on colored cardstock with large font. At the end of the lesson, the researcher summarized the first step of the advocacy process. Each lesson followed a model, role-play and guided practice format. Refer to the lesson plans in Appendix M for additional details.

Lesson two. The goal of this lesson was to teach students how to identify their disability, explain their disability in simple language, and how the disability affected their learning in a classroom. During this lesson, the researcher provided examples and non-examples of identifying one’s disability. For example, the researcher made a general statement about the disability, such as “I have autism” and then explained how the disability affected the student’s learning, such as “It is difficult for me to take notes and listen to the lecture at the same time.” After providing examples and modeling these targeted behaviors, the student practiced this lesson with the researcher acting as a university instructor using the scripted note-cards as a guide during role-playing. At the end of the lesson, the researcher summarized the skills learned in this lesson.

Lesson three. The goal of this lesson was to teach students how to explain what accommodation had worked best in the past and how to request for a similar accommodation for use in a college classroom. During this lesson, the researcher provided examples and non-examples of identifying past accommodations that had been successful. For example, the researcher first gave an example of an accommodation that

has been helpful in the past, such as "I have used a note-taker in my other classes before," then explained the benefit of this accommodation and why the accommodation was helpful, such as "This helps me keep up with the lecture" and "I think having a note-taker would be helpful to have in your class." At the end of the lesson, the researcher summarized the skills learned in this lesson.

Lesson four. The goal of this lesson was to teach students how to describe resources available in the requesting accommodation process and inform students of their own role. During this lesson, the researcher provided examples and non-examples of the appropriate personnel to assist with providing an accommodation. For example, the researcher might say "The Disability Resource Center on campus is an office that assists students with disabilities with accommodations they need…I am registered with the office and I will make sure to discuss my request for a note-taker to the appropriate personnel." At the end of the lesson, the researcher summarized the skills learned in this lesson.

Lesson five. The goal of this lesson was to teach students to ask for agreement from the instructor and confirm the agreement with an affirming statement. During this lesson, the researcher provided examples and non-examples of how to ask for agreement regarding the requesting accommodation process. For example, the researcher informed the student to say "Do these suggestions sound alright to you?" and when the professor says "Yes," the student then responded to the instructor's agreement with an affirmative statement, such as "O.K. or Great." At the end of the lesson, the researcher summarized the skills learned in this lesson.

Lesson six. The goal of this lesson was to teach students to restate the accommodation to be used in the class, explain how the student will implement the accommodation, and understand what the role of the instructor will be. During this lesson, the researcher provided examples and non-examples of how to restate the accommodation requested for use in the college classroom. For example, the researcher informed the student to say something like "Good, I'll plan to use a note-taker in the class and I will contact the Disability Resource Center on campus about receiving a note-taker for use in your course." At the end of the lesson, the researcher summarized the skills learned in this lesson.

Lesson seven. The goal of this lesson was to teach students to make a positive statement about the class or the accommodation arrangements and express appreciation for the instructor's time, attention, and assistance. During this lesson, the researcher provided examples and non-examples on appropriately expressing appreciation to the instructor for his/her assistance and time in the requesting accommodation process. For example, the researcher informed the student ways to express appreciation, such as "I'm looking forward to your class" and "Thank you for your help." At the end of the lesson, the researcher summarized the skills learned in this lesson. Once a student reached mastery on the "Without Conflict Intervention", the student then was instructed on the second phase, the "With Conflict Intervention."

Second "With Conflict" Baseline Phase

At this point, three consecutive baseline data points were gathered from the student in intervention to check for stability before starting the second *SACR*

intervention. Probes were conducted using the 19-item probe (instructor's concerns) before beginning the "With Conflict Intervention" phase.

SACR "With Conflict Intervention" Lessons

Lesson one (specifying). The goal of this lesson was to understand the instructor's interest (point of view) in objecting to the accommodation. Specifying was the "first skill needed to successfully resolve objections to requested academic accommodations. This skill involves asking an instructor to elaborate on the objection he/she has to your request" (Rumrill et al., 1999, p. 4). During this lesson, the researcher presented the student with a scenario between an instructor and a student where the instructor expresses concerns regarding how to best accommodate the student in the context of his/her classroom, thus requiring the student to problem solve appropriate solutions and use specific conflict resolution skills in the process. The researcher addressed appropriate ways to control one's own emotions and ways to concentrate on the issue. When an instructor expressed concern, the interventionist role-played how to understand the instructor's point of view by saying something like "What are your concerns about this accommodation?" or "What is it that bothers you about this request?" During this lesson, the interventionist and student role-played the process using the scripted note-cards. At the end of the lesson, the interventionist summarized the skills learned in this lesson. Each lesson followed a model, role-play and guided practice format.

Lesson two (reflecting). The goal of this lesson was to give the instructor the knowledge that you understand their objections allowing the instructor to further clarify their own point of views. During this lesson, the student learned how to accurately reflect the instructor's interests. The interventionist taught how to listen actively in the process

and learn how to communicate acceptance of the instructor's opinion through appropriate facial expressions, positive tone-of-voice, and body movement/gestures. When an instructor expressed concern for how to best accommodate the student in his/her context of the course, the interventionist role-played how to give the instructor the knowledge that the student understood their concerns by saying something like "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." During this lesson, the interventionist and student role-played the process using the scripted note-cards. At the end of the lesson, the interventionist summarized the skills learned in the lesson.

Lesson three (mutualizing). The goal of this lesson was to "consolidate the discussion such that it is seen as a shared difficulty which both parties are invested in resolving fairly" (Rumrill et al., 1999, p.6). The concept of mutualizing occurs when the conversation between a student and instructor is focused to include shared interests and common ground. To teach students how to "mutualize" when an instructor expressed concern, the interventionist role-played how to make mutualizing statements that point the discussion to focus on shared interests, not set positions. Such statement might include "From our conversation, 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." In this lesson, students learned to maintain a positive tone-of-voice and the importance of appropriate body language. At the end of this lesson, the interventionist summarized the skills learned.

Lesson four (collaborating)**.** The goal of this lesson was to teach the student how to make encouraging statements that act upon the previously shared interests identified in lesson three with an ultimate goal of finding a fair solution from both parties. During this lesson, the student and interventionist practiced offering reasonable suggestions. For example, collaborating statements during the role-play portion of the intervention might include "So, let's take a few minutes to try and come up with some alternatives that will be fair for both of us" or "You know, I'll bet if we did a little brain-storming right now, we could come up with some fair solutions." In this lesson, students learned appropriate body language, such as leaning forward may indicate more involvement or a closer relationship. At the end of the lesson, the interventionist summarized the skills taught.

Lesson five (inventing). The goal of this lesson was to teach student to generate as many alternative solutions to the issue without judgment. Also, this lesson of inventing is separate from making decisions as decisions can be construed as judging and inventing as creating. Ultimately, students in this lesson learned how to avoid thinking their problem is their problem and not a shared issue that can be resolved with the development of alternative solutions. Such inventing statements included "You know, the accommodation I requested is one my advisor suggested but we may be able to come up with a way to make this accommodation work better" or "This accommodation may have worked before, but I'll bet we can come up with different ways to do this." Students in this lesson learned to agree on a common interest and remain open-minded to new ideas. At the end of the lesson, the interventionist summarized the skills taught.

Lesson six (summarizing)**.** The goal of this lesson was to teach students how to summarize, without any prioritization, an accurate list of options generated by both

parties. This is simply a list of options that was generated during the previous lesson, inventing. The student will be taught to keep a record of the list of options and to not prioritize the options. In the summarizing step, students made statements such as "Okay, these are the possible solutions we have generated so far…" or "Wow, this was a bit hard…this is what we have come up with." Students learned how to maintain a neutral tone of voice and practice reciting the list in the order they were suggested without any prioritization. At the end of the lesson, the interventionist summarized the skills taught.

Lesson seven (selecting). In this lesson, students were taught to identify one or two options from the summarized list in which both parties mutually agree on its benefits. Students learned to ask the instructor of his/her preference regarding the list of options. A selection statement included saying "Of the options we have generated, what would be your preference?" or "Perhaps, we could try this option and if it doesn't work out, then let's select another option together." This was the last stage to resolving problems within the accommodation-requesting process and the key to this stage was to ensure students define fair procedures for the implementation of the alternatives. At the end of the lesson, the interventionist summarized the skills taught.

Generalization

When participants met mastery criterion of 16 of 19 (85%) correct targeted self-advocacy and conflict resolutions skills for being able to request for academic accommodations and resolve conflicts, generalization data was then collected on students' ability to use the entire *SACR* training (both with and without conflict targeted behaviors). Post-intervention generalization data collection occurred approximately two weeks after intervention.

Procedural Fidelity

Procedural fidelity was collected by a current first-year doctoral student by observing the interventionist by listening to three randomly selected audio-recorded sessions delivering the intervention to assess for accuracy of implementation. The *SACR* detailed lesson plans were used to assess the accuracy of the intervention when being delivered. Item-by-item agreement for procedural fidelity was administered taking the amount of trial agreements divided by the total number of trials, multiplied by 100 (Cooper, Heron, & Heward, 2007).

CHAPTER 4: RESULTS

Interobserver Reliability

Interobserver reliability was collected on 30% of baseline probes with percentages ranging from 92% to 100% with a mean of 96%. In addition, interobserver reliability was collected on 30% of intervention probes with percentages ranging from 92% to 100% with a mean of 99%.

Procedural Fidelity

The second observer listened to three audio-recorded sessions conducted by the researcher to collect procedural fidelity on the implementation of the independent variable. Procedural fidelity was 100% for each of the three instructional sessions.

Research Questions

What are the effects of a self-advocacy intervention on knowledge of skills to request academic accommodations with secondary level students with ASD in a role-play setting?

The effects of the *Self-Advocacy* and *Conflict Resolution* training on students' ability to request academic accommodations (Without Conflict) in a role-play situation are presented in Figure 1. A visual inspection of the graph showed a functional relation between the self-advocacy training and an increase in each student's knowledge of skills to request academic accommodations.

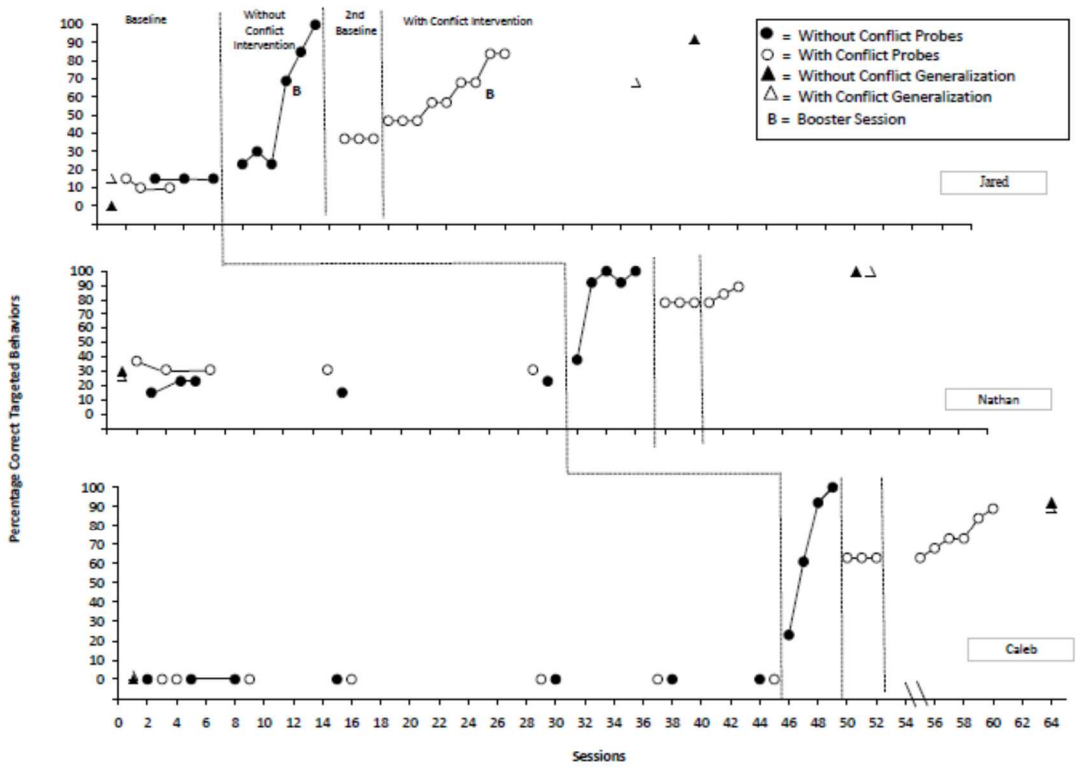

Figure 1: Percentage of correctly targeted self-advocacy and conflict resolution behaviors

Jared. During baseline, Jared's scores for the Without Conflict baseline probe were stable at 2 out of 13 targeted behaviors correct with a mean of 2 (15%). After the Without Conflict Intervention was introduced, data indicated a slight change in level and ascending trend. During the Without Conflict Intervention, his scores ranged from 3 to 13 targeted behaviors correct with a mean of 7 (55%). During probe session 4, Jared received a booster session on four targeted behaviors (i.e., identification of previous accommodations, request use of accommodations, clarify role, and close with a positive statement). During probe session 5, Jared reached mastery criterion for two consecutive sessions.

Nathan. During baseline, Nathan's scores for the Without Conflict baseline probe ranged from 2 to 3 targeted behaviors correct with a mean of 2.3 (17%). After the Without Conflict Intervention was introduced, data indicated at first a minimal change in level, but then an ascending trend after Lesson 5 and 6 were introduced. During the Without Conflict Intervention, his scores ranged 5 to 13 targeted behaviors correct with a mean of 11 (85%). During probe session 2, Nathan reached mastery criterion before the full set of lessons could be completed (Lesson 7 had not been taught at this point). At this point, during probe session 3, the researcher finished the last lesson and then proceeded to collect mastery criterion data for two consecutive days. This occurred due to researcher error, however, this did provide three additional probe sessions that demonstrate mastery of targeted behaviors for four consecutive sessions total.

Caleb. During baseline, Caleb's scores for the Without Conflict baseline probe were stable at 0 targeted behaviors correct with a mean of 0%. After the Without Conflict Intervention was introduced, data indicated an immediate change in level and ascending trend. During the Without Conflict Intervention, his scores ranged from 3 to 13 targeted behaviors correct with a mean of 9 (69%). During probe session 3, Caleb reached mastery criterion for two consecutive sessions.

What are the effects of a self-advocacy intervention on knowledge of skills to resolve conflicts and negotiate academic accommodations with secondary level students with ASD in a role-play setting?

The effects of the *Self-Advocacy* and *Conflict Resolution* training on students' knowledge to negotiate academic accommodations (With Conflict Intervention) in a role-play situation are presented in Figure 1. A visual inspection of the graph showed a

functional relation between the self-advocacy training and an increase in each student's knowledge to negotiate academic accommodations.

Jared. During initial baseline, Jared's scores for the With Conflict baseline probe ranged from 2 to 3 targeted behaviors correct with a mean of 2.3 (12%). During his second baseline, Jared's scores were stable at 7 out of 19 targeted behaviors correct with a mean of 7 (37%). After the With Conflict Intervention was introduced, data indicated a slight change in level and ascending trend. During the With Conflict Intervention, his scores ranged from 9 to 16 targeted behaviors correct with a mean of 11 (62%). During intervention session 7, Jared received a booster session on six targeted behaviors (i.e., request use of accommodations, reflecting, mutualizing, inventing, summarizing, and clarify role). During probe session 8, Jared reached mastery criterion for two consecutive sessions.

Nathan. During initial baseline, Nathan's scores for the With Conflict baseline probe ranged from 6 to 7 targeted behaviors correct with a mean of 6.3 (33%). During his second-baseline, Nathan's scores were stable at 15 out of 19 targeted behaviors correct with a mean of 15 (78%). After the With Conflict Intervention was introduced, data indicated a gradual change in level and ascending trend. During the With Conflict Intervention, his scores ranged from 15 to 17 targeted behaviors correct with a mean of 16 (85%). During probe session 2, Nathan reached mastery criterion for two consecutive sessions before the lessons were completed. All instruction stopped and he then entered generalization phase.

Caleb. During initial baseline, Caleb's scores for the With Conflict baseline probe were stable at 0 targeted behaviors correct with a mean of 0%. During second-baseline,

Caleb's scores were stable at 12 out of 19 targeted behaviors correct with a mean of 12 (63%). After the With Conflict Intervention was introduced, data indicated gradual change in level and ascending trend. During the With Conflict Intervention, his scores ranged from 13 to 17 targeted behaviors correct with a mean of 15 (77%). During probe session 4, Caleb reached mastery criterion for two consecutive sessions before the lessons were completed. All instruction stopped and he then entered generalization phase.

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

The effects of the self-advocacy intervention on students' knowledge to request and negotiate academic accommodations in an in-vivo setting are presented in Figure 1. The graph indicates all students were able to generalize most of the targeted behaviors to the in-vivo settings with the university instructors.

Jared. During the baseline in-vivo generalization probe for the Without Conflict Intervention, Jared scored a 1 out of 13 (0.07%) targeted behaviors correct and scored a 2 out of 19 (15%) targeted behaviors correct for the With Conflict Intervention. Approximately two weeks post-intervention, Jared generalized 12 out of 13 (92%) targeted behaviors using the Without Conflict probe. Of the 13 targeted behaviors, Jared generalized all but targeted behavior 11 (i.e., affirm the agreement). In addition, Jared was able to generalize 13 out of 19 (68%) targeted behaviors using the With Conflict probe. Of the 19 targeted behaviors, Jared generalized targeted behaviors 1-10 (i.e., greet instructor, identify disability status, explain disability in functional terms, identification of previous accommodations, explains benefits of past accommodations, request use of accommodations, identify resources and how they help, explain your role,

ask for agreement, and specifying) and targeted behaviors 17 and 19 (i.e., restate accommodation and close with a positive statement). However, he did not generalize targeted behaviors 11-16 (i.e., reflecting, mutualizing, collaborating, inventing, summarizing, and selecting) and targeted behavior 18 (i.e., clarify role).

Nathan. During the baseline in-vivo generalization probe for the Without Conflict Intervention, Nathan scored a 4 out of 13 (30%) targeted behaviors correct and scored a 5 out of 19 (26%) targeted behaviors correct for the With Conflict Intervention. Approximately two weeks post-intervention, Nathan demonstrated a complete transfer of skills by generalizing all 13 (100%) targeted behaviors correct using the Without Conflict probe and all 19 (100%) targeted behaviors correct using the With Conflict probe to the in-vivo setting with both university instructors.

Caleb. During the baseline in-vivo generalization probe for the Without Conflict Intervention, Caleb scored a 0 out of 13 (0%) targeted behaviors correct and scored a 1 out of 19 (0.05%) targeted behaviors correct for the With Conflict Intervention. Approximately two weeks post-intervention, Caleb was able to generalize 12 out of 13 (92%) targeted behaviors using the Without Conflict probe. Of the 13 self-advocacy targeted behaviors, Caleb missed targeted behavior #12 (restating the accommodation). In addition, Caleb generalized17 out of 19 (89%) targeted behaviors using the With Conflict probe. Data indicated Caleb consistently missed targeted behavior #15 (summarizing) and #16 (selecting) during the With Conflict instruction and generalization. These were the two conflict resolution behaviors he was not taught and did not learn due to set mastery criterion.

Social Validity Results

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

Each university instructor who conducted pre/post generalization sessions for each student participant completed a social validity survey evaluating their views on the effectiveness of the self-advocacy intervention. According to Table 1, University Instructor 1 (U1) and University Instructor 2 (U2) scored all items (i.e., 1-4) with the highest score demonstrating that they felt students were able to use the *SACR* training they learned in intervention to successfully request and negotiate academic accommodations to an in-vivo setting.

Table 1. University Instructors Rating on the Social Validity Questionnaire

Item	University Instructors	
	U1	U2
1. The students explained his/her needs and disability clearly.	4	4
2. The students specifically identified the accommodation needed.	4	4
3. The students followed the steps learned to problem solve when the accommodation was denied.	4	4
4. Teaching students with Autism Spectrum Disorders (ASD) how to independently request and negotiate for academic accommodations is important and necessary.	4	4
5. The students maintained a positive tone of voice, appeared to be confident, and assertive when requesting and negotiating the academic accommodation.	4	4
Total	20	20

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

In addition to the Likert scale, two open-ended questions were asked (i.e., what do you feel was most useful about the *SACR* intervention?; what targeted behaviors of the *SACR* intervention would you rate as most important and least important?). University Instructor 1 stated "the students are taught to advocate for their accommodation even when the professor is confused or needs more information…it is important that students learn that sometimes there are barriers to overcome to get the accommodations that are needed!" In response to which targeted behaviors are most and least important, U1 stated "the self-awareness and self-advocacy skills are the most important…I believe that it is all very important, however, if I have to choose one that is "least" important, I would choose introducing themselves to the instructor." Additionally, U1 commented self-advocacy skills should be taught "prior to their senior year in high school…so they can have opportunities to practice these skills in high school and with their teachers."

In response to the open-ended question on what was most useful about the *SACR* intervention, U2 commented "creating expectations for these students to go to college and increasing their confidence by preparing them for what's expected and required" is most useful about this intervention. Additionally, U2 indicated "knowing their accommodations and articulating these [accommodations] and knowing that they must contact disability services" are two targeted behaviors she indicated as most important to address in the accommodation-requesting and negotiating process.

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?

Upon completing the study, each student was asked to complete a survey consisting of six questions rated on a 4-point Likert scale (1= strongly disagree, 2= disagree, 3= agree, 4=strongly agree). As seen in Table 2, each student scored each item either a 3 or 4 indicating that the *Self-Advocacy and Conflict Resolution* training had a positive effect on their knowledge to self-advocate by requesting and negotiating academic accommodations. In addition, each student reported high scores in reference to their self-confidence to ask instructors for accommodations and deal with conflicts in the process. Specifically, Nathan commented "this [the lessons] were really fun and helpful" and Caleb commented "it was great working [on these lessons] with you." Upon completion of the study, each student either agreed or strongly agreed they had become more aware of their disability and needs and understood the importance of self-advocating those needs in postsecondary environments.

Table 2. Students' Ratings on Student Social Validity Questionnaire

Item	Students		
	S1	S2	S3
1. The *SACR* intervention helped me to explain my needs and my disability.	4	3	3
2. The steps of the *SACR* were easy to use and the role-playing sessions were helpful.	3	4	3
3. When I attend college, I will have the confidence to ask my instructors for accommodations and deal with conflicts.	4	4	3

4. When asking for accommodations, I will follow the steps I was taught for requesting accommodations.	3	4	3
5. I am more aware of my needs and understand the importance of learning how to request for accommodations in postsecondary education.	4	3	3
6. When problems happen, I will follow the steps I was taught to resolve conflicts when requesting accommodations.	3	4	3
Total	21	22	18

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

CHAPTER 5: DISCUSSION

The purpose of this study was to examine the effects of the *SACR* training on ability to request and negotiate academic accommodations with high school students with Autism Spectrum Disorders (ASD). The researcher conducted the study with three high school students with ASD at a suburban high school in the Southeast, 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 the *SACR* training and students' ability to request and negotiate academic accommodations. In addition, findings indicated high social validity regarding the study's feasibility and its outcomes.

Findings of current study are consistent with findings of previous studies (Bethune et al., in preparation; Palmer & Roessler, 2000; Roessler et al., 1998; Walker & Test, 2011) that focused on students' ability to request and negotiate academic accommodations. Findings from past research and similarities/differences to the current study are described below, followed by a description of limitations, suggestions for future research, and implications for practice.

First, findings of current study are consistent with Roessler et al. (1998). Roessler et al. (1998) investigated the effects of the *SACR* training on the ability to request academic accommodations with three college-aged students with high-incidence disabilities (i.e., learning disability, visual impairment, and severe rheumatoid arthritis). In addition, results indicated all three students were able to maintain and generalize the

self-advocacy targeted behaviors across time. These findings are consistent with the current study as all three students were able to generalize the self-advocacy and conflict resolution behaviors with both university instructors approximately two weeks post-intervention. For example, Jared generalized 92% of the self-advocacy behaviors and 68% of the conflict resolution behaviors and Nathan was able to generalize 100% of all self-advocacy and conflict resolution behaviors approximately two weeks post-intervention.

Second, Palmer and Roessler (2000) investigated the effects of the *SACR* training on self-advocacy and conflict resolution skills with 50 college-aged students with disabilities. Using a group experimental design, participants included an experimental group of 24 individuals and a control group of 26 individuals. Similar to Roessler et al. (1998), Palmer and Roessler (2000) used the same 17 self-advocacy targeted behaviors in instruction and results indicated each of the three students acquired the self-advocacy targeted behaviors after the intervention was introduced. Results indicated the treatment group demonstrated increased scores of self-advocacy and conflict resolution behaviors compared to the control group. In particular, the treatment group's mean self-advocacy score was 8.83 compared to the control group's mean score of 3.87 and the treatment group's mean conflict resolution score was 4.96 compared to the control group's mean score of 0.31. Although Palmer and Roessler (2000) conducted a group experimental design and did not report individual scores, findings are still consistent with the current study in that it demonstrates students can acquire self-advocacy and conflict resolution skills to request and negotiate academic accommodations.

Third, findings of this study were also consistent with Walker and Test (2011). Walker and Test (2011) investigated the effects of the *SACR* training on ability to request academic accommodations with three African American college-aged students with learning disabilities. Similarly in the current study, the 17 self-advocacy targeted behaviors were consolidated to 13 behaviors for ease of implementation. In addition, results also indicated all three students were able to maintain and generalize skills over time. One key difference in the Walker and Test (2011) study compared to previous research was the inclusion of generalization to an in-vivo setting. After intervention, students used their skills with an actual university professor in an authentic college setting (i.e., instructor's office). While findings from the current study do include the use of actual university professors during generalization, the generalization sessions were still conducted in the high school, not a college environment. The findings in Walker and Test (2011) extended the research on this topic to include self-advocacy skills and college-aged African American students, while the findings of this current study extends the literature and research on this topic to include its effectiveness with secondary students with ASD.

Most recently, Bethune, Test, and Regan (in preparation) conducted a study to examine the effects of the *SACR* training on students' ability to request academic accommodations with three high school students with ASD. Participants were taught 13 targeted self-advocacy behaviors across seven-scripted lessons. Each lesson incorporated the use of role-playing, modeling, and scripted note-cards as visual support. Results indicated a functional relation between the self-advocacy training and students' ability to request academic accommodations. All participants made gains in scores after the

introduction of the *SACR* training. In addition, social validity data reported participants felt more confident with the accommodation-requesting process and reported to be more aware of their disability needs and strengths. However, students were not taught what to do if a conflict arose in the process of requesting accommodations. This study extends the Bethune et al. (in preparation) study by teaching the use of conflict resolution skills in the accommodation-requesting and negotiating process. Unlike Bethune et al. (in preparation), this current study included the use of generalization to an in-vivo setting with the use of actual university instructors.

Effects of Intervention on Dependent Variables

What are the effects of a self-advocacy intervention on knowledge of skills to request academic accommodations with secondary level students with ASD in a role-play setting?

Findings indicated a functional relation between the *SACR* and students' ability to request academic accommodations in a role-play setting. Each of the three students demonstrated an increase from baseline to intervention indicating students were able to acquire most of the self-advocacy targeted behaviors. The structure of the lessons could have attributed to the immediacy of effect when the intervention was introduced. Students were provided with numerous opportunities to role-play the skills taught. In addition, each lesson began with the interventionist stating the goal of the lesson, modeling the skill, and providing examples and non-examples of the targeted behavior. In addition, the use of the scripting, an evidence-based practice involving the presentation of verbal and/or written descriptions about a specific skill, provided the needed visual support for acquiring each targeted skill (Fleury, 2013). In addition, the structure of the

intervention incorporated several other instructional practices (i.e., modeling and role-playing) known to be effective for persons with ASD when requesting academic accommodations (Cox, 2013; Fleury, 2013; Hart et al., 2010; Roberts, 2010).

What are the effects of a self-advocacy intervention on knowledge of skills to resolve conflicts and negotiate academic accommodations with secondary level students with ASD in a role-play setting?

Findings indicated a functional relation between the *SACR* training and students' ability to negotiate academic accommodations in a role-play setting. Each of the three students demonstrated an increase from baseline to intervention indicating students were able to acquire the conflict resolution targeted behaviors. In the With Conflict Intervention, students were taught 19 targeted behaviors, of which 12 behaviors were already taught during the first phase, the Without Conflict Intervention. Theoretically, if students maintained the 12 self-advocacy behaviors previously taught, their percentages would already be higher in their second baseline using the Instructor-Concerns 19-item probe for evaluation. This explains why Nathan and Caleb's second baseline was higher than their first baseline scores. For example, Caleb acquired 63% of the self-advocacy and conflict resolution targeted behaviors before the With Conflict Intervention was even introduced.

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

Results indicated Jared generalized 92% of the self-advocacy targeted behaviors with U1 and 68% of the conflict resolution targeted behaviors with U2, while Nathan generalized 100% of all targeted behaviors. In addition, Caleb generalized 92% of the

self-advocacy behaviors with U1 and 89% of the conflict resolution behaviors with U2. Generalization findings are similar to previous literature. For example, in Roessler et al. (1998), all students were able to generalize targeted behaviors to a different individual over an extended period of time. Generalization data were collected on students' ability to request academic accommodations in a role-play setting with the trainer. However, it should be noted Walker and Test (2011) collected generalization in an in-vivo setting with actual university professors in an authentic university setting (i.e., the instructor's office). While generalization was conducted with two university instructors in the current study, the generalization sessions were still held in the high school.

Discussion on Social Validity Data

In this study, social validity data were collected on the perceptions of the university instructors and students through surveys to assess the usefulness of the *SACR* training on the dependent variables, including the social importance of the independent variable on the dependent variable.

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

The views of the university instructors (U1 and U2) indicated both strongly agreed the *SACR* training is important and acquiring the skills to request and negotiate academic accommodations is necessary for students with ASD in their preparation for postsecondary education. In addition, U1 commented "students with ASD should learn these skills prior to their senior year in high school…and planning postsecondary education should be taught earlier so they [students] can have opportunities to practice

these skills in high school and with their teachers." In addition, U2 commented "creating expectations for these students to go to college and increasing their confidence by preparing them for what's expected and required" is most useful about this intervention. These perceptions from U1 and U2 strengthen the importance of faculty willingness to provide and negotiate academic accommodations with students with disabilities. Social validity findings are consistent with Walker and Test (2011) in regards to university instructor's perceptions. For example, in Walker and Test (2011), a faculty panel was asked to evaluate pre/post videos of the self-advocacy intervention. Results indicated faculty's evaluations supported the effectiveness and usefulness of the self-advocacy intervention on the ability to request academic accommodations with African American college-aged students 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 the students' ratings, the *SACR* training was very effective in helping them learn the self-advocacy and conflict resolution skills so they are able to use these skills when attending college and in their future courses. This was demonstrated by high ratings (3 = Agree and 4= Strongly Agree) to the survey. In addition, Nathan commented "this was really fun and helpful" and Caleb commented "it was great working [on these lessons] with you." The students in this study increased their knowledge of their disability and how their disability affects their learning. For example, prior to the Without Conflict Intervention, Caleb did not know what his disability was and after the intervention was introduced, he was then able to consistently voice his

disability and how it affects the way he learns. In addition, prior to the With Conflict Intervention, students were unable to elicit more information from the instructor when the instructor expressed concerns. Post-intervention, all students were able to demonstrate this targeted behavior. This may indicate the *SACR* training provided students with the means to understand their disability and have the means to use appropriate problem-solving skills in the accommodation-requesting and negotiating process. Social validity findings are similar to Roessler et al. (1998). In Roessler et al. (1998), social validity data indicated all participants enjoyed the self-advocacy training and agreed the lessons were easy to understand. Unlike the current study, participants indicated difficulty with describing their disability in functional terms and were challenged with recalling self-advocacy targeted behaviors in the proper sequence. Results of the social validity data in the current study were also consistent in Walker and Test (2011) as each participant strongly agreed the self-advocacy intervention had a positive effect on their ability to advocate by requesting academic accommodations at the college-level. Also, the findings strengthened the social significance on how the *SACR* training met the need for secondary students with ASD to acquire self-advocacy and conflict resolution skills in preparation for postsecondary education.

Limitations

Several limitations of this study should be taken into consideration. First, the participants who met inclusion criteria and participated in the study were males; therefore, the results of this study cannot be generalized to females. The study took place in a small graded school district with only one high school, limiting the ability to generalize to a larger culturally diverse population.

Second, the language of the probe questions may not have been as conducive to students' comprehension levels. In the generalization phase, the questions on the Instructor Concerns 19-item probe contained more complex language to reflect more naturalistic conversations with university instructors and/or disability services personnel at a university. It is important to indicate the meaning behind each question was not compromised in this process. Lower generalization scores may have been the result of the difference in how probe questions in generalization and baseline/intervention were worded. For example, Jared acquired 85% of the conflict resolution behaviors during the With Conflict Intervention, while he only generalized 68% of the conflict resolution behaviors during post-generalization. This decrease could have been a result of the difference in how the generalization probe questions were structured.

However, it could be suggested the difference in how the probe questions were worded in generalization versus baseline/intervention could be considered an additional measure of generalization. For example, even though Nathan did not learn two of the seven behaviors (i.e., inventing and summarizing) in the With Conflict Intervention during instruction, he was still able to generalize 100% of the seven conflict resolution behaviors two weeks post-intervention. This may suggest Nathan was not only able to generalize behaviors to a new person, but also was able to generalize skills learned to a different set of probe questions.

Third, the professional affiliations of the university instructors used for generalization and social validity purposes could be seen as a limitation. Both U1 and U2 were experts in the field of secondary transition with great knowledge of the laws governing IDEA and ADA, and worked within the college of education. Results of the

study indicated high social validity even when the data indicated not all students transferred the skills 100% in generalization. This could be because both instructors may have been more willing to score students highly due to their internal want for the students to succeed and their professional background. For example, Nelson, Dodd, and Smith (1990) conducted a survey to 107 faculty members examining faculty willingness to provide accommodations and analyzed differences across colleges of four-year postsecondary institutions. Results indicated college of education faculty responded more favorably to willingness to provide accommodations in comparison to others colleges. This may provide an explanation for the high social validity scores of U1 and U2 in the current study.

Finally, mastery criterion for the targeted behaviors across both intervention phases may have been a limitation. Since, mastery criterion was set at 85% for both phases of intervention, Nathan reached mastery criterion in the Without Conflict Intervention phase after the interventionist only taught four of the seven lessons. At this point, the interventionist continued to teach all of the lessons, including administering two additional probes. Similarly, after just three of seven lessons in the With Conflict Intervention phase, Nathan reached mastery criterion for two consecutive times. As a result of this, Nathan was not taught and did not learn two targeted behaviors (i.e., inventing and summarizing) in the With Conflict Intervention. In addition, Caleb reached mastery criterion in the With Conflict Intervention phase after the interventionist only taught five of the seven lessons. As a result of this, Caleb was not taught and did not learn two targeted behaviors (i.e., summarizing and selecting) in this phase. By not being able to teach the entire set of lessons because of mastery criterion, this may limit their results

and ability to generalize these skills completely in in-vivo settings if the lesson or skill was not explicitly taught during instruction. For example, during the With Conflict Intervention, Caleb acquired and generalized 89% of the conflict resolution behaviors. Theoretically, if he was taught and successfully learned the remaining two behaviors during instruction, his score may have increased to 100% of conflict resolution behaviors correct. This example strengthens the need to identify decision rules for determining mastery criterion.

Suggestions for Future Research

Based on the findings of Bethune et al. (in preparation), Palmer and Roessler, (2000), Roessler et al. (1998), and Walker and Test, (2011), the current study extends the *SACR* research to include students with ASD in secondary settings and provides suggestions for continuing research in four main areas (a) use in other post-school situations, (b) expansion of generalization measures, (c) a component analysis of the *SACR* training, and (d) the need for additional studies to increase the evidence-base of the *SACR* training.

First, future research is needed to investigate the effects of the *SACR* training with other post-school settings (e.g., employment, IEP meetings, and disability services) other than postsecondary education. For example, future studies could investigate how *SACR* training could be adapted to include role-playing scenarios specific to the world of work as the process for self-disclosure and the need for requesting accommodations at the workplace is similar.

Second, in the current study, generalization measures were conducted within an in-vivo setting with two university instructors at the high school and results indicated

each student was able to generalize the targeted self-advocacy and conflict resolution behaviors. Future studies should include conducting in-vivo generalization sessions within other authentic college environments (e.g., disability services office, instructor's office) to strengthen the generalizability of the targeted behaviors. For example, in future studies, post-generalization could include collecting data at the university in which the student is enrolled with their current university instructor(s).

Third, since the *SACR* intervention contains various elements in its instructional package, it may be beneficial to conduct a component analysis of the *SACR* to determine which elements (e.g., scripting, prompting, role-playing) are most effective for teaching students with ASD to request and negotiate academic accommodations in preparation for postsecondary education. According to Cooper et al. (2007), the basis behind conducting a component analysis is to "compare levels of responding across successive phases in which the intervention is implemented with one or more components left out" (p. 692). For example, while in this study the use of the scripted note-cards were effective at providing visual support of the targeted behaviors for students with ASD, future studies might include picture cues to assist students with ASD in acquiring the skills more efficiently. In addition, in place of traditional scripted note-cards, the use of age-appropriate technology, such as an iPad, may be more age-appropriate for secondary and postsecondary students when requesting and negotiating academic accommodations with university instructors and/or disability support staff. Also, it may be beneficial for future studies to investigate the effects of video-feedback when implementing the *SACR* as an additional component to the intervention. The use of video-feedback within the *SACR* may help students increase self-confidence and may strengthen reliability. This type of

feedback may improve students' facial expressions, posture, and voice control/volume and may provide an outlet for students to self-critique their behaviors in a non-threatening manner.

As another component of the *SACR* intervention that should be examined is the complexity of the probe question language. In this current study, the probe questions were verbally asked and due to the complexity of the language of the probe questions, at times, students required multiple repetitions of each question. Future studies should attend to student's comprehension levels when conducting the probe question sessions. It may also be beneficial to allow students to read, in addition to, verbally stating the probe questions for further clarity.

A final component of the *SACR*, the 19 targeted self-advocacy and conflict resolution behaviors, could be examined for relevancy. In the current study, the importance of the self-advocacy and conflict resolution targeted behaviors was not rated until after the fact through data obtained through social validity. Social validity data collected the perspectives of the university instructors on what they considered to be the most and least important behavior. However, it would be more beneficial to have a content expert, such as a university instructor and/or disability support staff, rate the importance of the 19 targeted behaviors prior to the start of the study. This will provide content validity and strengthen the results of the study. In addition, it might be beneficial for the student to participate in rating the behaviors as well. If students felt like they contributed and were invested in determining the essential targeted behaviors, then perhaps they may be more likely to remember and ultimately generalize the behaviors across time.

Since each of the targeted behaviors in the *SACR* training were very specific skills taught, future studies should consider conducting an item-analysis of the self-advocacy and conflict resolution behaviors as some of these targeted behaviors may not be used/needed in typical conversations. Conducting an item-analysis may provide the usefulness of each targeted behavior in its context and may help to identify any biased items. For example, in the Without Conflict Intervention, targeted behavior #11 (i.e., restating the accommodation) and #12 (i.e., clarifying your role) serves as a summary of the accommodation that was requested and the process for obtaining the accommodation at the end of the dialogue. However, these summarizations typically do not occur at the end of everyday conversations. Also, in the With Conflict Intervention, targeted behavior #15 (i.e., summarizing solutions), where the student is asked to restate all the solutions the instructor and student developed, may also not be typical dialogue between an instructor and student at the college-level.

In the current study, Nathan and Caleb reached mastery criterion before all the lessons were taught. As a result, this may have limited their ability to generalize all of the targeted behaviors in in-vivo settings. Therefore, future studies should also determine decision rules for if a student reached mastery before the lessons were completed, as well as, decide which targeted behaviors are necessary to master and which behaviors are not.

Future research should also consider the use of the *SACR* training and its effects on the academic-requesting and negotiating process with students with disabilities in other geographical locations/environments and with additional researchers. In order for the *SACR* training to become an evidence-based practice, Horner et al. (2005) assert the intervention should be used in a minimum of five single-subject studies that demonstrated

experimental control and be published in a peer-reviewed journal. In addition, the studies should be conducted by at least three different researchers, across three different geographical locations, and include at least 20 participants. Therefore, in order for the *SACR* intervention to become an evidence-based practice, more studies need to be conducted. In addition, the use of quality indicators for single-subject design (Horner et al., 2005) should also be attended to when conducting future studies.

Finally, previous research on the effects of the *SACR* training on ability to request and negotiate academic accommodations have targeted persons with high-incidence disabilities (e.g., LD, ADHD; Palmer & Roessler, 2000; Roessler et al., 1998). Only one study, has examined the effects of the self-advocacy training with culturally and linguistically diverse students with disabilities (Walker &Test, 2011). It was not until recently; Bethune et al. (in preparation) examined the effects of the *SACR* training on ability to request academic accommodations with secondary students with ASD. Therefore, future studies need to examine the effects of this self-advocacy intervention with secondary students with ASD from culturally and linguistically diverse backgrounds and expand generalization measures within in-vivo settings to include culturally and linguistically diverse individuals.

Implications for Practice

First, since the results of the current study demonstrated the effectiveness of using the scripted note-cards with three high school students with ASD in preparation for postsecondary education, scripted note-cards could be adapted for use in other post-school situations, such as IEP meetings, as students are required to indicate their academic strengths and needs with the IEP team.

Second, in current study, the purpose of the multi-media presentation served as pre-baseline orientation which addressed students' rights and responsibilities in postsecondary education, the characteristics of ASD, how autism can affect student's learning in the classroom, and the components of self-advocacy. Practitioners could use the multi-media presentation as an orientation for preparation for postsecondary education with students with ASD as early as middle school. It would provide students with information about self-advocacy, the differences between high school and college, and how the disability service office in college can be available to help. However, the results of this study indicated having students only view the multi-media presentation alone was not sufficient enough for learning the self-advocacy and conflict resolution skills for the transition to postsecondary education. While the multi-media presentation may provide critical background knowledge, results indicated direct instruction of the targeted behaviors was effective at increasing student's knowledge of the self-advocacy and conflict resolution skills.

Research has indicated the effectiveness of explicit instruction in comparison to audio-supported instruction as it pertains to secondary transition. For example, Wood et al. (2010) used a simultaneous treatments design to compare the effects of audio-supported text and explicit instruction on the ability of students with disabilities to understand academic accommodations, rights, and responsibilities once in postsecondary education with four high school seniors with mild disability. Results indicated use of explicit instruction to be a more effective intervention in comparison to audio-supported text and explicit instruction training produced increased scores for all participants.

Third, in this study, practicing the targeted behaviors through modeling, role-playing, and positive feedback, allowed students to develop strategies for dealing with varying emotions associated with requesting accommodations and resolving conflicts at the postsecondary level. It may be beneficial for secondary educators to provide opportunities for the use of role-playing with unfamiliar individuals as a way to prepare students for interacting with unknown instructors when attending college.

Fourth, results of this study indicated explicitly teaching self-advocacy and conflict resolution skills to high school students with ASD are necessary and important for success in postsecondary education. It may be beneficial for teachers in earlier grades to prepare students for the transition to postsecondary education by teaching critical pre-requisite skills. Such pre-requisite skills may include self-awareness (e.g., support needs, choice-making, preferences, interests), knowledge of rights (e.g., personal rights, educational rights, community rights), communication (e.g., listening skills, perspective taking, body language), and leadership (e.g., team roles, advocating for others, leading one's own IEP meeting).

Finally, results of this study indicated each student was able to generalize the targeted self-advocacy and conflict resolution behaviors to an in-vivo setting with two university instructors. This generalization measure provided a more naturalistic approach to requesting and negotiating accommodations with actual university instructors. Practitioners should provide opportunities for students to practice requesting and negotiating academic accommodations with authentic postsecondary personnel (e.g., instructors, disability support staff). This approach may allow for students with ASD to successfully express their own needs and self-disclose their disability to unfamiliar

personnel within an authentic setting in preparation for the transition from secondary to postsecondary education.

Summary

In recent years, more individuals with ASD are attending postsecondary education institutions leading to more attention in research and literature on predictors that lead to students' success in postsecondary education. Self-determination and self-advocacy strategies have gained momentum in recent years as a predictor of post-school success for students with disabilities, including students with ASD. Although the field has not met consensus on one definition for self-determination and self-advocacy, research does indicate its effectiveness with success in postsecondary and employment for persons with disabilities. This is why the use of specific self-advocacy intervention, such as the *SACR* training, have been developed to assist students with disabilities in acquiring and maintaining self-advocacy and conflict resolution skills.

According to national longitudinal data, enrollment in postsecondary education is most common for persons with high-incidence disabilities and least common for persons with ASD and multiple disabilities (Newman et al., 2011). For example, 67% of persons with learning disabilities enroll in postsecondary education, while only 44% of persons with ASD enroll in college courses. However, in recent years, access and participation in postsecondary education has become a viable post-school option for students with low-incidence disabilities and suggest a positive correlation with increased job wages (Marcotte et al., 2005). For this reason, self-advocacy interventions, such as the *SACR*, are critical and beneficial resources that may assist students with ASD to acquire the necessary skills to be successful in post-school situations.

As a result of this study, each of the students was able to acquire self-advocacy and conflict resolution skills and successfully generalize these skills to two university instructors. In addition, social validity data gathered from the university instructors and students indicated the effects of the intervention on students' ability to request and negotiate academic accommodations were socially significant. For example, the university instructors indicated the intervention was important and necessary to teach secondary students with ASD and specifically indicated the social importance of teaching these skills in earlier grades. It can be said the findings of this study demonstrate positive effects of the *Self-Advocacy and Conflict Resolution* training on ability to request and negotiate academic accommodations with secondary students with ASD and generates high social validity. With suggestions for future research and implications for practice, this topic can be further investigated and implemented with additional researchers and professionals in the future in the efforts to ultimately increase the post-school outcomes of secondary students with ASD.

REFERENCES

A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act, U.S. Department of Education, March 2010

Adreon, D., & Durocher, J. S. (2007). Evaluating the college transition needs of individuals with high-functioning autism spectrum disorders. *Intervention in School and Clinic, 42*, 271-279.

Algozzine, B., Browder, D., Karvonen, M., Test, D. W., & Wood, W. M. (2001). Effects of interventions to promote self-determination for individuals with disabilities. *Review of Educational Research, 71*, 219-277.

Allen, S., Smith, A., Test, D., Flowers, C., & Wood, W. (2001). The effects of "self-directed" IEP on student participation in IEP meetings. *Career Development for Exceptional Individuals, 24*, 107-120.

Americans with Disabilities Act of 1990, 42 U. S. C. ξ 12101 *et seq*. (1990).

American Psychiatric Association. Diagnostic and statistical manual of mental disorders. 5th ed. Arlington, VA: American Psychiatric Association; 2013.

Aune, E. (1991). A transition model for post-secondary-bound students with learning disabilities. *Learning Disabilities Research & Practice, 6*, 177-187.

Aune, B., & Friehe, M. (1996). Transition to postsecondary education: Institutional and individual issues. *Topics in Language Disorders, 16*, 1-22.

Balcazar, F., Fawcett, S., & Seekins, T. (1991). Teaching people with disabilities to recruit help to attain personal goals. *Rehabilitation Psychology, 36*, 31-41.

Balcazar, E. F., Fawcett, B. S., White, W. G., Allada, R. & Keys, B. C. (1992). *The Mentoring Handbook: Setting Goals and Getting Support from Mentors-Instructor's Manual*. Lawrence, KS: University of Kansas. The Research and Training Center on Independent Living.

Barnard-Brak, L., Davis, T., Tate, A., & Sulak, T. (2009). Attitudes as a predictor of college students requesting accommodations. *Journal of Vocational Rehabilitation, 31,* 189-198.

Bethune, L. K., Test, D. W., & Regan, T. E. *Effects of SACR Training on Ability to Request Academic Accommodations with High School Students with Autism Spectrum Disorders.* Manuscript in preparation.

Blackorby, J., & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children, 62*, 399-413.

Bodtker, A. (2001). Conflict education and special-needs students, part two: Improving conflict competence and emotional competence. *Mediation Quarterly, 18*, 377-395.

Briel, L. W., & Getzel, E. E. (2009). Postsecondary options for students with autism. In P. Wehman, M. D. Smith, & C. Schall (Eds.), Autism and the transition to adulthood: Success beyond the classroom (pp. 189–208). Baltimore, MD: Paul H. Brookes.

Brinckerhoff, L. C. (1994). Developing effective self-advocacy skills in college-bound students with learning disabilities. *Intervention in School and Clinic, 29*, 229-237.

Brinckerhoff, L. C., McGuire, J. M., & Shaw, S. F. (2002). *Postsecondary education and transition for students with learning disabilities*. PRO-ED, Inc., 8700 Shoal Creek Blvd., Austin, TX 48757-6897.

Brinckerhoff, L. C., Shaw, S. F., & McGuire, J. M. (1992). Promoting access, accommodations, and independence for college students with learning disabilities. *Journal of Learning Disabilities*, *25*, 417-429.

Brooke, V., Barcus, M., & Inge, K. (Eds). (1991). *Consumer advocacy and supported employment: A vision for the future*. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center.

Bureau of Labor Statistics. (2014a). Employment status of the civilian population by sex, age, and disability status, not seasonally adjusted. Retrieved from http://www.bls.gov/news.release/empsit.t06.htm

Bureau of Labor Statistics. (2014b). Local Area Unemployment Statistics. Retrieved from http://www.bls.gov/web/laus/laumstrk.htm

Bursuck, W. D., Rose, E., Cowen, S., & Yahaya, M. A. (1989). Nationwide survey of postsecondary education services for students with learning disabilities. *Exceptional Children*, *56*, 236-245.

Cameto, R., Levine, P., & Wagner, M. (2004). *Transition planning for students with disabilities: A special topic report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.

Carnevale, A. P., Rose, S. J., & Cheah, B. (2011). The College Payoff: Education, Occupations, and Lifetime Earnings. Retrieved from https://georgetown.app.box.com/s/cwmx7i5li1nxd7zt7mim

Carroll, A., & Johnson-Brown, C. (1996). Disability support services in higher education: An extension of the rehabilitation process. *Journal of Applied Rehabilitation Counseling, 27*, 54-59.

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.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

Cox, A. W. (2013) *Modeling fact sheet.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, The National Professional Development Center on Autism Spectrum Disorders.

Dexter, B. L. (1982). Helping learning disabled students prepare for college. *Journal of Learning Disabilities, 15*, 344-346.

Duffy, J. T., and Gugerty, J. "The Role of Disability Support Services." In E. E. Getzel and P. Wehman (eds.), *Going to College: Expanding Opportunities for People with Disabilities.* Baltimore, Md.: Brookes Publishing, 2005.

Eckes, S. E., & Ochoa, T. A. (2005). Students with disabilities: Transitioning from high school to higher education. *American Secondary Education, 33*, 6-20.

Education for All Handicapped Children Act of 1975, 20 U. S. C. ξ 1400 *et seq.* (1975).

Ewell, P., & Wellman, J. (2007). Enhancing Student Success in Education: Summary Report of the NPEC Initiative and National Symposium on Postsecondary Student Success. Washington, DC: National Postsecondary Education Cooperative.

Field, S., & Hoffman, A. (1999). The importance of family involvement for promoting self-determination in adolescents with autism and other developmental disabilities. *Focus on Autism and Other Developmental Disabilities, 14*, 36-41.

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). *A practical guide to teaching self-determination.* Reston, VA: Council for Exceptional Children.

Fleury, V. P. (2013). Scripting (SC) fact sheet. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, The National Professional Development Center on Autism Spectrum Disorders.

Foley, N. E. (2006). Preparing for college: Improving the odds for students with learning disabilities. *College Student Journal*, *40*, 641-645.

Fuller, W. E., & Wehman, P. (2003). College entrance exams for students with disabilities: Accommodations and testing guidelines. *Journal of Vocational Rehabilitation, 18*, 191-197.

Getzel, E. E., & McManus, S. (2005). Expanding support services on campus. In E. E. Getzel & P. Wehman (Eds.), Going to college: Expanding opportunities for people with disabilities (pp. 139-154). Baltimore: Paul H. Brookes.

Getzel, E. E., & Thoma, C. A. (2006). Voice of Experience: What College Students with Learning Disabilities and Attention Deficit/Hyperactivity Disorders Tell Us Are Important Self-Determination Skills for Success. *Learning Disabilities: A Multidisciplinary Journal, 14*, 33-40.

Gil, L. A. (2007). Bridging the transition gap from high school to college: Preparing students with disabilities for a successful postsecondary experience. *TEACHING Exceptional Children, 40,* 12-15.

Goin-Kochel, R., Myers, B., Hendricks, D., Carr, S., & Wiley, S. (2007). Early responsiveness to intensive behavioural intervention predicts outcomes among preschool children with autism. *International Journal of Disability, 54*, 151-75

Grigal, M., & Hart, D. (2013) Transition and Postsecondary Education Programs for Students with Intellectual Disability: A Pathway to Employment. Think College Fast Facts, Issue No. 4. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Grigal, M., Test, D. W., Beattie, J., & Wood, W. M. (1997). An evaluation of transition components of individualized education programs. *Exceptional Children, 63*, 357-372.

Grubb, W. N. (2002). Learning and earning in the middle, part I: National studies of pre-baccalaureate education. *Economics of Education Review, 21*, 299-321.

Halpern, A. (1985). Transition: A look at the foundations. *Exceptional Children, 51*, 479-486.

Hart, D., Grigal, M., & Weir, C. (2010). Expanding the paradigm: Postsecondary education options for individuals with autism spectrum disorders and intellectual disabilities. *Focus on Autism and Other Developmental Disabilities, 25*, 134-150.

Hasazi, S., Gordon, L., & Roe, C. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979-1983. *Exceptional Children, 51*, 455-469.

Hendricks, D. R., & Wehman, P. (2009). Transition from school to adulthood for youth with autism spectrum disorders: Review and recommendations. *Focus on Autism and Other Developmental Disabilities, 24*, 77-88.

Hewitt, L. E. (2011). Perspectives on support needs of individuals with autism spectrum disorders. *Topics in Language Disorders, 31*, 273-285.

Higher Education Opportunity Act of 2008, Public Law 110-315. (2008).

Hill, J. L. (1996). Speaking out: Perceptions of students with disabilities regarding adequacy of services and willingness of faculty to make accommodations. *Journal of Postsecondary Education and Disability, 12*, 22-43.

Hong, B. S. S., Ivy, W. F., Gonzalez, H. R., & Ehrensberger, W. (2007). Preparing students for postsecondary education. *TEACHING Exceptional Children, 40*, 32-33.

Horner, R. D., & Baer, D. M. (1978). Multiple-probe technique: A variation of the multiple baseline. *Journal of Applied Behavior Analysis*, *11*, 189-196.

Hurlbutt, K., & Chalmers, L. (2004). Employment and adults with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities, 19*, 215-222.

Individuals with Disabilities Education Act Amendments of 1997, PL 105-17, 20 U.S.C. §§ 1400 *et seq*.

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.

Kohler, P. D., & Field, S. (2003). Transition-focused education: Foundation for the future. *The Journal of Special Education, 37*,174-183.

Kundu, M., Dutta, A., Schiro-Geist, C., & Crandall, L. (2003). Disability-related services: Needs and satisfaction of post-secondary students. *Rehabilitation Education-New York-Pergamon Press, 17*, 45-54.

Lamb, P. (2004). Fostering the self-determination and self-advocacy skills of college students with disabilities through a college success class. *Review of Disability Studies: An International Journal, 1*, 53-66.

Lehmann, J. P., Davies, T. G., & Laurin, K. M. (2000). Listening to student voices about postsecondary education. *Teaching Exceptional Children, 32*, 60-65.

Leyser, Y. (1989). A survey of faculty attitudes and accommodations for students with disabilities. *Journal of Postsecondary Education and Disability, 7*, 97-108.

Lynch, R., & Gussel, L. (2001). Disclosure and self-advocacy regarding disability-related needs: Strategies to maximize integration in postsecondary education. *Journal of Counseling and Development, 74,* 352–357.

Madaus, J.W., Kowitt, J. S., & Lalor, A. R. (2012). The higher education opportunity Act: Impact on students with disabilities. *Rehabilitation Education, 26*, *33-42*.

Madaus, J. W., & Shaw, S. F. (2004). Section 504: Differences in the regulations for secondary and postsecondary education. *Intervention in School and Clinic, 40*, 81-87.

Marcotte, D. E., Bailey, T., Borkoski, C., & Kienzl, G. S. (2005). The returns of a community college education: Evidence from the national education longitudinal survey. *Educational Evaluation and Policy Analysis, 27*, 157-175.

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.

McGuire, J.M. (1988, May). *Starting off sound means college-bound.* Paper presented at the meeting of the southeastern Connecticut chapter of the Association for Children and Adults with Learning Disabilities, New Haven.

Migliore, A., Butterworth, J., & Hart, D. (2009). Postsecondary education and employment outcomes for youth with intellectual disabilities. Think College Fast Facts, Issue No. 1. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Mithaug, P., Horiuchi, C., & Fanning, P. (1985). A report on the colorado statewide follow-up survey of special education students. *Exceptional Children, 51*, 397-404.

Morningstar, M. E., Bassett, D. S., Kochlar-Bryant, C., Cashman, J., & Wehmeyer, M. L. (2012). Aligning transition services with secondary education reform: A position statement of the division on career development and transition. *Career Development and Transition for Exceptional Individuals, 35*, 132-142.

National Council on Disability: Social Security Administration. (2000). Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Postsecondary Education and Employment. Retrieved from file:///C:/Users/carol/Downloads/Transition%20and%20Post-School%20Outcomes%20for%20Youth%20with%20Disabilities%20(1).pdf

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*, 185-189.

Newman, L. (2007). Facts from the NLTS2: Secondary school experiences of students with autism. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research.

Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., Shaver, D., Wei, X., with Cameto, R., Contreras, E., Ferguson, K., Greene, S., and Schwarting, M. (2011). *The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School. A Report From the National Longitudinal Transition Study-2 (NLTS2)* (NCSER 2011-3005). Menlo Park, CA: SRI International. Available at www.nlts2.org/reports/

Oggel, L., & Palko, S. (2004). Autism E-News.

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.

Pawlby, S. J., Mills, A., Taylor, A., & Quinton, D. (1997). Adolescent friendships mediating childhood adversity and adult outcome. *Journal of Adolescence*, *20*, 633-644.

Pinder-Amaker, S. (2014). Identifying the unmet needs of college students on the autism spectrum. *Harvard review of psychiatry, 22*, 125-137.

Rao, S. (2004). Faculty attitudes and students with disabilities in higher education: A literature review. *College Student Journal, 38*, 191-198.

Rehabilitation Act of 1973, 29 U. S. C. 70 ξ 6301 *et seq*. (1973).

Roessler, R., Brolin, D., & Johnson, J. (1990). Factors affecting employment success and quality of life: A one-year follow-up of students in special education. *Career Development for Exceptional Individuals, 13,* 95-107.

Roessler, R. T., Brown, P. L., & Rumrill, P. D. (1998). Self-advocacy training: Preparing students with disabilities to request classroom accommodations. *Journal of Postsecondary Education and Disability, 13*, 20-31.

Roberts, K. D. (2010). Topic areas to consider when planning transition from high school to postsecondary education for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 25*, 158-162.

Rothstein, L. (2003). Students with disabilities and higher education: A disconnect in expectations and realities (Report No. HE036445). *Washington, DC: HEATH Resource Center.(ERIC Document Reproduction Service No. ED482310)*.

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*, 1-14

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).

Schall, C., & Wehman, P. (2009). Understanding the transition from school to adulthood for students with autism. *Autism and the Transition to Adulthood: Success Beyond the Classroom. Baltimore: Brookes*.

Schall, C. M., Wehman, P., & McDonough, J. (2012). Transition from school to work for students with ASD: Understanding the process and achieving better outcomes. *Pediatric Clinics of North America, 59*, 189–202.

Shattuck, P. T., Narendorf, S. C., Cooper, B., Sterzing, P. R., Wagner, M., & Taylor, J. L. (2012). Postsecondary education and employment among youth with an autism spectrum disorder. *Pediatrics, 129*, 1042-1049.

Shaw, S. F., Madaus, J. W., & Banerjee, M. (2009). Enhance access to postsecondary education for students with disabilities. *Intervention in School and Clinic, 44*, 185-190.

Shogren, K. A., & Plotner, A. J. (2012). Transition planning for students with intellectual disability, autism, or other disabilities: Data from the national longitudinal transition study–2. *Intellectual & Developmental Disabilities*, *50*, 16–30.

Shore, S. (2010). Helping your child to help him/herself: Beginning self-advocacy (Autism Asperger.net). Retrieved from http://www.autismasperger.net/writings_self_advocacy.htm.

Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, *20*, 140-149.

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: Alternative Education for Children and Youth, 47*, 132-137.

Snyder, E. P., & Shapiro, E. S. (1997). Teaching students with emotional/behavioral disorders the skills to participate in the development of their own IEPs. *Behavior Disorders, 22*, 246-259.

Stodden, R. A., Whelley, T., Chang, C., & Harding, T. (2001). Current status of educational support provision to students with disabilities in postsecondary education. *Journal of Vocational Rehabilitation, 16*, 189-198.

Tagayuna, A., Stodden, R. A., Chang, C., Zeleznik, M. E., & Whelley, T. A. (2005). A two-year comparison of support provision for persons with disabilities in postsecondary education. *Journal of Vocational Rehabilitation, 22*, 13-21.

Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. CE Merrill Publishing Company.

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., Cease-Cook, J., Bethune, L. K., Cashman, J., & O'Cummings, M. (2014). College and career readiness resources for high school students with disabilities. *US-China Education Review B, 4*, 287-294.

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.

Test, D. W., Mason, C., Hughes, C., Konrad, M., Neale, M., & Wood, W. M. (2004). Student involvement in individualized education program meetings. *Exceptional Children, 70*, 391-412.

Torgerson, C. W., Miner, C. A., & Shen, H. (2004). Developing student competence in self-directed IEPs. *Intervention in School and Clinic, 39*, 162-167.

Traustadóttir, R. (2006). Learning about self-advocacy from life history: A case study from the United States. *British Journal of Learning Disabilities, 34*, 175-180.

U.S. Department of Education, National Center for Education Statistics. (2013). *Digest of Education Statistics, 2012* (2014-015), Chapter 3.

U.S. Department of Education, Office for Civil Rights, *Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011.

Van Bergeijk, E. O., Klin, A., & Volkmar, F. (2008). Supporting more able students on the autism spectrum: College and beyond. *Journal of Autism and Developmental Disorders, 38*, 1359–1370.

Van Dycke, J. L., Martin, J. E., & Lovett, D. L. (2006). Why is this cake on fire? Inviting students into the IEP process. *Teaching Exceptional Children, 38*, 42-47.

VanReusen, A. K., & Bos, C. S. (1994). Facilitating student participation in individualized education programs through motivation strategy instruction. *Exceptional Children, 60*, 466-475.

Walker, A., & Test, D.W. (2011). Using a self-advocacy intervention on African American college student's ability to request academic accommodations. *Learning Disabilities Research and Practice, 26*, 134-144.

Wehman, P., Kregal, J., & Seyfarth, J. (1985). Transition from school to work for individuals with severe handicaps: A follow-up study. *The Journal of the Association for Persons with Severe Handicaps, 10*, 132-136.

Wehman, P., Schall, C., Carr, S., Targett, P., West, M., & Cifu, G. (2014). Transition from school to adulthood for youth with autism spectrum disorders: What we know and what we need to know. *Journal of Disability Policy Studies, 25*, 30-40.

Wehman, P., Smith, M. D., & Schall, C. (2009). *Autism and the Transition to Adulthood: Success beyond the Classroom*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Wehmeyer, M., & Lawrence, M. (1995). Whose future is it anyway? Promoting student involvement in transition planning. *Career Development for Exceptional Individuals, 18*, 69-83.

Wehmeyer, M. L. (1992). Self-determination and the education of students with mental retardation. *Education & Training in Mental Retardation, 27*, 302-314.

Wehmeyer, M. L., & Palmer, S. B. (2003). Adult outcomes for students with cognitive disabilities three-years after high school: The impact of self-determination. *Education and Training in Developmental Disabilities, 38*, 131-144.

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.

Williams, P., & Shoultz, B. (1984). *We can speak for ourselves: Self-advocacy by mentally handicapped people*. Bloomington: Indiana University Press. Will, M. (1983). OSERS Programming for the transition of youth with disabilities: Bridges from school to working life. *Office of Special Education and Rehabilitative Services* (Ed). Washington, DC.

Will, M. C. (1984). Let us pause and reflect – but not too long. *Exceptional Children, 51*, 11-16.

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.

Yos, D. S., Shaw, S. F., Cullen, J. P., & Bigaj, S. J. (1994). Practices and attitudes of postsecondary LD service providers in North America. *Journal of Learning Disabilities, 27*, 631-640.

Zager, D., & Alpern, C. S. (2010). College-based inclusion programming for transition-age students with autism. *Focus on Autism and Other Developmental Disabilities, 25*, 151-157.

APPENDIX A: STUDENT CONSENT

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
Department of Special Education and Child Development

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

Investigators:
David Test, PhD, Professor, UNC Charlotte, dwtest@uncc.edu, 704-687-8853
Lauren Bethune, MEd, Graduate Research Assistant, UNC Charlotte, lbethune@uncc.edu, 704-687-8838

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 high school students learn how to ask for classroom accommodations once in a college setting and 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 you attend 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 people in this research study.

What will happen during this study?
This study will take place at ***your high school*** 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.

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 Date _____

_____
Printed Name of Research Team Member Obtaining Consent Date _____

Video Permission

In addition to the use of the video recordings that are essential to your participation in this project, it would be helpful to be able to use the recordings of you in other ways. Giving us permission to do this is optional and will in no way affect your ability to participate in the study. We would like you to indicate how you are willing for us to use these video recordings by initialing below. You are free to initial any number of spaces from zero to all of the spaces. We will only use the video recordings in ways that you agree to. In any use of the video recordings, we will not give any identifying information about you beyond what appears in the recordings.

_____ The video recordings can be used in professional presentations.
_____ The video recordings can be used in educational trainings and university classrooms.
_____ The video recordings can be used for publications (e.g., instructional DVDs) related to this intervention program or study.
_____ The video recordings can be used for web-based content related to this intervention program or study.

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: STUDENT ASSENT

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
Department of Special Education and Child Development

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

Investigators:
David Test, PhD, Professor, UNC Charlotte, dwtest@uncc.edu, 704-687-8853
Lauren Bethune, MEd, Graduate Research Assistant, UNC Charlotte, lbethune@uncc.edu, 704-687-8838

The people named above are doing a research study.

These are some things we want you to know about research studies:
Your parent needs to give permission for you to be in this study. You do not have to be in this study if you don't want to, even if your parent has already given permission.

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 high school students learn how to ask for classroom accommodations once in a college setting and 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 steps on how to ask for academic accommodations and how to resolve conflicts if they should happen when you attend 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 people in this research study.

What will happen during this study?
This study will take place at ***your high school*** 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.

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

_____ _____
Signature of Research Team Member Obtaining Assent Date

_____
Printed Name of Research Team Member Obtaining Assent

Video Permission

In addition to the use of the video recordings that are essential to your participation in this project, it would be helpful to be able to use the recordings of you in other ways. Giving us permission to do this is optional and will in no way affect your ability to participate in the study. We would like you to indicate how you are willing for us to use these video recordings by initialing below. You are free to initial any number of spaces from zero to all of the spaces. We will only use the video recordings in ways that you agree to. In any use of the video recordings, we will not give any identifying information about you beyond what appears in the recordings.

Please initial:

_____ **The video recordings can be used in professional presentations.**

_____ **The video recordings can be used in educational trainings and university classrooms.**

_____ **The video recordings can be used for publications (e.g., instructional DVDs) related to this intervention program or study.**

_____ **The video recordings can be used for web-based content related to this intervention program or study.**

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

APPENDIX C: PARENT CONSENT

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

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

Investigators:
David Test, PhD, Professor, UNC Charlotte, dwtest@uncc.edu, 704-687-8853
Lauren Bethune, MEd, Graduate Research Assistant, UNC Charlotte, lbethune@uncc.edu, 704-687-8838

What are some general things you and your child should know about research studies?

You are being asked to allow your child to take part in a research study. To join the study is voluntary.

You may refuse to give permission, or you may withdraw your permission for your child to be in the study, for any reason, without penalty. Even if you give your permission, your child can decide not to be in the study or to leave the study early.

Research studies are designed to obtain new knowledge. This new information may help people in the future. Your child may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you and your child understand this information so that your child can make an informed choice about being in this research study.

You will be given a copy of this consent form. You and your child should ask the researchers named above, or staff members who may assist them, any questions you have about this study at any time.

What is the purpose of this study?

The purpose of this research study is to look at an intervention designed to help high schools support students on the autism spectrum. In this study, we will use the *Self-Advocacy and Conflict Resolution Training* program to teach students how to request and negotiate academic accommodations, and prepare students for postsecondary education settings. We will look at this intervention to see if it is feasible, acceptable, and effective with high school students on the autism spectrum. Your child is being asked to be in the study because your child is on the autism spectrum.

Are there any reasons you or your child should not be in this study?
Your child should not be in this study if your child 1) does not have an educational label of autism, 2) has uncorrected severe hearing (i.e., profoundly deaf) and/or vision (i.e., blind) impairment, or 3) have already learned the *Self-Advocacy and Conflict Resolution Training*.

You should not be in this study if you do not give permission for your child to be in the study.

How many people will take part in this study?
A total of 3-5 students at this school will take part in this study.

How long will you and your child's part in this study last?
This study will take place over the 2014-2015 school year. There are no follow-ups for you or your child after the end of the school year.

Parent/Caregiver
You will be asked to allow your child to be video-recorded during the intervention for research purposes.

Child
Your child will participate in intervention sessions with the investigator approximately 4-5 times a week over a period of three weeks. These sessions will last approximately 45-60 minutes. The time of day for the intervention sessions will be arranged with your child's teacher, so not to conflict with instruction time. Your child will be asked to complete a questionnaire, which will take about 5-10 minutes. Your child will be given assistance to complete the questionnaire, if needed.

What will happen if your child takes part in the study?
If you consent for your child to be a part of this study, this is what will happen.

- *Intervention:* Your child will work one-on-one with the investigator to learn the steps of the *Self-Advocacy and Conflict Resolution Training* program. The sessions will include: watching a multi-media presentation, instruction of each step, practice, and role-play activities.

What are the possible benefits from being in this study?
Research is designed to benefit society by gaining new knowledge. The benefits to your child from being in this study may be an increased ability to request and negotiate for academic accommodations for use in a postsecondary setting.

What are the possible risks or discomforts involved from being in this study?
We foresee no more than minimal risks for you or your child.
Administration of intervention may take up to 1 hour, 4-5 times for a period of three weeks during the school year. To minimize the risks associated with missing instructional time, research staff will work with participating teachers to select times when

intervention would be least detrimental, and intervention periods will be kept as brief as possible so students can return to scheduled activities as quickly as possible.

There may be uncommon or previously unknown risks. You should report any problems to the researcher.

What if we learn about new findings or information during the study?
You and your child will be given any new information gained during the course of the study that might affect your willingness to continue your child's participation in the study.

How will information about your child be protected?
All paper records for this study will be kept in locked file cabinets. All electronic or computer records will be password-protected. Only the members of the research team will have access to records that identify your child. Participants will not be identified in any report or publication about this study and pseudonyms will be used throughout. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC Charlotte will take steps allowable by law to protect the privacy of personal information. In some cases, your child's information in this research study could be reviewed by representatives of the University, research sponsors, or government agencies (for example, the FDA) for purposes such as quality control or safety.

Some of the intervention will involve video-recording your child so that we are able to look carefully at implementation of the intervention. Thus, as part of your child's participation in this study, your child will be video-recorded. The investigators will take precautions to safeguard the video-recordings of your child by placing the video-recording on a secure network drive. These video-recordings will be coded by an identification number rather than your child's name or any personal information. Upon completion of the study, individual recordings will be archived on secure networks at UNC Charlotte. Access to the video-recordings will be restricted to research personnel on the study.

What if your child wants to stop before your child's part in the study is complete?
You can withdraw your child from this study at any time, without penalty. The investigators also have the right to stop your child's participation at any time. This could be because your child has had an unexpected reaction, or has failed to follow instructions, or because the entire study has been stopped.

Will your child receive anything for being in this study?
No.
Will it cost you anything for your child to be in this study?
It will not cost anything to be in this study.

Who is sponsoring this study?
This research is not funded by any internal or external source and does not have any financial interest regarding the final results of the study.

What if you or your child has questions about this study?
You and your child have the right to ask, and have answered, any questions you may have about this research. If there are questions about the study, complaints, concerns, or if a research-related injury occurs, contact the researchers listed on the first page of this form**.**

What if there are questions about your child's rights as a research participant?
All research on human volunteers is reviewed by a committee that works to protect your child's rights and welfare. If there are questions or concerns about your child's rights as a research subject, or if you would like to obtain information or offer input, you may contact the Institutional Review Board at 704-687-1888 or uncc-irb@uncc.edu.

Parent/Caregiver's Agreement:
I have read the information provided above. I have asked all the questions I have at this time. I voluntarily give permission to allow my child to participate in this research study.

_____ _____
Printed Name of Research Participant (Child) Date

_____ _____
Signature of Parent/Caregiver Date

_____ _____
Printed Name of Parent/Caregiver Date

_____ _____
Signature of Research Team Member Obtaining Permission Date

_____ _____
Printed Name of Research Team Member Obtaining Permission Date

Contact Information (for setting up assessments and mailing study materials as needed):

_____
Street Address City, State
Zip

_____
Phone Number

_____
Email Address

Video Permission

In addition to the use of the video recordings that are essential to your child's participation in this project, it would be helpful to be able to use the recordings in other ways. Giving us permission to do this is optional and will in no way affect your child's ability to participate in the study. We would like you to indicate how you are willing for us to use these video recordings by initialing below. You are free to initial any number of spaces from zero to all of the spaces. We will only use the video recordings in ways that you agree to. In any use of the video recordings, we will not give any identifying information about your child beyond what appears in the recordings.

Please initial:

_____ **The video recordings can be used in professional presentations.**

_____ **The video recordings can be used in educational trainings and university classrooms.**

_____ **The video recordings can be used for publications (e.g., instructional DVDs) related to this intervention program or study.**

_____ **The video recordings can be used for web-based content related to this intervention program or study.**

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 my child.

_____ _____
Signature of Research Participant Date

_____
Printed Name of Research Participant

APPENDIX D: MULTIMEDIA PRESENTATION

Let's Learn About Postsecondary Education!

Know your Rights and Responsibilities

What Does It Mean to Have Autism?

- Autism is a **developmental disorder** and affects the way people communicate, socialize, and process information in academic settings, like school.
- It is different for everyone though! Everyone has their own needs.
- All people learn differently. Some are more visual, some learn better through hands-on experiences.

Let's meet Ron, a college student, with Asperger's Syndrome

As a student with a disability leaving high school and entering college or university, will I have different rights?

Yes, you will! When you attend college, you will no longer have an **IEP**. The IEP is the document that contains all of your post-school goals and areas of strength and needs.

In college, the school is only required to give you academic accommodations (like extra time on tests) that will help you become successful in your classes just as your classmates without a disability.

Can the college/university deny me admission because of my disability?

- **Never!** If you meet the admission requirements, the college/university can **NEVER** deny you admission based on disability.

Do I need to tell the college/university that I have a disability?

- **No**, you do not have to tell the school of your disability, however, the only way to get those accommodations, like extra time on tests, is to tell them your disability and needs.

What academic accommodations are available for you in college/university?

- **Academic accommodations** are based on your disability and your own needs.
- Some examples of academic accommodations are:
  - Note-takers
  - Extended time on tests
  - Sign language interpreters
  - Recording devices
  - Having the test read to you

If I want an academic accommodation, where do I go...who do I see?

- You must tell the college/university, like the **disability services office**, that you have a disability and need an academic accommodation.
- You are the only person who can tell the school that you have a documented disability.
- You will need to fill out paperwork and bring documentation to the college/university showing that you have a disability and need accommodations.

When do I request for academic accommodations?

- You should request academic accommodations for your classes as soon as possible.
  - Set-up appointment before you graduate
  - Visit when you register for classes
  - Visit after you have been admitted to the college
- Some academic accommodations may take a longer time to get.

Do I need to prove that I have a disability to obtain an academic accommodation?

- **Yes**, the college/university will require you to bring documentation showing that you have a disability and need academic accommodations for your coursework in order to be successful.

What documentation do I bring?

- Documentation should include:
  - Diagnosis of current disability-like Autism or Aspergers
  - Information on how your disability affects your life- like having difficulty interacting with others and sometimes becoming distracted
  - Information on how your disability affects your academic performance in the classroom-like having difficulty keeping up with the notes and lecture

Once the school has received the necessary documentation from me, what should I expect?

- You should expect the school to interact with you in identifying appropriate academic accommodations.
- One big difference from high school to college is that your **parents are not required** to be at these meetings.
- It is **you** that the school wants to interact with!

What does it mean to be a self-advocate?

- Self-advocacy means knowing yourself
  - strengths, interests, needs, and dreams
- Knowledge of rights
  - understanding personal, community, consumer rights, resources
- Good communication
  - Body language, listening skills, use of assistive technology, and how to deal with differences in opinion
- Leadership
  - Advocating for others, knowledge of group's rights, and resources

Because it is only you who request for accommodations in college/university…

- You will need to learn how to be a **self-advocate**!
- Your parents and your teachers can't do this for you, only **you** can!
- In order to be independent and successful during and after high school, it is important to have self-advocacy skills!

Teaching Self-Advocacy Skills and this Study

- That is why I am here to help you prepare for college/university and teach you how to become a self-advocate!

Yes, you can go to college, just like these students!

APPENDIX E: PROBE QUESTIONS
INSTRUCTOR AGREES

1. How would you greet your instructor at college?

2. What disability do you have?

3. How does your disability affect you in school?

4. What accommodation will help you be successful in a college classroom?

5. What are the benefits of the accommodation you have used in the past?

6. How will this accommodation help you in a college classroom?

7. Who or what will help you with requesting accommodations when you go to college?

8. What will be your responsibility?

9. How will you ask the instructor if the accommodation sounds reasonable?

10. How will you express to your instructor that you agree with your instructor on the use of your accommodation in the classroom?

11. Restate your accommodation that you have chosen to help you once you are in a college classroom.

12. How will you arrange for the accommodation once you arrive on campus?

13. How will you express your appreciation to the instructor?

APPENDIX F:
OPERATIONAL DEFINITIONS OF SELF-ADVOCACY TARGETED BEHAVIORS

Target Behavior	Demonstrated: Circle Yes or No
1. **Greet Instructor** ✓ Student verbally states a greeting, such as "*Hello, Good Morning, Good Afternoon*" ✓ States name to the instructor ✓ States the class he/she is taking with the instructor	Yes or No
2. **Identify Disability Status** ✓ Student makes a general statement about his/her disability (e.g., *I have Aspergers syndrome or I have Autism*)	Yes or No
3. **Explain your Disability in Functional Terms** ✓ Student makes a verbal statement that explains how the disability affects him/her. (e.g., *As a result of my autism, I have difficulty with paying attention to lectures and need to audio-record sessions or I have difficulty with testing and need extended time*)	Yes or No
4. **Identification of Previous Accommodations** ✓ Student makes a verbal statement identifying an accommodation used in school (e.g., *I have extra time on exams to help me process the material*). ✓ If a student did not receive an accommodation in the past, he/she might make a statement such as: (e.g., *If I had the opportunity to receive an accommodation, I would like to have extended time on examinations*).	Yes or No

5. **Explains Benefits of Past Accommodations** ✓ Student explains the benefit of the past or hypothetical accommodation in class (e.g., *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*).	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 Disability Resource Center is a center that helps students with disabilities with the accommodation process).	Yes or No
8. **Explain what they Do** ✓ Student verbally states what his/her responsibility for implementing the accommodations (e.g., *I will make arrangements with the DRC 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. **Affirm the Agreement**

✓ Student verbally responds to the instructor's agreement with an affirmative statement (e.g., *great, ok*)	Yes or No

11. **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 DRC).	Yes or No

12. **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 DRC and inform the staff that I will be needing to take the exam in their office with extended time*)	Yes or No

13. **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: DATA COLLECTION INSTRUMENT
WITHOUT CONFLICT INTERVENTION

Lessons and Objectives	**Targeted Behavior**	**Student Name:**						
Lesson 1: Introduction • Greet Instructor	1							
Lesson 2: Disclosure • Identify Disability Status	2							
• Explain Disability in Functional Terms	3							
Lesson 3: Solution • Identification of Previous Accommodations	4							
• Explains Benefits of Past Accommodations	5							
• Request Use of Accommodations	6							
Lesson 4: Resources • Identify Resources and How they Help	7							
• Explain your Role •	8							
Lesson 5: Agreement • Ask for Agreement	9							
• Affirm the Agreement •	10							
Lesson 6: Summary • Restate Accommodation	11							
• Clarify your Role •	12							
Lesson 7: Closure • Close with a Positive Statement	13							
Total:	___/13							

APPENDIX H: PROBE QUESTIONS
INSTRUCTOR'S CONCERNS

1. How would you greet your instructor at college?

2. What disability do you have?

3. How does your disability affect you in school?

4. What accommodation will help you be successful in a college classroom?

5. What are the benefits of the accommodation you have used in the past?

6. How will this accommodation help you in a college classroom?

7. Who or what will help you with requesting accommodations when you go to college?

8. What will be your responsibility?

9. How will you ask the instructor if the accommodation sounds reasonable?

10. The instructor has expressed concerns with your request. How would you get more information on the situation from the instructor when he/she has expressed concerns regarding how to best accommodate your request for a recording device to use in the classroom?

11. How would you tell the instructor that you do understand his concerns?

12. What would you say to the instructor to make sure he/she understands your needs in the classroom and that he/she wants you to succeed?

13. Since the instructor has concerns about your accommodation, how would you let the instructor know that you have some ideas for fixing the problem?

14. What would you say to the instructor to let him/her know that you have been successful with this accommodation in the past, but are open to new ideas?

15. Summarize all of the solutions that you and the instructor have come up with.

16. How would you ask the instructor which solution he would prefer in his classroom?

17. Restate your accommodation that you have chosen to help you once you are in a college classroom.

18. How will you arrange for the accommodation once you arrive on campus?

19. How will you express your appreciation to the instructor?

APPENDIX I: OPERATIONAL DEFINITIONS OF CONFLICT RESOLUTION BEHAVIORS

	Target Behavior	Demonstrated: Circle Yes or No
1.**Specifying**	✓ In response to the instructor'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?" ✓ Student controls own emotions and does not show angry or contempt.	Yes or No
2. **Reflecting**	✓ Student makes a statement to convey that he/she understands the nature of the instructor'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." ✓ Communicates acceptance with appropriate facial expressions, tone-of-voice, and body language.	Yes or No

3. **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

4. **Collaborating**

- ✓ 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

5. **Inventing**

- ✓ 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

6. **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, this is what we have so far."

Yes or No

7. **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.
- ✓ 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."

Yes or No

APPENDIX J: DATA COLLECTION INSTRUMENT
WITH CONFLICT INTERVENTION

Lessons and Objectives	**Targeted Behavior**	**Student Name:**					
Lesson 1: Introduction • Greet Instructor	1						
Lesson 2: Disclosure • Identify Disability Status	2						
• Explain Disability in Functional Terms	3						
Lesson 3: Solution • Identification of Previous Accommodations	4						
• Explains Benefits of Past Accommodations	5						
• Request Use of Accommodations	6						
Lesson 4: Resources • Identify Resources and How they Help	7						
• Explain your Role	8						
Lesson 5: Agreement • Ask for Agreement	9						
Lesson 6: Specifying	10						
Lesson 7: Reflecting	11						
Lesson 8: Mutualizing	12						
Lesson 9 Collaborating	13						
Lesson 10: Inventing	14						
Lesson 11: Summarizing	15						

Lesson 12: Selecting	16						
Lesson 13: Summary • Restate Accommodation	17						
• Clarify your Role	18						
Lesson 14: Closure • Close with a Positive Statement	19						
Total:	___/19						

APPENDIX K: UNIVERSITY INSTRUCTOR: SOCIAL VALIDITY QUESTIONNAIRE

Name: _____
Date: _____

Circle Your Choice	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The students explained his/her needs and disability clearly. [Outcome]	1	2	3	4
2. The students specifically identified the accommodation needed. [Outcome]	1	2	3	4
3. The students followed the steps learned to problem solve when the accommodation was denied. [Outcome]	1	2	3	4
4. Teaching students with Autism Spectrum Disorders (ASD) how to independently request and negotiate for academic accommodations is important and necessary. [Goal]	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?

_____
_____
_____
_____
_____

7. What targeted behaviors of the *SACR* intervention would you rate as most important and least important to address when teaching students the accommodation requesting and negotiating process?

_____
_____
_____
_____
_____

Additional Comments:

_____
_____
_____
_____

APPENDIX L: STUDENT SOCIAL VALIDITY QUESTIONNAIRE

Name: _____
Date: _____

Circle Your Choice	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The *SACR* intervention helped me to explain my needs and my disability. [Outcome]	1	2	3	4
2. The steps of the *SACR* were easy to use and the role-playing sessions were helpful. [Procedures]	1	2	3	4
3. When I attend college, I will have the confidence to ask my instructors for accommodations and deal with conflicts. [Outcome]	1	2	3	4
4. When asking for accommodations, I will follow the steps I was taught for requesting accommodations. [Outcome]	1	2	3	4
5. I am more aware of my needs and understand the importance of learning how to request for accommodations in postsecondary education. [Outcome]	1	2	3	4
6. When problems happen, I will follow the steps I was taught to resolve conflicts when requesting accommodations. [Outcome]	1	2	3	4

Additional Comments:

_____
_____
_____
_____
_____

APPENDIX M: LESSON PLANS

Targeted Behavior: **#1** **Lesson #1: Introduction**	**1. Skill Description: Introduction** **"**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. Do you remember what that was? [*student's response*] . "Today, we are going to learn the introduction and greeting. That is how to greet your professor when you are in their class. The introduction is a friendly greeting that tells the instructor who you are and opens the conversation. The introduction and greeting should be relaxed. Try not to say the words, "*uh*" or "*ummm*". You want to extend your hand for a handshake and smile. **2. Goal of the Skill** "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. **3. Skill Examples** **"**You could make a greeting statement, such as Good Morning or Good Afternoon or Hello. Then, state your name and the class you are taking. Be specific as to class number and section. For example, you might say something like: "*My name is Jane Doe. I'm taking English 101 with you on Tuesdays and Thursdays at 1:30pm*." **4. Model Skill** "Okay, let me give you an example of a good introduction. [*Instructor models an introduction for the students*] "Notice the tone of what I said, it was relaxed, and I did not pause, or use the words "umm" or "uhh", and speak directly to the professor. [*Hi Professor Clark, my name is Lauren Bethune, and I am taking your Introduction to Music class on Mondays and Wednesdays*]. I greeted the professor, gave them my name, and then said the class that I am taking with the professor. **5. Student Practice** **"**Now, let's practice making introductions. It is your turn to make an introduction." [Students practice with the instructor, each making an introductory statement.] (**If the student does not do well initially, have them repeat the skill for practice**). **6. Role-play** "Now, you can practice with me. Pretend I am your

	instructor that you are introducing yourself to. Try different greetings so you can become more comfortable with rather than just one. [Student practices with instructor until he/she has become proficient with the introduction.] **7. Summary** "Great job, you have just learned the first step in the advocacy process, introducing yourself to the instructor. Now, you can greet your professor and introduce yourself."
Targeted Behavior: **#2 and #3** **Lesson #2: Identification of Disability and Explanation of Disability in Functional Terms**	**Review:** **"**Last time, you learned how to introduce yourself to a professor. Show me how to introduce yourself to a professor. [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Disclosure** "Today, you are going to learn how to disclose and explain your disability. The word, **disclose**, means simply to tell someone something. Today, you are going to learn how to tell your professor what your disability is and how your disability affects your ability to function in the classroom. **2. Goal of the Skill** "The goal of this skill, disclosure, is to be able to identify your disability, and explain your disability in functional terms, that is to be able to tell your professor how your disability affects you in the classroom." **3. Skill Examples** **"**First, you need to make a general statement about your disability. For example, you can say "I have Autism" [depends on the student's disability-category]. Then, explain how the disability affects you. For example, you can say, "*It is difficult for me to take notes and listen to the lecture at the same time*." By saying this, you are telling the professor what needs you have in the classroom and this does not focus on your disability itself. **4. Model Skill** "Now, it's my turn to show you an introduction and disclosure together." [Instructor models an introduction and disclosure for the student]. "Notice, how I used the introduction skills we talked about last time, and then said the disability and what accommodation I needed. First, I stated the disability, and then moved to what I need to help me in the classroom." **5. Student Practice** "Now, let's practice identifying your disability, and how your disability affects your learning. [The student practices

	making a disclosure with the instructor.] (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Pretend I am your professor. Your job is to identify your disability and explain how your disability affects your learning. 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.] **7. Summary** "Great job, you have just learned how to identify your disability, and explain how your disability affects your learning."
Targeted Behaviors: **#4, #5, and #6** **Lesson #3: Identification of previous accommodations, explains benefits of past accommodations, and requests use of accommodations**	**Review:** [**Evaluation]** **"**Last time, you learned how to identify your disability and explain how your disability affects your learning. Show me how you would identify your disability and how your disability affects your learning. [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Solution** "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. Do you remember what you selected as your accommodation? Remember, it is important to request the accommodation in a statement, not a question." **2. Goal of the Skill** "The goal of the solution is to explain to the professor what accommodation you have identified as effective, explain why that accommodation is helpful to you, and request to use that accommodation in his/her class." **3. Skill Examples** **"**First, give an example of an accommodation. For example, you can say "*I have used a note-taker in my other classes before*." Then, explain the benefit to you (why is this accommodation helpful?). You may say "*this helps me keep up with the lecture, and I can be more certain that I am reviewing accurate notes when I study*." Finally, you need to request for the accommodation as a help to you in the class. You may say "*I think having a note taker would be helpful in your class as well*."

	4. Model Skill "Okay, let me give you an example of how the solution follows naturally after the introduction and disclosure. Watch me. [Instructor models 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. Also, I had a positive and confident tone." **5. Student Practice** "Now, let's practice providing an accommodation, explaining how this accommodation helps you, and requesting a solution. [The student practices making a solution statement with the instructor.] (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to begin with Step #1, the introduction, your disclosure, and then suggest an accommodation that has been helpful, and request to use that accommodation in the classroom. Pretend I am your professor. 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.] **7. Summary** "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."

Targeted Behavior: **#7 and #8** **Lesson #4: Identification of resources and how these resources would help; explanation of role**	**Review:** **"**Last time, you learned how to explain what accommodation you have used in the past, how this accommodation has helped you learn better, and learned how to request a solution using that accommodation. Show me how you would state an accommodation that has worked in the past, how this accommodation has helped you learn better, and how to request a solution using that accommodation. [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Resources** "Today, you are going to learn to describe resources available that will help you with your accommodation in the classroom. You will also learn your role in the process. 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. **2. Goal of the Skill** "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." **3. Skill Examples** **"**First, state who (or what office) will be able to assist in providing you an accommodation. You might say, "*The Disability Resource Center (DRC) is an office on campus that assists students with disabilities with the accommodations they need. They can help me with getting accommodations in your class. I am also registered with the DRC, which is an office that assists students with disabilities*." Then, tell the professor your responsibility for implementing the accommodation. You might say, "*I will organize a note-taker to take notes for me during classes*." **4. Model Skill** "Okay, Watch me state an introduction, disclosure, solution, and share available resources. [**Instructor models an introduction, disclosure, solution, and resources for the student**]. 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" **5. Student Practice** "Now, we will practice providing information about resources available to help you implement the accommodation [The student practices giving resource

	information and stating their role in implementation.] (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to begin with the introduction, disclosure, and solution. Pretend I am your professor. 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 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**] **7. Summary** "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."
Targeted Behavior: **#9 and #10** **Lesson #5: Asking for agreement; affirming the agreement**	**Review** [**Evaluation]** **"**Last time, you learned about resources, and explained your role in the process. Show me how you would tell the professor about available resources, and explain your role in the process [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Agreement** "Today, 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. **2. Goal of the Skill** "The goal of the agreement is to ask for agreement from the professor and confirm the agreement with an affirming statement." **3. Skill Examples** **"**First, you would ask if the accommodation plan sounds agreeable. You might ask a question like, "*Do these suggestions sound alright to you*?" Then, you would respond to the professor's agreement with an affirmative statement, such as "*Good*" or "*O.K.*". The word affirmative means agreeing with a statement.

	4. Model Skill "Okay, Watch me. I will give you an example of how to ask for agreement as part of the self-advocacy process. [**Instructor models an introduction, disclosure, solution, resources, and agreement for the student**]. Notice that I used a positive tone of voice in asking for and confirming an agreement. Remember to use a confident attitude. **5. Student Practice** "Now, let's practice asking for agreement for your accommodation plan and then affirming the agreement [**The student practices asking for agreement with the instructor**]. (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to begin with the introduction, disclosure, solution, and resources. Pretend I am your professor. 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**]. **7. Summary** "Great job, you have just learned how to ask for confirmation or agreement to use the accommodation, and made an affirming statement."
Targeted Behavior: **#11 and #12** **Lesson #6: Restating the accommodation, and clarifying your role**	**Review** **"**Last time, you learned how to ask for agreement and confirm the agreement with an affirming statement. Show me how you would ask for agreement and confirm the agreement with an affirming statement [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Summary** "Today, you are going to learn to restate your accommodation, and who will be responsible for implementing the accommodation. It is important to restate, that means, tell again, what accommodation will be used, and explain who will be responsible in the process. This step helps if there are any misunderstandings and makes sure you and the professor know your role. **2. Goal of the Skill** "The goal of the summary is to restate the accommodation to be used in the class, explain how you will implement the accommodation, and what the professor's involvement will

	be." **3. Skill Examples** **"**Begin by restating the solution and the resources. For example, you might say "Good, I'll plan to use a note taker in class." Follow this by tell the professor what you will do to arrange a note taker in the classroom. You might say "I will contact the DRC and have the DRC contact you about getting a note taker for me in the class." Then, tell what the professor will need to do to ensure you have the accommodation. For example, you might say "You will help me identify a student in the class who will let me make copies of class notes." If the professor does not need to do anything more, you might say "I will let you know if there are any problems, but I guess that's all for now." **4. Model Skill** "Okay, Watch me. I will give you an example of a summary statement. [**Instructor models an introduction, disclosure, solution, resources, agreement, and summary for the student**]. Notice that I included all parts of the solution and mentioned each person's responsibility. I summarized the accommodations I would use in the class and mentioned my responsibility as well as that of the resource and the professor. **5. Student Practice** "Now, let's practice making a summary statement and identifying each person's responsibility [**The student practices making a summary statement with the instructor**]. (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to start with an introduction, make your disclosure statement, suggest an accommodation with a stated request to use it in class, then explain the resources available to help, ask if the plan is agreeable, and then summarize the arrangements and responsibilities. Pretend I am your professor. Now, tell me how you make a summary statement." [**Student practices with instructor until he/she is able to make an accommodation request complete with summary statements**]. **7. Summary** "Great job, you have just learned how to restate the accommodation, state your role, and any action that is required of the professor."

Targeted Behavior: **#13** **Lesson #7: Closing with a positive statement**	**Review** [**Evaluation- Collect data in the same manner as baseline**] **"**Last time, you learned how to make a summary statement. In the summary statement, you restating your accommodation, and clarified your role and the professor's roles. Show me how you would make a summary statement [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Closure** "Today, you are going to learn how to close the conversation. The closure is a generally positive statement indicating a close to the conversation that contains an expression of appreciation. The closure should be made in a comfortable manner. It is important to continue to feel confident. Just as in the introduction, it is helpful if you approach the conversation in a relax manner, avoiding words such as "ummm" or "uhh". It is also, important to smile, maintain eye contact, and shake hands with your professor if it seems appropriate. **2. Goal of the Skill** "The goal of the closure is to make a positive statement about the class or the accommodation arrangements, and express your appreciation for the professor's time, attention, and assistance." **3. Skill Examples** **"**First, make a general statement, such as "I'm looking forward to your class." Then, express your appreciation by saying "Thank you for your help." **4. Model Skill** "Okay, Watch me. Let me show you how the closure works into the accommodation process. [**Instructor models an introduction, disclosure, solution, resources, agreement, summary, and closure**]. Notice that I included a positive statement and an expression of appreciation in my closure. I also spoke directly with the professor. **5. Student Practice** "Now, let's practice the closure of the conversation [**The student practices with the instructor, each making an introduction, a disclosure explanation, a solution statement, resource explanation, an agreement request, a summary statement, and a closure**]. (**If the student does not do well initially, have them repeat the skill for practice**) 6. **Role-play**

	"Now, you can practice with me. Try using different closing remarks so you can become comfortable with more than one. Start at the introduction and go through the entire accommodation request process, ending the conversation with a positive reference to the class and an expression of appreciation. [**Student practices with instructor until he/she become proficient with the accommodation process including the closure. Allow additional practice if the students are having difficulty with any areas**]. **7. Summary** "Great job, you have now learned the entire self-advocacy process for requesting accommodations in a college setting. You just learned how to make a positive statement which suggests closure, and expresses your appreciation to the professor."
Conflict Resolution: Targeted Behavior: #1 **Lesson #1: Specifying**	**1. Skill Description: Specifying** **"**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. **2. Goal of the Skill** "The goal of specifying is to understand the instructor's interest (point of view) in objecting to this accommodation". **3. Skill Examples** 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 "**What are your concerns about this accommodation**?" or "**What is it about this accommodation that bothers you**?" or "**Okay, you've said that you don't give people extra time on exams, have you had some bad experiences before doing this**?" 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. **4. Model Skill** "Okay, let me give you an example. [*Instructor models: Specifying*] "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. [*Hi Professor Clark, What concerns do you have*

	regarding my accommodation to receive extra time on my exams?]. **5. Student Practice** **"**Now, let's practice this skill. It is your turn to ask the instructor about his/her concerns." [Students practice with the instructor using the scripted note-cards as a visual] (**If the student does not do well initially, have them repeat the skill for practice**). **6. Role-play** "Now, you can practice with me. Pretend I am your instructor that just said no to your request for your academic accommodation. 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".] **7. Summary** "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".
Targeted Behavior: #2 **Lesson #2: Reflecting**	**Review** [**Evaluation]** **"**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. [**Student role- plays the targeted behavior**]. *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*. **1. Skill Description: Reflecting** "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, **objections**, 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. **2. Goal of the Skill** "The goal of reflecting is to give instructors the knowledge that you understand their objections" **3. Skill Examples** **"**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" **4. Model Skill**

	"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. **5. Student Practice** "Now, let's practice specifying (asking for further clarification) and reflecting (providing the instructor knowledge that you understand his/her objection. [The student practices these skills.] (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Pretend I am your instructor that has just denied your request for your accommodation. Your job is to ask for further clarification and provide knowledge that you understand his/her objection to your request." [Student practices with instructor until he/she is able to make comfortable and effective statements.] **7. Summary** "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."
Targeted Behaviors: #3 **Lesson #3: Mutualizing**	**Review:[Evaluation]** **"**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. [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Mutualizing** "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." **2. Goal of the Skill** "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." **3. Skill Examples**

	"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. **4. Model Skill** "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 among both parties. Also, I had a positive and confident tone." **5. Student Practice** "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. [The student practices mutualizing the step] (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to begin with Step #1, Specifying. Pretend I am your instructor. 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." [Student practices with instructor until he/she is able to make comfortable and effective statements.] **7. Summary** "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."
Targeted Behavior: #4 **Lesson #4: Collaborating**	**Review:[Evaluation]** **"**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. [**Student role-plays the targeted behavior**]. *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*.

	1. Skill Description: Collaborating "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." **2. Goal of the Skill** "The goal of collaborating is calling upon the participants to actively generate a variety of options for mutual gain using fair standards" **3. Skill Examples** **"**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. **4. Model Skill** "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 [**Instructor models the following skills: specifying, reflecting, mutualizing, and collaborating**]. Notice my body language and tone-of- voice. **5. Student Practice** "Now, we will practice making collaborating statements (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to begin with the first step we learned, specifying, then reflecting, mutualizing, and now collaborating. Pretend I am your instructor. Now, 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**] **7. Summary** "Great job, you have just learned how to "call" for fair action on what both parties have identified as a mutual interest."
Targeted Behavior: #5 **Lesson #5: Inventing**	**Review: [Evaluation]** **"**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**]. *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*. **1. Skill Description: Inventing** "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. **2. Goal of the Skill** "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." **3. Skill Examples** **"**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*." **4. Model Skill**

	"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. [**Instructor models the following skills: specifying, reflecting, mutualizing, collaborating, and inventing**]. Notice that I used a positive tone of voice, a confident attitude, and positive body language. **5. Student Practice** "Now, let's practice inventing new solutions to help solve the problem. (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "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." [**Student practices with the instructor until they are able to effectively role-play all skills**]. **7. Summary** "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."
Targeted Behavior: #6 **Lesson #6: Summarizing**	**Review: [Evaluation**] **"**Last time, you learned how invent as many solutions to the problem. Show me how you would let the professor know you are on-board with inventing as many solutions to the problem. [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Summarizing** "Summarizing is a statement of the list of options generated during the last lesson we learned on Inventing (coming up with as many alternatives solutions as possible). It is a good idea to keep a written list of options and summarize these options in the order of which you and the instructor thought

	of, not to prioritize them. The word, **prioritize**, means assigning things as the most important to the least important." **2. Goal of the Skill** "The goal of summarizing is to relay, with no emphasis or prioritizing, an accurate list of the options which both parties invented." **3. Skill Examples** **"**To make a summarizing statement, you might say "Okay, these are the possible solutions we have generated so far… [*Provide a list---this will differ based on each student's accommodation*] or "Wow, this is pretty hard. So far, we have come up with… [*Provide the list*]." Make sure you maintain a neutral tone-of-voice and not emphasize any particular option as better than another. **4. Model Skill** "Okay, Watch me. I will provide a summarizing statement. Also, watch me practice all of the skills. So, when the instructor says she/he 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 [**Instructor models the following steps: specifying, reflecting, mutualizing, collaborating, inventing, and summarizing**]. **5. Student Practice** "Now, let's practice making a summarizing statement [**The student practices making a summary statement with the instructor**]. (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to start 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, and then make a summarizing statement." [**Student practices with instructor until he/she is able to make role-play each step**

	successfully]. **7. Summary** "Great job, you have just how to collect all generated solutions to the mutual problem into a list without any prioritization or emphasis. You also learned to keep an open attitude in the process."
Targeted Behavior: #7 **Lesson #7: Selecting**	**Review: [Evaluation]** **"**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. [**Student role-plays the targeted behavior**]. *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*. **1. Skill Description: Selecting** "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." **2. Goal of the Skill** "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." **3. Skill Examples** **"**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. **4. Model Skill** "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 [**Instructor models the following steps: specifying, reflecting, mutualizing,**

	collaborating, inventing, summarizing, and selecting]. **5. Student Practice** "Now, let's practice making a selecting statement. (**If the student does not do well initially, have them repeat the skill for practice**) **6. Role-play** "Now, you can practice with me. Remember to start 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, make a summarizing statement, and then ask the professor which he/she prefers as a solution to the problem." [**Student practices with instructor until he/she is able to make role-play each step successfully**]. **7. Summary** "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."