To access today’s slides, please scan the QR code

1. On the homepage, go to Resources
2. Hover over Resources and click Conference Resources
3. Scroll to TASH 2018 Slides and click the pdf icon

Self-Advocacy Instruction for Students with Intellectual and Developmental Disabilities

TASH • 2018
Debra G. Holzberg, Ph.D.
Beyond Academics
University of North Carolina at Greensboro
Agenda

✰ Barriers for students with intellectual/developmental disabilities (IDD) and/or autism spectrum disorder (ASD) in postsecondary education
✰ Self-Advocacy
✰ Relevant research
   ☆ Self-advocacy instruction
✰ Resources to teach self-advocacy
✰ Questions

Outcomes

✰ Increase awareness about the increased demands of postsecondary education and the challenges they pose for students with disabilities along with the need for self-advocacy in order to access accommodations
✰ Learn about an effective method to teach students self-advocacy skills in five to six sessions
✰ Information about resources to implement the intervention
Statement of the Issue

☆ Employment rates (2016)
  ☆ 35.9% of people with disabilities ages 18 – 64
  ☆ 76.6% of people without disabilities ages 18 – 64
☆ Median earnings (2016)
  ☆ $22,047 for people with disabilities ages 16 and over
  ☆ $32,479 for people without disabilities

Statement of the Issue

<table>
<thead>
<tr>
<th>Typical Entry-Level Education</th>
<th>Percent Distribution</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary nondegree award</td>
<td>6.1</td>
<td>$37,670</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>2.5</td>
<td>$35,250</td>
</tr>
<tr>
<td>High school diploma or equivalent</td>
<td>39.4</td>
<td>$36,100</td>
</tr>
<tr>
<td>No formal educational credential</td>
<td>23.9</td>
<td>$23,480</td>
</tr>
</tbody>
</table>

https://www.bls.gov/emp/tables/education-summary.htm
Students with IDD in Postsecondary Education

- 2005: 0% *
- 2011: 6.7%*
- Over 5500 students with IDD are attending postsecondary educational programs in the United States at 257 colleges and universities in 49 states (as of June, 2018; https://thinkcollege.net)


Focus on Inclusion

- Most programs for students with IDD in PSE focus on inclusion
- Therefore, students take classes in courses with peers not identified with disabilities
- Instructors may be unaware if a student has registered with disability services and/or if they receive accommodations
Accessing Accommodations

✰ Lack of data available on the use of accommodations by students with IDD and/or ASD.

✰ There is a paucity of literature on the effects of self-advocacy instruction on the ability of college students with IDD and/or to request academic accommodations in postsecondary educational settings.

Self-Determination Theory

✰ Defined:
  ✰ Behaviors in which one engages that enable a person to act as the “primary causal agent in one’s life and to maintain or improve one’s quality of life” (Wehmeyer & Abery, 2013, p. 399).

✰ Considered an “essential component of transition to higher education and student success” (Madaus, 2011, p. 10).
Self-Advocacy

☆ Many definitions:
☆ Overarching theme – an individual’s ability to effectively recognize and articulate one’s needs and rights
☆ Self-advocacy strategies
☆ Equip students with a set of tools to facilitate transition
☆ Help students access their accommodations

Self-Advocacy as a Life Skill

☆ Recognized as a key skill in facilitating transition for individuals with disabilities
☆ *Self-Advocacy and Conflict Resolution Training* (SACR; Rumrill, Palmer, Roessler, & Brown, 1999)
☆ Two-part module
Self-Advocacy as a Life Skill

- **Module I: Self-Advocacy Skills**
  - Goal to teach students to appropriately request academic accommodations
  - Seven targeted self-advocacy behaviors (e.g., greeting, disclosure, solution)
  - Explicitly taught through scripted lesson plans
  - Modeling and role-play

- **Module II** focuses on conflict resolution

Supporting Literature

- Bethune and Test (in preparation)
- Holzberg (2017)
- Holzberg, Test, and Rusher (2018)
- Palmer and Walker (2000)
- Walker and Test (2011)
Purpose

★ The purpose of this study was to evaluate the effect of Module I (i.e., self-advocacy) of Self-advocacy and Conflict Resolution (SACR) instruction on the ability of four college students with intellectual and developmental disabilities and/or autism spectrum disorder to request academic accommodations in role-play and in-situ conditions.

Research Questions

★ What are the effects of a self-advocacy intervention on the demonstration of skills to request and negotiate academic accommodations with postsecondary level students with IDD in a role-playing setting?
★ What are the effects of a self-advocacy intervention on the students' generalization of accommodations-requesting and negotiating skills to an in-situ setting?
Research Questions

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

Method - Design

✰ Multiple probe across participants (Gast, 2010)
✰ Primary DV
 ✰ Participants’ correct use of the 12 steps in SACR instruction of the target behaviors
✰ Second DV
 ✰ Participants’ ability to generalize the target behaviors to an in-situ condition
✰ Criteria for mastery
 ✰ 89% of target behaviors at the end of intervention
✰ Generalization
 ✰ Preintervention and postintervention
✰ Maintenance
Method - Participants

✰ Four students
✰ Purposeful selection
✰ Inclusion criteria:
  ✰ Documented disability (i.e., IDD or ASD for the purposes of this study)
  ✰ Documentation validating the student’s eligibility for academic accommodations based on current psychoeducational testing
  ✰ University professors from whom the students requested accommodations

<table>
<thead>
<tr>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>William</td>
</tr>
<tr>
<td>Levi</td>
</tr>
<tr>
<td>James</td>
</tr>
<tr>
<td>Haris</td>
</tr>
</tbody>
</table>

*Note: Pseudonyms were assigned; AU = autism spectrum disorder; MI = mild intellectual disability
Method - Setting

✰ Urban, public university in the Southeastern United States
  ✰ Undergraduate enrollment: ≈16,000
  ✰ ≈3,600 freshmen
  ✰ Student to faculty ratio: 20:1
  ✰ Average class size: 25
  ✰ Female: 66%; Male: 34%
  ✰ Minority students:
    ✰ 26.2% Black
    ✰ 8.3% Hispanic
    ✰ 9.6% other minorities

Method – Materials

✰ Self-Advocacy (SACR) Curriculum
  (modified; Module I – Rumrill, Palmer, Roessler, & Brown, 1999)

✰ Scripted notecards – with self-advocacy target behaviors on the front and the script on the back

✰ Audio recording device
Method - Procedures

✰ Prebaseline
  ✰ Students met with the interventionist who described the study and selected accommodation(s) to request from instructor

✰ Baseline
  ✰ Role-play requesting an accommodation(s) from a mock instructor (i.e., the interventionist)

✰ Intervention
  ✰ Explicit instruction on the 12 SACR target behaviors
  ✰ Four lessons/sessions per student
  ✰ Approximately 20-30 minutes per session
  ✰ Model, lead, test

Example Baseline Role-Play

This a session from a previous study; the participant, a college junior, was identified with ADHD and anxiety.

*Note: Shared with participant consent
Transcript

**Interventionist:**
Ok, so I’m going to record. You’re gonna to pretend like I’m here at my desk working very nicely and you’re coming into my office to, you know, get your accommodations. So, here I am, so you go.

**Participant:**
Hello

**Interventionist:**
Hi

**Participant:**
Umm I don’t know how to start this.

**Interventionist:**
Yeh, just whatever you are going to say.

**Participant:**
I was wondering if I could get a accommodation for my ADD.

**Interventionist:**
OK, you want an accommodation for your ADD? So, and I should give you that because why?

**Participant:**
Because I really want to excel in this class and I think I definitely need the help.

**Interventionist:**
OK. And um, what accommodation do you need to have?
Participant: A student taking notes for me

Interventionist: Uhhuh

Participant: And I was also wondering if I use uh could record your lessons.

Interventionist: Ok, so you want a student you want a copy of notes and you want to record the class lectures?

Participant: Yes

Interventionist: OK, Um... well, do you need both? Why do you need both?

Participant: I think, I’ll take anything I can get.

Interventionist: Ok, uh ok, and how do I Know that you have this ADD?

Participant: I’m registered with the Student of Disability Board so I can bring you documentation if you’d like.
**Interventionist:**
Ok, yeh, Well, I can’t give it to you without that, so that would be good. Ok, Well you bring me the documentation and we’ll see what we can do. Ok?

**Participant:**
OK.

**Interventionist:**
We’ll see what we can do.

**Participant:**
Ok

**Interventionist:**
I’ll see you in class.

---

**Intervention**

- **Component 1:**
  - Conference with the student to select the accommodation(s)

- **Component 2:**
  - Specific lessons for each target behavior
  - Taught using explicit instruction and role play scenarios
  - Self-advocacy and conflict resolution
  - Broken into four lessons (covering 12 target behaviors; e.g., greet instructor, explain benefits of past accommodations, request the use of accommodations)
  - Mastery criteria set at 85% (10 of 12 targeted behaviors)
Scripted Notecards – Self-Advocacy

Example: #1
1. Hi Professor Plum, I’m Anne Teaque from your Monday/Wednesday History 101 class.
2. I wanted to talk to you about my accommodations.
3. I have trouble reading the tests and it makes it hard for me to know what you are asking.

Scripted Notecards – Self-Advocacy

Example: #2
4. Last year, I had read aloud in my classes.
5. It helped me understand the test questions better.
6. I think read aloud in your class would be extremely helpful as well.
Scripted Notecards – Self-Advocacy

Example:  

#3  

7. Before the semester, I registered with the Office of Accessibility and Resources (OARS) to get accommodations in my classes.  

8. I will let OARS know I asked you for read aloud.  

9. Does that sound like a good plan?

---

Scripted Notecards – Self-Advocacy

Example:  

#4  

10. Great, I will let OARS know I asked for read aloud.  

11. I will let OARS know that we have made these arrangements and that you agree.  

12. Thank you so much for working with me; I appreciate your time and help with this. I am really looking forward to your class! Thanks again!
Generalization

✰ Pre-baseline generalization probes were collected using a role-play scenario with university instructor
✰ Post-intervention generalization probes were collected during role-play meetings with the instructor to request and negotiate accommodations
✰ Sessions were audio-recorded and scored using a paper/pencil checklist

Example Maintenance Role-Play Session

This is a session from a previous study; the participant, a college junior, was identified with ADHD and anxiety.

*Note: Shared with participant consent
Transcript

Participant:
Hi Dr. Cobarubias

Interventionist:
Hey

Participant:
How are you doing?

Interventionist:
Good, how are you?

Participant:
Good, I’m Christina from your Monday/Wednesday Global Studies Class.

Interventionist:
Oh, it’s good to see you.

Participant:
I wanted to talk to you about my accommodations from the ODS.

Interventionist:
Ok

Participant:
I have trouble focusing in your class and it makes it hard for me to take notes.

Interventionist:
Uh huh
Participant: So, and recording lectures in the past has really helped me understand the material better. So, I was thinking recording your lectures would also help me as well.

Interventionist: Ok, and this is something you’ve done before?

Participant: Yes

Interventionist: Ok

Participant: I’m registered with the ODS

Interventionist: Uh huh

Participant: I’ll let them know I’m recording your lectures if that’s ok with you.

Interventionist: (inhales) Yeh, um no, I’m really, I’m not really comfortable with it. I’m sorry.

Participant: I understand you have some concerns, can I ask what bothers you?
Interventionist:
Yeh, sure so I’m just really concerned that you could take something that I said out of context that’s been recorded and put it all over Facebook and right now, I mean, with everything that’s going on, I could end up on the Professor Watchlist, we can’t even download data now from the government and so, I’m very, very worried about my future.

Participant:
So, you do not...you’re worried I’m going to upload the lectures online.

Interventionist:
I am, yeh.

Participant:
Ok, so. I understand we both want me to do well in your class.

Interventionist:
You are right! I want you to do well!

Participant:
So, recording lectures has really helped me in the past so, I think so, maybe we can come to a compromise.

Interventionist:
Ok, sure what are you thinking?

Participant:
Maybe I could agree to delete the lecture before the next class, or maybe we could sign an agreement saying I can’t upload the lecture online.
Interventionist:
Hmmm. Ok.

Participant:
Of the two, which would you prefer?

Interventionist:
Yeh, I like the idea of you signing an agreement. I like that idea.

Participant:
So, you want me to sign an agreement saying I cannot record, I mean I cannot upload your lectures online.

Interventionist:
Yes, that would work.

Participant:
Ok. Alright, I’ll let the ODS know that I am going to record your lectures.

Interventionist:
Ok.

Participant:
Thank you so much!

Interventionist:
Thank you! OK!

Participant:
Have a great day!

Interventionist:
You have a great day!
Results

☆ Results demonstrated a functional relation between SACR instruction and students’ ability to request academic accommodations for all four participants

☆ All four participants generalized SACR target behaviors to an in situ setting (i.e., meeting with a professor)

☆ Students with IDD were able to learn the steps of SACR instruction in a minimal amount of time

☆ Four, 30-minute instructional sessions

Show me the data!
Social Validity – Students

✰ Students were given a questionnaire and asked to answer questions using a 4-point Likert-like scale

✰ Students all agreed or strongly agreed:
  ✰ Role-playing sessions were helpful (M = 3.75)
  ✰ SACR instruction helped them gain the confidence to ask instructors for accommodations (M = 3.5)
  ✰ The importance of asking for accommodations in college (M = 3.75)
  ✰ The notecards helped them learn the steps (M = 4.0)

Daniel

*Note: Shared with participant consent
Daniel - Transcript

Daniel: I’m Daniel from Beyond Academics UNCG Program

Interventionist: So, Daniel how do you feel about working on identifying your accommodations

Daniel: Um, I feel great. Like I seen people from my accommodations has been helpful for me. I don’t know about accommodations my teacher have to show it to me how to ask people if I need help. It’s more helpful to me I love it. It make me not to be fear, not to be scared to ask people if I need help. It’s a big help, I like it.
**Interventionist:** How is it affecting you in your classes? Do you feel like it is affecting you?

**Daniel:** Um it would affecting me first my freshman year, but now my sophomore year, it has help me a lot because if I would have learned my accommodations I would not know how to ask for help to do what I’m doing right now. It helped me so much.
Social Validity - Instructors

✰ Instructors were given a questionnaire and asked to answer questions using a 4-point Likert-like scale

✰ Instructors all agreed or strongly agreed:

✰ Teaching students with disabilities how to independently request academic accommodations is important and necessary (M = 4.0)

✰ The student explained their learning/ accommodation needs clearly (M = 4.0)

✰ The student identified the specific accommodation need (M = 4.0)

Discussion

✰ Results were consistent with similar studies (i.e., Holzberg, 2017; Holzberg, Test, & Rusher 2018; Walker & Test, 2011)

✰ Contributions

✰ Added to the literature on the use of the SACR:

✰ In an *in situ* condition

✰ Students with IDD
Discussion

✰ Limitations
  ✰ One participant (Levi) used the notecards throughout the intervention
  ✰ All participants were male

✰ Suggestions for future research
  ✰ SACR instruction in small groups
  ✰ SACR instruction using video modeling
  ✰ SACR instruction to access workplace accommodations

Discussion

✰ Implications for practice
  ✰ This could be “packaged” and scaled up for use in universities’ Offices of Disability Services
  ✰ For example, mentors could teach SACR to students new to a university
  ✰ SACR instruction could be a part of orientation programs prior to students beginning classes or during the first weeks of class
Resources

http://dholzberg.wixsite.com/sacrinstruction

Easy Access to the SACR Website!
Resources for SACR Instruction

- Scripted Lesson Plans
- Role-Play Notecards
- Data Collection Sheets
- Operational Definitions
- PowerPoint Presentation (High School)
- PowerPoint Presentation (Postsecondary Education)
- Links to the Office of Civil Rights websites for students with hidden disabilities and for students with disabilities preparing for postsecondary education

Scripted Lesson Plans
Sample Role-Play Notecards
Role-Play Notecards - Blank

Sample Role-Play Notecards (Module 1 - Self-Advocacy)
Operational Definitions
PowerPoint Presentation High School and College

Data Collection Sheets
Questions

Contact me: dgholzbe@uncg.edu

Thank You!

“As I've said before, not every child has an equal talent or an equal ability or equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.”

~ John F. Kennedy ~

Civil Rights Address
delivered 11 June 1963, White House, Washington, D.C.